Links

Eddy and Patrick Join SEDL Board

ancy Eddy and Paula Patrick have taken different paths in their careers as educators, but both paths have led them to contribute to the improvement of education in the Southwest as members of the SEDL Board.

Eddy, a K–6 counselor for the Pulaski County Special School District in Little Rock, Arkansas, was the first member of her family to go to college. "My high school counselor kept saying, 'You have to go,'" Eddy explained. "He'd call me at home and say, 'Fill out this scholarship application. It can't wait.' So he was a big influence."

Though she majored in English at first, Eddy later switched to elementary education and earned both a bachelor's in elementary education and a master's in education from the University of Arkansas at Fayetteville. She

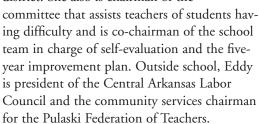
taught third grade for a year and second grade for 14 years before becoming a K–6 counselor. For nearly 20 years, Eddy has worked with children to find solutions to their problems, though she admits to missing the classroom at times.

"When I was working with second graders in the classroom, I enjoyed watching the looks on their faces as they began to recognize words and read better," Eddy said.

"It's just like a light came on inside them."

But when one student Eddy was counseling came into her office and said, "I don't need to see you now because I used what you taught me," Eddy felt she could be more helpful in her counseling role.

In addition to her counseling duties, Eddy has sponsored the student council, yearbook staff, and the Teachers of Tomorrow Club at Clinton Elementary in the Pulaski district. She also is chairman of the



Paula Patrick, a federal programs director for Sabine Parish and a member of the Sabine Parish School Board in Many, Louisiana, comes from a family of educators. Her grandmother and two great aunts were teachers who passed down their love for education to Patrick.

"As a child growing up in Converse, Louisiana, there were three educators in my family to whom I listened all of my life. They told me I should be a teacher, and I decided that education would be a wonderful career

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Nancy Eddy

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Eddy and Patrick, continued

for me," Patrick recalled.

These childhood experiences helped her mold her current interest, literacy work. "My grandmother lived with us, and she would read stories to us at night. She instilled in me the love of reading."

Patrick works with staff at Northwestern State University in Nachitoches, Louisiana, to promote literacy and has participated in writing grants for Head Start and Even Start programs that are working to help children read at early ages in Many. She also served as president of the Louisiana Reading Association from 2000 to 2001 and earned the International Reading Association President's Cup in 2001. "Since I've been out of teaching, and I've been working in a school board situation, I've just really become obsessed with literacy and trying

to help people become literate," Patrick said.

Before becoming the federal programs director in Many, Patrick earned a master's in education from Northwestern and was an elementary and secondary teacher, an instructional coordinator, and a curriculum instruction supervisor. To fulfill these duties, she relied on SEDL's reading resources, safe and drug-free schools information from SEDL's Southeast Comprehensive Assistance Center, and materials and fall forums produced by SEDL's Eisenhower Southwest Consortium for the Improvement of Mathematics and Science Teaching.

"When you work in a small district, you don't have content area supervisors, so you need to be well-rounded and know the people who can help you," Patrick said. "SEDL is one of those institutions that helps me so much."

Dimock, Hord Earn New Duties, Titles

K. Victoria Dimock, program manager of SEDL's SouthCentral Regional Technology in Education Consortium (SouthCentral RTEC), was named manager of a new mathematics, science, and technology division at the corporation, while program manager Shirley Hord was named scholar emerita in SEDL's Regional Educational Laboratory.

SEDL created the new mathematics, science, and technology division by merging the Eisenhower Southwest Consortium for the Improvement of Mathematics and Science Teaching (SCIMAST) and SouthCentral RTEC. Wesley Hoover, SEDL president and CEO, explained, "Both SCIMAST and SouthCentral RTEC staff work directly and intensively with teachers to create learner-centered environments, so moving the programs into a single division will build a more efficient, cohesive, and effective approach to addressing teaching quality and, ultimately, student achievement in mathematics, science, and technology."

Dimock has served as a research associate at SEDL, a mathematics specialist at the Region IX Education Service Center, a coordinator of a program for gifted students, and a K–12 teacher. She holds a doctorate in Curriculum and Instruction from The University of Texas at Austin. "Vicki's leadership and product development skills, as well as her knowledge of teacher needs in learner-centered

classrooms, will contribute greatly to the success of this new division," Hoover said.

Hord was named SEDL's first scholar emerita. "Shirley's new title signifies the considerable contribution she has made to the field of education research and development, especially research about school change processes, leadership, and professional development," said Joan Buttram, SEDL executive vice president and COO. "It also marks how Shirley is changing her working relationship with SEDL, as she reduces her direct fieldwork and takes on more writing and reflection about her work and sharing of her insights."

Before joining SEDL in 1986, Hord was a program co-director, an assistant program director, and a senior research associate at the R&D Center for Teacher Education at UT-Austin, director of student teaching and a faculty member for UT-Austin's Science Education Center, and an elementary school teacher. At SEDL, Hord studies the change process in schools and colleges, as well as leadership factors required to initiate and manage change. She is co-author of *Implementing Change: Patterns, Principles, and Potholes*, and lead author for *Taking Charge of Change.* She holds a doctorate in educational administration from UT-Austin.

5 E D products

Policy, LOTE CED, and NCDDR Resources Available

SEDL develops resources for policymakers and practitioners. Many of these resources are free and available from SEDL's online catalog at www.sedl.org/pubs/ or by calling the SEDL publications department at 800-476-6861.

EDL's Regional Educational Laboratory policy staff completed a study of school district resource allocation in four states in SEDL's region. *Allocation Study of Educational Resources in the Southwestern Region* analyzes district-level patterns of resource allocation, district and school resource practices implemented to improve student performance, and barriers and challenges faced by districts and schools to efficient resource allocation. The study is available online at www.sedl.org/rel/pr-examination.html.

SEDL's Languages Other Than English Center for Educator Development (LOTE CED) published the April 2003 issue of the LOTE CED Lowdown newsletter, which features information on the center's new training on rubric development as well as online professional development for LOTE educators. The newsletter is online at www.sedl.org/loteced/ lowdown/welcome.html. LOTE CED also produced the seventh and eighth LOTE CED Communiqué issues briefs. The seventh brief, "Learning Languages in Other Countries: Success Abroad, Success in Texas," and the eighth brief, "Reseeing Learning and Rethinking Practice in the LOTE Classroom," are available online at www.sedl.org/loteced/ communique/welcome.html.

SEDL's 2002–2003 annual report, *Building Knowledge to Support Learning*, gives SEDL's clients, partners, and customers an overview of the research, development, and dissemination activities of the corporation,

strategic alliances, and financial resources for Fiscal Year 2002. It's available online at www.sedl.org/pubs/ar2002.html.

The National Center for the Dissemination of Disability Research (NCDDR) produced *Focus Technical Brief No. 3: Underachieving Students*. Available online at www.ncddr.org/du/products/focus/focus/3, the brief discusses research conducted by the Rehabilitation Research and Training Center (RRTC) on Community Integration of Individuals with Traumatic Brain Injury, which is funded by the National Institute on Disability and Rehabilitation Research (NIDRR). The brief examines identification, assessment, and classroom modifications for students who have experienced mild brain injury resulting in underachievement in school.

NCDDR also published issue 8.1 of *The Research Exchange* newsletter, which highlights information about copyright regulations and is available online at www.ncddr.org/du/researchexchange/v08n01/.

Another new NCDDR publication, *Success Stories 2002*, features successful strategies NIDRR-funded grantees used in their dissemination and utilization efforts last year. Available online at www.ncddr.org/du/successstories/, the publication includes a section on the media attention grantees received.

NCDDR currently works with nearly 40 RRTCs that focus on research priorities, including people/students with disabilities; independent living and community integration; health and function; and such associated disability research areas as demographics, outcome measurement, and statistics. To demonstrate the variety of ways RRTC activities are making a difference in meeting the

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s E D L in the field

"SEDL in the Field" describes the goals of major SEDL projects and programs. This section features SEDL work with teachers, administrators, policymakers, researchers, and community members to improve practice.

Eisenhower Southwest Consortium for the Improvement of Mathematics and Science Teaching (SCIMAST)

One of 10 science and mathematics consortia funded by the U.S. Department of Education, SEDL's SCIMAST shares and creates resources and makes them available to schools. Since 1992, SCIMAST has supported meaningful reform of mathematics and science education in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas through intensive, long-term professional development and teaching assistance, networking that brings together people across the education system to address common goals, and provision of information and resources through access centers and other sources.

SCIMAST Professional Development

Arkansas

On Jan. 28, program specialist Como
 Molina and program associate Maria
 Torres co-facilitated the second of three
 training and technical assistance visits to
 SCIMAST's Middle School Mathematics
 Project (MSMP) sites at Darby and Kimmons junior high schools in Ft. Smith.
 They worked to develop the teachers'
 awareness of mathematical concepts and
 connections and engaged them in lesson
 study work.

Louisiana

On Feb. 15, program specialist Phillip
 Eaglin facilitated the session "Physics Lab
 Activity Re-design Using CBL Technology" at Grambling State University to
 increase secondary teachers' chemistry and
 physics content knowledge and their skills

in lab activity design; to develop inquirybased, relevant student activities that integrate calculator-based lab (CBL) technology; to address limitations of CBLs in designing lab activities; and to work collegially in a mentoring relationship with other teachers to redesign science lab activities.

New Mexico

 On Feb. 27–28, Molina and Torres cofacilitated the second of two training and technical assistance visits to Harrison Middle School, SCIMAST's MSMP site in Albuquerque. Harrison teachers have been working in grade-level teams to identify three big mathematical ideas along with the teaching strategies to develop those concepts and the accompanying student assessments.

Texas

- In January and February, program specialist **Nikki Hanegan** worked with mentor teachers from *El Paso* and surrounding areas as part of the El Paso Collaborative for Excellence in Mathematics and Science. They focused on an integrated secondary mathematics and science study unit that is taught in a lesson study format to help develop the mentors' knowledge of inquiry teaching, use of student work, and observation skills to assist lesson study groups. They also developed the ideas of proportionality in balancing chemical equations and the mathematical principles of the periodic table.
- On Jan. 15 and Feb. 5, Torres and Molina co-facilitated the first and second sessions of four training and technical assistance visits to Brazos Middle School, SCIMAST's MSMP site in Waco. SCIMAST's content focus at the middle school is proportionality.
- Torres facilitated the third of three training sessions on SEDL's Paso Partners curriculum for Title VII teachers with the

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Secondary teachers learned about calculator-based lab (CBL) technology at the Feb. 15 SCIMAST session "Physics Lab Activity Re-design Using CBL Technology" at Grambling State University in Louisiana.

Hidalgo and *Progreso* independent school districts on Jan. 25. Twenty-five teachers involved in a dual-language program engaged in the hands-on science activities focusing on plants and the human body.

SCIMAST Networking and Information Provision

New Mexico

 Torres met with MathStar New Mexico staff in *Albuquerque* on Feb. 27 to address collaborative efforts and provide technical assistance for current work.

Oklahoma

Molina, Torres, and program manager
Vicki Dimock presented at the spring
meeting held by SCIMAST and the
Coalition for the Advancement of Science
and Mathematics Education in Oklahoma
on Jan. 3 in Oklahoma City.

Texas

• Throughout February, Torres met with several Texas partners, including science and education faculty at The University of Texas at Brownsville, the National Science Foundation program director of the Brownsville Independent School District, and the Hidalgo Independent School District superintendent and other administrative staff. Torres addressed collaborative efforts and provided technical assistance for current work.

Languages Other Than English Center for Educator Development (LOTE CED)

LOTE CED assists pre-K-12 educators in enhancing the proficiency of Texas students in languages other than English. In partnership with the Texas Education Agency (TEA), LOTE CED staff have developed training modules and workshops to help familiarize language educators with new state standards. Trained facilitators work with regional education service centers and school districts to provide inservice professional development on the Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE).

On Feb. 20–21, LOTE CED staff hosted a training session in *Austin, TX*, for Developing Rubrics for Performance-Based Assessment, the latest in a series of training modules developed by the center. The module's authors, LOTE coordinator Bobette Dunn and French teacher Dorothy Cox, both of Fort Bend Independent School District in Texas, facilitated the training.

LOTE CED Action Research Initiative participants returned to *Austin* on Feb. 24 to report on their individual action research projects. While learning the action research process, these educators are examining the issues they deal with as they implement standards in their classrooms.

Regional Educational Laboratory (REL)

SEDL's REL creates and promotes procedural knowledge—the know-how—to help low-performing schools and districts improve student achievement in reading and mathematics



On Feb. 20—21, in Austin, TX, LOTE coordinator Bobette Dunn and French teacher Dorothy Cox, both of Fort Bend Independent School District in Texas, led a LOTE CED training on the module they authored on rubric development.

SEDL LINKS [5]

in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Along with partners—the Charles A. Dana Center of The University of Texas at Austin and American Indian Research and Development, Inc. (AIRD), in Norman, OK—the REL conducts research and development with intensive sites, examines resource allocation and other policy issues, and operates a national center that disseminates research resources on school, family, and community connections.

REL Staff Announcements

In April, program associate **Deborah Donnelly** completed her doctorate in educational administration in the Executive School Leadership Program in the School of Education at The University of Texas at Austin. Her dissertation was titled "Sitebased Decision Making: Perceptions of Parents, Teachers, and Administrators in an Elementary School in Texas."

In May, program associate **Ann Neeley** completed her doctorate in educational administration from Texas A&M University in College Station. Her dissertation was titled "The Impact of the Threat of Violence on Selected School Districts in Texas."

REL Intensive Site Work

SEDL and site staff are working together to identify and address the underlying problems within the districts and schools that affect student achievement in reading and mathematics. SEDL is also documenting how districts and schools improve their performance.

To assist districts and schools in improving student achievement, the REL debuted a quarterly e-newsletter, *Working Systemically*, for educators participating in SEDL's intensive site work. To access the e-newsletter, call program specialist **Tara Leo Thompson** at 800-476-6861, or 512-476-6861; or e-mail tleo@sedl.org.

SEDL staff, along with AIRD and Dana Center partners, conducted the following intensive site activities in January and February.

Arkansas

- Program associate Stella Bell facilitated and monitored the district's literacy curriculum alignment efforts in *Grady*. Program associate Marsha Loyd worked with K–12 faculty to align writing instruction to the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP).
- Program associate Ann Neeley presented information on reading data and

SEDL Wins National Reading First Database

SEDL won a three-year \$419,759 award from the U.S. Department of Education to design and maintain the nationwide Reading First Database of school districts that are implementing scientifically based reading programs with Reading First funds.

The No Child Left Behind Act signed into law by President George W. Bush on Jan. 8, 2002, established Reading First as a new, high-quality evidence-based program that will help more children receive effective reading instruction in the early grades. As part of their commitment to sharing information about research and best practices, SEDL staff will design the Reading First Database so that state and local education agencies, national organizations, researchers and policymakers, and the public-at-large can easily find answers to their particular questions.

SEDL executive vice president and COO Joan Buttram will lead the project team that includes information associate Lacy Wood, Web administrator Brian Litke, and program associate Sebastian Wren. The database will incorporate abstracts of each district and the schools funded by the districts, district and school demographic information, and student reading achievement data. The database will have multiple templates to present complex information in user-friendly formats, Web-based data-entry forms to support data collection, and different search options to allow users to locate information by demographic characteristics of districts and schools, reading practices adopted, and achievement profiles.

"This work builds on our staff's knowledge, skills, and strong working relationships with the Department of Education to make these new contributions to research and practice," Buttram said. ■

instruction to all *Marked Tree* faculty and assisted them in building leadership for school improvement. **Loyd** provided ACTAAP-aligned writing strategies to teachers and students in grades 4–6, and **Neeley** and program associate **Sebastian Wren** worked with faculty to make longrange plans to improve student reading achievement.

Louisiana

- Program associate Chris Ferguson, Dana Center program coordinators Carl Juenke and Emma Treviño, and the Iberia Parish Leadership Team streamlined a process to assist parish staff in developing a more effective support system for their school improvement plan. They helped the Anderson Middle School Leadership Team complete the design, administration, and analysis of innovation configurations—the different ways in which teachers adapt innovations to their unique situations—to determine the faculty's success in becoming a high-performing learning community. Ferguson, Juenke, and Treviño also helped the Westgate High School Leadership Team define a method for implementing a school improvement design that blends SEDL's systemic approach with Louisiana's mandated practices. Treviño assisted Iberia Parish mathematics teachers in improving their curriculum, instruction, and assessment strategies.
- Bell worked with the Lafourche Parish
 District Leadership Team to identify the
 root causes of low student achievement in
 mathematics and participated in Lafourche's
 Learning-Intensive Networking
 Communities for Success training.
- Program associates Jill Slack and Ed Tobia and Louisiana Department of Education staff held planning sessions with Madison Parish Leadership Team members to establish school-level follow-up to the staff development that teachers received earlier this year. Tobia and the leadership team refined the district improvement plan in preparation for presenting it to the school board and proposed ways to garner input on the plan from a broader base of stakeholders.
- Dana Center program coordinator Janice Bradley and Dana Center project director Ted Hull introduced an innovation configuration to help monitor the implemen-

tation of the district's mathematics curriculum in *Monroe*.

New Mexico

- In *Shiprock*, Wren and AIRD vice president Mary Ann Brittan trained members of the Central Consolidated Schools District Reading Team in the use of innovation configurations to monitor their level of comfort in implementing school improvement plans. They also reviewed elements of the district's reading initiative. Brittan, Wren, and the Central Consolidated/Newcomb School Improvement Leadership Team analyzed reading assessments, and Brittan and Wren conducted professional development on reading across content areas and the creation of interdisciplinary units for Newcomb Middle and High school faculty.
- Program associate Joe Parker continued to guide curriculum alignment work at Hatch Valley High and Middle schools.
 Parker and Hatch Valley Middle School staff reviewed the school's campus action plan and began collecting data for the next school year's efforts.
- Neeley and the Bernalillo Middle School Leadership Team planned a reading curriculum format for grades 6–8 and the implementation of this format. Neeley assessed the progress of school improvement plans at Algodones Elementary and met with Bernalillo's superintendent to plan districtwide implementation of a reading program.
- Tobia and staff from the Center for the Education and Study of Diverse Populations in New Mexico worked with Española Valley High School department chairmen on the school's literacy initiative. Tobia and high school leadership team members reviewed the recommendations stemming from a state accreditation visit earlier in the year and their implications for the school's improvement plan. Tobia and program manager David Rainey met with the Española Public Schools superintendent to establish the district's literacy work priorities for the remainder of the school year.

Oklahoma

Hull and the Altus District Leadership
Team made plans for the remainder of the
year for testing, data return, and

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SEDL LINKS

- implementation of efforts to improve skills evaluated by the state benchmark test.
- Brittan, Loyd, program associate Jerry Elder, and the Kinta School Improvement Leadership Team reflected on strategies for the improvement of reading, parentteacher interactions, student behavior, and academic achievement. Loyd demonstrated innovative, research-based reading strategies to several elementary and secondary teachers and their students.
- Cowan and REL contract manager Joan Buttram shared information with the superintendent and other district leaders about SEDL's new partnership with Crooked Oak Public Schools. Cowan and Rainey conducted the initial data scan and discussed the challenges the district faces concerning student achievement in reading and mathematics.
- Bradley, Thompson, and each grade-level teacher team at Western Oaks Middle School in Putnam City examined Standardized Testing and Reporting (STAR) data and discussed the implementation of reading strategies. Bradley and **Thompson** also introduced Western Oaks Elementary School's principals, reading specialist, elementary coordinator, and director of elementary education to SEDL's work in the district. Bradley, Thompson, and the Putnam City West High School Reading Team made plans for implementing a schoolwide reading strategy to increase student comprehension skills. The district leadership team worked with an innovation configuration to implement their action plan for improving student achievement in reading. Evaluation Services program specialists Cori Groth and Cheryl Harris observed leadership team meetings and conducted individual interviews with school and district staff members. Their work is part of a case study examining the strategies SEDL staff use when assisting school and district staff in creating sustained improvement at intensive sites in the Putnam City School District.

Texas

Ferguson and the Nova Charter Schools
 Leadership Team in *Dallas* developed a
 staff-student-parent survey to help faculty
 redefine their student achievement goals
 for the coming year. Slack worked with
 cross-level reading teams to align their

- reading curriculum, instruction, and assessment. She also demonstrated a more intensive questioning strategy that can be used as an assessment and learning tool and debriefed the teachers so that they will be able to use the strategy on their own. Harris and Evaluation Services program specialist Jessica Snell-Johns observed leadership team meetings and conducted individual interviews with school and district staff members. Their work is part of a case study examining the strategies SEDL staff use when assisting school and district staff in creating sustained improvement at Nova Charter Schools.
- Loyd and Dana Center program coordinator Margarita Greer presented "TAKS
 [Texas Assessment of Knowledge and Skills] and Reading across the Content Areas" to freshman campus faculty in Midland.

REL Professional Development, Technical Assistance, and Networking

Arkansas

• Loyd met with the Arkansas State
Department of Education in *Little Rock*on Jan. 9 to assist the reading division in
writing an innovation configuration for
the Early Literacy Learning in Arkansas
(ELLA) program and to discuss site work
with co-op staff. Cowan, Loyd, Neeley,
and Parker participated in ELLA training
during this meeting.

Louisiana

 On Jan. 23, Buttram discussed SEDL's work with faculty from low-performing schools at a Louisiana Department of Education seminar in Baton Rouge for state superintendents on narrowing the achievement gap between black and white students.

Texas

- On Jan. 16, Ferguson led training for Belton High and Belton Junior High school teachers in *Belton* as part of the district's efforts to improve the alignment of classroom assessment and the new TAKS standards.
- Buttram, Elder, Parker, and Tobia conducted evaluations and arranged upcoming staff development at a Comprehensive School Reform state coordinator meeting

in *Irving* on Jan. 22.

• Ferguson, Greer, Loyd, and Parker met with representatives from the Texas Education Agency and several Texas education service centers in *Austin* on Jan. 27 to form a planning team and develop a process for sharing SEDL's intensive site work.

REL Policy Work

Program specialist **Diane Pan**, Dana Center research associate **Debra Hughes**, and Dana Center research science associates **Rahel Kahlert** and **Lotte Smith-Hansen** presented "Examination of Resource Allocation in Education: Connecting Spending to Student Performance" to Texas Education Agency (TEA) representatives on Jan. 8 in *Austin*.

On Jan. 29, **Pan, Smith-Hansen**, program associate **Zena Rudo**, and REL consultants conducted the session "Resource Allocation in Texas Districts: Making Improvements in Student Performance" in *Austin* for Texas policymakers and administrators.

Pan, Rudo, Hughes, Kahlert, and Smith-Hansen presented "Resource Allocation in Texas School Districts" to the TEA Coordinating Task Force on Feb. 13 in *Austin*.

On Feb. 14, **Pan, Rudo,** and **Smith-Hansen** delivered "Resource Allocation and Student Performance Improvement: Effective Practices and Strategies from the School District Perspective" to education researchers, practitioners, and policymakers at the Southwest Educational Research Association Annual Conference in *Chattanooga, TN*.

Pan, Rudo, and Kahlert presented "Resource Allocation in Louisiana Districts: Making Improvements in Student Performance" on Feb. 28 at the Louisiana Department of Education in *Baton Rouge*.

National Center for Family and Community Connections with Schools

With National Center for Community
Education staff, program manager **Catherine Jordan** co-facilitated training of the new
Arizona 21st Century Community Learning
Centers grantees on Feb. 6–7 in *Phoenix, AZ*.

Nine RELs participated in a discussion of the Center's 2003 research synthesis, A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement, during the Center's quarterly videoconference on Feb. 12 in Austin, TX. Program associate **Deborah Donnelly** presented "Ways to Measure Effects of Family and Community Connections with Schools" at the American Association of School Administrators Conference on Feb. 21 in *New Orleans*.

"New Research on Families, Communities, and Student Achievement," an article by program specialist **Amy Averett** and communications specialist **Victor Rodríguez**, was featured as the lead article in the Spring 2003 issue of *The Link*, a newsletter published by the Texas Education Agency's Parent Involvement and Dropout Prevention Unit.

REL National Activities

On Jan. 29–31, in *Denver*, scholar emerita **Shirley Hord** and members of the National Staff Development Council (NSDC) planned Study II for the Bill and Melinda Gates Foundation. This study will explore how resources invested in the Gates Leadership Development Challenge Grant projects facilitated new statelevel professional development programs and structures. The NSDC study also will identify the program elements that early adopters said had the greatest influence on them.

Hord and the Northwest Regional Educational Laboratory's development team met on Feb. 2–5 in *Palm Desert, CA*, to plan and create materials and activities for use in small school district improvement efforts. The design included data profiling and community involvement.

Elder participated in a training-the-trainer workshop on Feb. 12 in *Denver* for identifying research-based solutions for school improvement.

On Feb. 27, **Buttram** presented a session on No Child Left Behind evaluation requirements for migrant education to staff of the U.S. Department of Education Migrant Education Program and the 50 state directors of migrant education in *Tysons Corner, VA*.

Southeast Comprehensive Assistance Center (SECAC)

SEDL's SECAC, based in Metairie, LA, is one of 15 regional technical assistance centers mandated and funded under No Child Left Behind to assist states, school districts, and schools in meeting the needs of children served under the legislation, including children in high-poverty areas, migrant children, immigrant children, children with limited English proficiency, neglected or delinquent children,

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homeless children and youth, American Indian children, and children with disabilities.

SECAC provides professional development, technical assistance, and information services to state and local education agencies, regional education service centers, tribes, and schools in Alabama, Arkansas, Georgia, Louisiana, and Mississippi.

SECAC Staff Announcements

Program associate **Jill Slack**'s article on the Reading Success Network, "Teachers and Coaches Put Their Heads Together," was published in the Spring 2003 issue of the National Staff Development Council's *Journal of Staff Development*.

SECAC Information Provision, Professional Development, and Technical Assistance

Alabama

- On Jan. 14–15, Slack conducted a workshop for K–12 educators on the teaching of writing at the North Alabama Teacher Exchange in Athens. Participants learned about the six-trait analytical model for improving student writing performance.
- Slack conducted the fourth in a series of writing assessment workshops on Jan. 28 in *Decatur* to assist Morgan County teacher leaders in developing district writing benchmarks.
- Program specialist Philip Gapinski and program associate Mary Lou Meadows discussed the latest No Child Left Behind developments and how SECAC may assist staff from the Alabama Department of Education Prevention and Support Services and the Governor's Office on Drug Abuse Policy—Title IV on Feb. 7 in Montgomery.

Arkansas

 Gapinski facilitated a work session on Jan. 26–27 in *Dardanelle* to revise the school district's emergency management plans. He returned on Feb. 20 to present sessions to district staff on bullying behavior and to discuss a recent student molestation incident.

Georgia

 Slack presented the opening address at a Reading Success Network session for elementary teachers in *Dalton* on Jan. 6. A SECAC reading consultant followed up

- and provided training on coaching and reading assessment.
- On Jan. 24, Gapinski facilitated a review of the requirements in Title IV of No Child Left Behind with administrators from the Central Georgia Regional Educational Service Agency in *Dearing*.

Louisiana

- Gapinski and Sabine Parish educators reviewed 1998-2002 Student Information System Discipline Data and 1999-2001 Communities That Care survey results in Many on Jan. 6. This ongoing activity enables district staff to evaluate present programs and more effectively plan future Title IV, Safe and Drug-Free Schools and Communities activities. Gapinski returned on Feb. 10 to present the report titled Two-Year Review of SIS Discipline Data and Communities That Care Survey to principals, administrators, and the Sabine Parish Board. SECAC also donated 17 boxes of Life Skills Training materials that will be used in the district's drugprevention efforts for grades 6-8.
- Slack met with American Federation of Teachers coaches Jan. 10 and Feb. 24 in New Orleans to plan professional development for district reading coaches. Slack led study group meetings with district reading coaches on Jan. 10 and Feb. 14.
- Program manager Marie Kaigler, program associates Carolyn Clausing and Moselle Dearbone, and program specialist John Hanley met with education staff from the Audubon Zoo, the Audubon Aquarium of the Americas, and the Audubon Louisiana Nature Center in New Orleans on Jan. 14. They explored ways SECAC might provide technical assistance to support zoo, aquarium, and nature center education efforts.
- Throughout January and February,
 Gapinski provided more than 40 hours of technical assistance during six No Child
 Left Behind activities for the Title IV staff in the Louisiana Department of Education's
 Office of School and Community Support in Baton Rouge.
- Hanley and Audubon Zoo educators copresented "Zoo Schools: Interactive
 Classes at Audubon Zoo," at the Building
 Bridges: The Formal and Non-Formal
 Educator's Expo on Jan. 18 in *Metairie*.
 They provided information on the

- SECAC-Audubon Zoo collaboration for the development of the African Savanna School for grades 1–2. The Audubon Louisiana Nature Center, the U.S. Fish and Wildlife Service, and the Louisiana Environmental Education Association sponsored the Building Bridges Expo.
- On Jan. 21 and Feb. 11, Slack presented two questioning strategies workshops for teachers and the administrator at Live Oak School in Waggaman.
- **Slack** conducted a follow-up thinking skills and questioning workshop at Homedale Elementary School in *Harvey* on Jan. 17. Teachers used transcripts from lessons they conducted to examine the types of questions they asked and how they utilized student responses.
- On Jan. 31, Slack led a workshop on a protocol for looking at student work for K–3 New Orleans Public Schools reading coaches in *Metairie*. Slack and consultants conducted a follow-up reading strategies workshop for the coaches on Feb. 28.
- Dearbone and Slack met with state department reading staff Feb. 10 in Baton Rouge to share, plan, and coordinate reading activities.
- On Feb. 17, Gapinski participated in a planning meeting in Hammond for the Southeastern Louisiana University
 Excellence in Health and Education
 Project Summer Institute scheduled for July 28–Aug. 1. SECAC has co-sponsored the institute for the past three years.

Mississippi

- Program associates Debra L. Meibaum and Maggie Rivas met with the English Language Learners (ELL) Practitioners Committee in *Jackson* on Jan. 14 and Feb. 19 to help develop ELL standards for reading and language arts.
- On Jan. 21, Meibaum and Rivas met with administrators and teachers in Columbus to provide information on the development of a districtwide ELL plan.
- Meibaum presented "No Child Left Behind: An Overview of the Basics" to educators in *Jackson* on Jan. 29. Clausing, Meibaum, and program specialist Dallas Picou delivered the same session in *Itta Bena* on Jan. 30.
- On Feb. 11, Clausing provided information about analyzing, interpreting, and using student test data to guide classroom instruction to administrators, teachers, and support staff in *Meridian*.

SECAC National Activities

Slack and **Dearbone** presented the session "Using Teaming and Reflective Dialogue to Improve Student Reading Performance" on Feb. 3 at the National Title I Conference in *Anaheim, CA*.

Special Education and Rehabilitation Services Program (SEARSP)

SEDL's SEARSP provides information and assistance on innovations and policies to improve special education and rehabilitation

SEDL Awarded RUSH Project

SEDL won a five-year \$1,750,000 award in April to establish and operate the Research Utilization Support and Help (RUSH) Project. The Disability and Rehabilitation Research Projects Program of the National Institute of Disability and Rehabilitation Research (NIDRR) funds the award. NIDRR is one of three components of the Office of Special Education and Rehabilitative Services at the U.S. Department of Education.

Led by SEDL program manager John Westbrook, a team including Web administrator John Middleton and communications specialist Sean Claes will develop and test models to help connect NIDRR research findings to people with disabilities and their families, other disability researchers, and disability service providers.

"At SEDL, we've learned quite a bit about what it takes for practitioners to use research and what researchers need to do to make their findings easier to locate and use," Westbrook said. "Further systematic research, however, is needed to investigate how research findings can most effectively be integrated into practices and policies affecting Americans with disabilities. Through its research and evaluation activities, the RUSH Project will enhance NIDRR researcher knowledge about techniques and methods they can use to connect research with practice more quickly and effectively."

SEDL LINKS [II]

services. SEARSP encompasses the National Center for the Dissemination of Disability Research (NCDDR) and the Southwest Disability and Business Technical Assistance Center (Southwest DBTAC).

NCDDR works with more than 430 disability and rehabilitation research teams and product developers funded by the National Institute on Disability and Rehabilitation Research (NIDRR) to make their research more accessible. In partnership with these NIDRR groups, NCDDR develops and demonstrates successful methods and strategies that link researchers and information users. Through these links, NCDDR audiences may find utility and relevance in research findings. NCDDR activities include research, demonstration, technical assistance, and dissemination and utilization.

In October 2001, SEDL received funding from The Institute for Rehabilitation & Research (TIRR) in Houston to partner with Southwest DBTAC, which serves Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. The U.S. Department of Education's NIDRR funds Southwest DBTAC regional projects through the Americans with Disabilities Act (ADA) to provide training, technical assistance, and dissemination services on ADA and other disability-related laws.

Through this TIRR subcontract, SEDL provides technical assistance, training, and information dissemination on the legal obligations of educational entities to provide accessible information technology (IT) to students and employees. This includes assistance to conduct self-evaluations on IT accessibility and the promotion of best practices.

NCDDR Activities

Program manager **John Westbrook** participated in the board meeting of the Rehabilitation Research and Training Center (RRTC) on the Integration of Individuals with Traumatic Brain Injury at the Mount Sinai School of Medicine in *New York City* on Jan. 13. **Westbrook** provided technical assistance to the RRTC staff on Jan. 14.

Westbrook and information assistant **Lin Harris** made presentations at the Rehabilitation Engineering Research Center Directors Meeting in *Washington*, *DC*, on Feb. 27–28.

Technology Assistance Program (TAP)

SEDL's TAP assists teachers in creating student-centered classrooms supported by technologies through such projects as the SouthCentral Regional Technology in Education Consortium (SouthCentral RTEC).

SouthCentral RTEC members include the Texas Center for Educational Technology at the University of North Texas and The Aurora Project. SouthCentral RTEC staff provide professional development, technical assistance, networking, and information and resource dissemination. They help teachers use technology and enable education leaders to acquire, manage, and evaluate technology.

TAP Professional Development and Technical Assistance

Louisiana

- In association with Louisiana Gear Up, program manager Vicki Dimock and program specialist Danny Martinez conducted a site visit and technology audit at Sophie B. Wright Middle School in *New Orleans* on Jan. 29. Also in association with Louisiana Gear Up, Martinez and program associate Mary Burns conducted site visits and technology audits at Zwolle Intermediate School and Ward III School in *Winnsboro* on Feb. 17–21.
- On Feb. 25, Evaluation Services program associate Jack Lumbley conducted focus groups with educators in *Baton Rouge* to determine how SouthCentral RTEC could meet their needs in mastering state content standards and using technology in the classroom, among other issues.

New Mexico

 Lumbley and Martinez conducted a focus group session on Feb. 11 in *Albu-querque* with educators representing the state department of education.

Oklahoma

- Program specialist Kim Hughes facilitated a field-testing meeting for the Standards and Assessment Management (SAM) tool on Jan. 9 in Oklahoma City.
- At a Jan. 10 Oklahoma—Achievement through Collaboration and Technology Support session, **Hughes** made three presentations on authentic teaching and learning in *Oklahoma City* as part of the state's Bill and Melinda Gates Foundation State Challenge Grant

- for Leadership Development.
- Hughes and Lumbley conducted a focus group session on Feb. 18–19 in *Oklahoma City* with K–12 educators and representatives of districts, the state department of education, and higher education programs from across the state to determine how SouthCentral RTEC could help students master state content standards and use technology in the classroom.

Texas

- Hughes participated in the Educational Technology Advisory Committee meeting at the Texas Education Agency on Jan. 14–15 in Austin.
- Burns, Dimock, and Martinez conducted Day 5 of the Master Teachers professional development program with teachers from United Independent School District high schools in *Laredo* on Jan. 27. During the next two days, Burns conducted follow-up coaching and mentoring with Lyndon B. Johnson High School teachers.
- On Feb. 3–7, Burns presented "Using Spreadsheets as a Problem-Solving Tool,"
 Hughes presented "Technology Tools for Standards and Assessment Management," and Martinez conducted the workshop, "The People's Choice: Digital Imagery and the Art of Persuasion" at the Texas Computer Education Association Annual Conference in Austin.

Corporate Offices

SEDL's corporate offices include Evaluation Services (ES), the Office of Fiscal and Technical Services (OFTS), the Office of Institutional Communications (OIC), and the Office of Institutional Development (OID).

ES staff work with every major SEDL contract as internal evaluators to design and implement evaluation plans and collect and manage performance indicator data. ES also is developing a program of external fee-for-service evaluations for a growing number of educational entities, such as universities and school districts, to document the quality and impact of programs.

Evaluation Services (ES)

In May, program specialist **Cheryl Harris** completed her doctorate in educational psychology with a specialization in learning, cognition, and instruction from UT-Austin. Her dissertation was titled "Understanding the Role of

Epistemological Beliefs in Post-Graduate Studies: Motivation and Conceptions of Learning of First-Year Law Students."

Harris was one of 15 applicants across the nation selected to participate in the National Science Foundation Institute on Evaluation in *Kalamazoo*, *MI*, June 9–27. The primary goal of the summer evaluation institute is enhanced evaluation capacity for science, technology, engineering, and mathematics education.

Program associate **Jack Lumbley** hosted a meeting of the Institute of Education Sciences/ Cross-Laboratory REL Performance Indicators Task Force on Feb. 12–14 in *Austin, TX*.

Program associate **Jeannine Turner** participated in the Cross-Consortia Evaluators Meeting of the Eisenhower Mathematics and Science Regional Consortia in *Miami, FL*, on Feb. 2–6.

Program associate **Erin McCann** and program specialist **Jennifer Beck** observed the Literacy Phase IV Leadership Meeting for the Oklahoma Commission on Teacher Preparation Evaluation Project in *Oklahoma City*, on Feb. 4–6.

SEDL Fee-for-Service

SEDL conducts fee-for-service activities to ensure more effective distribution and use of SEDL's products and services. The revenue generated from these services supports ongoing development. Services include training in school improvement, technology, reading, and mathematics, and evaluation services.

Georgia

• On Jan. 10, program associate Patricia Guerra and a consultant from The University of Texas at Austin delivered Module II of the Organizing for Diversity Staff Development Program to more than 30 Houston County Public School teachers in *Centerville*. The new school board president and the district's social worker also attended this session. On Feb. 21, Guerra and the consultant presented Module III.

Texas

Guerra and a consultant from UT-Austin delivered Module IV of the Organizing for Diversity Staff Development Program to 15 principals and the assistant superintendent, as well as conducted a coaching session with 20 teachers, on Jan. 15 in *Temple*. They returned on Feb. 13 to present Module V.

SEDL LINKS

- REL program specialists Amy Averett and Vangie Orozco conducted the professional development workshop, "A New Wave of Evidence: Family and Community Connections Impact Student Achievement," for the Region XV Education Service Center Feb. 4 in San Angelo.
- In January, February, and March, SouthCentral RTEC staff conducted a total of 40 days of professional develop-

ment, classroom observations, and support for 50 middle and high school teachers in Texas City. This work is part of a Telecommunications Infrastructure Fund Grant that the school district received for technology improvement. Professional development activities were drawn from the Active Learning with Technology portfolio, which promotes collaborative teacher-centered technology activities.

Seattle, WA

Metairie, LA

Contact: Como Molina

	sale.		lar
SEDL staff will present the following events during the next quarter. Visit www.sedl.org/new/calendar.html for more information.		16–20	Teachers as Leaders Field Science Academy Tahlequah, OK Contact: Nikki Hanegan
June		17–19	Comprehensive Drug and
9–13	Ciencia en Español <i>Hidalgo, TX</i> Contact: Maria Torres		Violence Prevention Planning Meridian, MS Contact: Philip Gapinski
9–13	Teachers as Leaders Field Science Academy Lawton, OK Contact: Nikki Hanegan	23–27	Teachers as Leaders Middle School Mathematics Academy Tulsa, OK Contact: Como Molina
9–13	Teachers as Leaders Calculator- Based Lab Science Academy Grambling, LA	25	No Child Left Behind Basics Meridian, MS Contact: Debra L. Meibaum
11	Contact: Phillip Eaglin No Child Left Behind Basics	29– July 2	National Educational Computing Conference

Contact: Vicki Dimock Contact: Debra L. Meibaum July 11 - 13**TAKS Training** 18-20 Belton, TX Contact: Chris Ferguson 1-3 **Gulf Coast Conference on** the Teaching of Writing 16-20 Leadership for Changing Point Clear, AL **Schools Session** Contact: Jill Slack Austin, TX Contact: D'Ette Cowan 1–6 **National Education Association Annual Conference** 16-20 Teachers as Leaders New Orleans, LA Field Science Academy Contact: Jill Dodge Albuquerque, NM Contact: Nikki Hanegan 7–11 Teachers as Leaders Middle **School Mathematics Academy** 16-20 Teachers as Leaders

Field Science Academy

Contact: Nikki Hanegan

Fayetteville, AR

Huntsville, AL

July, continued

- 7–11 Teachers as Leaders Calculator-Based Lab Science Academy *Lafayette, LA*Contact: Phillip Eaglin
- 14–15 Mississippi Association of Federal Education Program
 Directors Title I Conference
 Biloxi, MS
 Contacts: Marie Kaigler, Debra L.
 Meibaum, and Maggie Rivas
- 14–18 Teachers as Leaders Middle
 School Mathematics Academy
 North Little Rock, AR
 Contact: Como Molina
- 17–19 Texas PTA Annual Convention

 Austin, TX

 Contact: Jill Dodge
- 21–24 Teachers as Leaders Middle School Mathematics Academy Brownsville, TX Contact: Como Molina
- 22–25 No Child Left Behind Basics
 Florence, Hamilton, Jasper, and
 Montivello, AL
 Contacts: Debra L. Meibaum and
 Dallas Picou

- 28– Excellence in Health and
 Aug. 1 Education Project Summer
 Institute
 Hammond, LA
 Contact: Philip Gapinski
- 29–30 Teaching Thinking through
 Effective Questioning Training
 Walnut Ridge, AR
 Contact: Jill Slack

August

5 Teaching Thinking through Effective Questioning Training Paris, AR
Contact: Jill Slack

September

- Texas Association of School
 Boards/Texas Association of
 School Administrators Annual
 Convention
 Austin, TX
 Contact: Jill Dodge
- 22–23 SEDL 2003 Policy Forum Oklahoma City, OK
 Contact: Zena Rudo

ES, SECAC Unveil New Web Sites

SEDL's new Evaluation Services (ES) and Southeast Comprehensive Assistance Center (SECAC) Web sites give visitors a more user-friendly and in-depth look at ES and SECAC resources.

The ES site, located at www.sedl.org/es/, lists ES's clients and customized services, including designing an evaluation plan, collecting data, conducting statistical and/or qualitative analysis, and preparing reports.





<<< The SECAC site, at www.sedl.org/secac/, provides information on SECAC's region, services, and resources on reading, No Child Left Behind, migrant education, and safe and drug-free schools. It also includes a calendar.</p>

SEDL LINKS [15]

Products, continued

real-world needs of people with disabilities, NCDDR, in collaboration with the National Association of Rehabilitation Research and Training Centers, developed *RRTC Contact Information and Work Descriptions*, available online at www.ncddr.org/du/products/rrtc-hilights/contactinfo.html, and *RRTC Highlights of Accomplishments*, available online at www.ncddr.org/du/products/rrtc-hilights/index.html. RRTC staff distributed these publications to legislative aides in Washington, DC, in March.

NCDDR also updated the Rehabilitation

Engineering Research Center (RERC)
Projects Doorway. This online doorway at
www.ncddr.org/rpp/techaf/techdfdw/rerc/
index.html features the work of the 22
NIDRR-funded rehabilitation engineering
projects working in more than 50 research
areas, including aging, ergonomics, prosthetics
and orthotics, robotics, stroke, telecommunications, wheelchair transportation safety, and
universal design. During the recent RERC
Project Directors meeting in Washington, DC,
RERC project staff reviewed and added information to enhance the effectiveness of this
online tool.

OIC Receives Bronze Quill Award

Janice McLemore Graphic Design, Inc., and SEDL's Office of Institutional Communications (OIC) were awarded the Bronze Quill from the International Association of Business Communicators (IABC), Austin Chapter, for SEDL's new corporate brochure, "Building Knowledge to Support Learning." The Bronze Quill is the highest award given by IABC chapters. Communication products are judged on 12 criteria, including how well the piece meets the communication challenge for which it was designed, how appropriate it was for meeting the organization's goals and objectives in developing the piece, how effective the piece is, and how well it serves as an innovative, effective model to emulate.

OIC director Joyce Pollard said, "Winning the Bronze Quill affirms the time and the teamwork that went into the corporate brochure. OIC staff worked with each of SEDL's program managers and the Office of the President to craft the language and make sure it reflected our projects and programs. We worked with the designers to translate SEDL's messages into bright, clear, clean images and designs. In creating this signature piece, we took a major step toward unifying SEDL's corporate identity."

SEDL is also a finalist in two categories of the Association of Educational Publishers' annual competition for excellence in education publishing and marketing. The December 2002 issue of *SEDL Letter*, "Putting Reading First," is a Distinguished Achievement Award finalist in the category of Periodicals—One-Theme Issue. It is available online at www.sedl.org/pubs/sedl-letter/v14n03/. SEDL's corporate brochure is a Beacon Award finalist in the brochure category. The winners will be announced at the association's annual meeting on June 3–5 in Washington, DC.

SEDL LINKS

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