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## Griffin and McClain Join SEDL Board

**F**rom teaching students to inspiring teachers and administrators, the careers of two new SEDL board members reflect the dedication and experience needed to improve the quality of education leadership and reading instruction.

Gloria Griffin, Ed.D., of Oklahoma City, and Veda McClain, Ph.D., of Jonesboro, Arkansas, joined the SEDL Board of Directors a year ago. Both began their careers in the classroom teaching students.

Griffin spent two years as a high school teacher and another four years teaching middle school before becoming an assistant principal at Northwest Classen High School in Oklahoma City in 1979. Then she achieved a series of firsts for Oklahoma City Public Schools: in 1981, she was the first African American principal at Taft Middle School; in 1983, the first female principal at Rogers Middle School; and in 1987, the first female director of the middle schools and fifth-grade centers in the district.

In 1994, Griffin became the first female superintendent of the Millwood Public School District in Oklahoma City. By this time, she had published several articles promoting effective leadership skills among administrators including "The Superintendent's Impact on School Effectiveness: Profiles of Six School Districts" in the Fall 1994

*ERS Spectrum* and "Superintendent Behaviors and Activities Linked to School Effectiveness: Perceptions of Principals and Superintendents" in the January 1994 *Journal of School Leadership*. She has also made presentations at several national conferences on superintendent roles and challenges and integrating total quality management with effective schools research.

Griffin first learned of SEDL while coordinating professional development for teachers in Oklahoma. "That's when I began to see the power of this organization and what it could provide teachers in terms of resources," she said.

As chair of the Department of Teacher Education at Arkansas State University in Jonesboro, McClain also works to find the best resources for teachers. She began her teaching career in Little Rock as an elementary school teacher in 1989 and then moved on to teach developmental reading strategies to college freshmen at the University of Central Arkansas in Conway in 1992. In the 1990s, she worked on her doctorate in reading education at the University of Georgia, where she also taught courses on teaching reading to early elementary children. She moved to Arkansas State in Fall 1999 to direct the university's Minority

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Veda McClain



Gloria Griffin

### BOARD OF DIRECTORS

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## Griffin and McClain, continued

Teacher Scholars Program and teach such courses as content-area reading, elementary curriculum development, and current theory and practice in reading. In July 2001, she became chair of Arkansas State's Department of Teacher Education, for which she manages four off-campus degree centers and is responsible for preparing teachers for preK–12 positions. She also is an associate professor of reading education in the department.

McClain's numerous presentations include "Hispanic Readers: The Press for Bilingualism within At-Risk Environments" at the 2002 International Reading Association annual meeting; "Expecting, Respecting, and Accepting Differences from Diverse Students" at the 2000 Assistant Principal's Institute at Arkansas State University; and "Family Literacy: What

We Want Parents to Do with Reading" at the 2000 Early Childhood Education Conference at Arkansas State. In addition to presenting and publishing, McClain continues to find time for research. "As a reading professional, my research interests include examining the motivation and interest in reading achievement as well as understanding the socio-cultural nature of reading acquisition," she said. McClain hopes her background will help SEDL determine better ways to serve the needs of an increasingly diverse student population in the Southwest.

"Drs. Griffin and McClain's achievements, knowledge, and experience will be beneficial to SEDL," said president and CEO Wesley Hoover. "We look forward to their help and guidance as we continue to improve teaching and learning." ■

## *SEDL Announces New Board Officers and Members*

The SEDL Board of Directors elected new officers and welcomed new members at the board's regular fall meeting on November 13–14. The 2003–2004 SEDL board officers are chairwoman Rosa Maria Vida, Ph.D., superintendent of the Catholic School System of the Diocese of Laredo, Texas; vice chairwoman Jo Arnold Pettigrew, Ed.D., executive director of the United Suburban Schools Association in Shawnee, Oklahoma; secretary Nancy Eddy, K–6 counselor at Clinton Elementary School in Little Rock, Arkansas; and treasurer Mary Abeita, a Native American studies resource teacher with the Indian Education Unit at Van Buren Middle School in Albuquerque, New Mexico.

Ed Flathouse, Ph.D., associate commissioner for school finance and compliance at the Texas Education Agency in Austin, and Leonel Briseño, an AmeriCorps program director for Families & Youth, Inc., in Las Cruces, New Mexico, are SEDL's newest board members.

"SEDL board members represent the various publics SEDL engages in its research, development, and assistance work," said SEDL president and CEO Wesley Hoover. "Each member will contribute to the organization's efforts to help improve low-performing schools."

## SEDL Hosts Austin Leaders Breakfast

Members of the Austin City Council, representatives from the Downtown Austin Alliance and the Greater Austin Chamber of Commerce, and the vice chancellor for community relations at The University of Texas System among others joined SEDL staff for breakfast on October 7 to learn more about SEDL's programs, history, and impact on Austin.

Facilitated by SEDL's Office of Institutional Development and Office of the President, the breakfast also gave some SEDL staff a chance to get to know their Austin-area leaders better and answer their questions about SEDL's education work in the community. ■



SEDL president and CEO Wesley Hoover and Austin mayor Will Wynn talk shop at SEDL's Austin Leaders Breakfast in October.

## products

## New SEDL Resources Cover Math, Science, Disability, and Diversity

*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/](http://www.sedl.org/pubs/) or by calling the SEDL publications department at 800-476-6861. SEDL now accepts credit cards for online publication purchases and conference registrations.*

**T**he December 2003 issue of *SEDL Letter* examines topics related to improving mathematics and science achievement, including how the No Child Left Behind Act affects math and science instruction and the importance of providing children with a foundation in algebraic thinking well before high school. Available online at [www.sedl.org/pubs/sedl-letter/](http://www.sedl.org/pubs/sedl-letter/), the magazine



also discusses scientifically based research and what it means to schools and districts, how SEDL is training teachers to use the lesson study approach in teaching math, and how science can be integrated with English language learning.

The National Center for the Dissemination of Disability Research published three *Focus* technical briefs, which are available online at [www.ncddr.org/du/products/focus.html](http://www.ncddr.org/du/products/focus.html). Technical Brief No. 6, "Employment Outcomes," contains information on issues related to the employment of people with disabilities, including research on workplace supports and disability in rural communities. Technical Brief No. 7, a companion issue to Technical Brief No. 6, features findings from Rehabilitation Research and Training Centers on employment policy for persons with disabilities, drugs and disability, community rehabilitation programs to

improve employment outcomes, blindness and low vision, and postsecondary educational supports. Technical Brief No. 8, "Accessibility in Our Built Environment: Visitability," includes a reference guide to information about universal design and visitability research.

SEDL's National Center for Family and Community Connections with Schools staff published their third synthesis, *Diversity: School, Family, and Community Connections*. Available online at [www.sedl.org/connections/research-syntheses.html](http://www.sedl.org/connections/research-syntheses.html), the report discusses 64 research studies related to the roles that families can play in improving academic achievement among minority, immigrant, and language minority students and students from low-income families. Center staff looked for recent research studies that met basic standards for quality and rigor of research methodology. Their findings include that no matter their race, ethnicity, culture, or income, most families have high aspirations for their children's success.



In partnership with the National Center for Community Education, SEDL published the second edition of *A Resource Guide for Planning and Operating After-School Programs*. A PDF version and a searchable database of the guide are available online at [www.sedl.org/afterschool/resources.html](http://www.sedl.org/afterschool/resources.html). The guide's sections include management, programming, and community building. ■



*in the field*

*"SEDL in the Field" features SEDL work with teachers, administrators, policymakers, researchers, and community members to improve practice. This work is organized alphabetically by SEDL program and project.*

### Evaluation Services (ES)

As a SEDL corporate office, ES works with most of SEDL's major contracts as an internal evaluator to design and implement goals-based evaluation plans. This office also collects and manages performance indicator data and conducts a Quality Assurance process for those programs with such requirements. The primary purpose of ES is to assist SEDL's internal programs in reaching their goals by working with program staff to monitor annual objectives and strategies for achieving their multiyear goals. ES provides formative and summative data and findings about program progress toward goals. All ES fieldwork for SEDL programs is included with each program's section in this newsletter.

ES also provides external evaluation services for a growing number of educational entities, such as universities, school districts, state agencies, and professional associations. ES has been awarded contracts to evaluate such programs as Great Expectations and A+ Schools of Arkansas, the professional development institutes provided by the Oklahoma Commission for Teacher Preparation, and the Technology Applications Readiness Grants for Empowering Texas project.

### Great Expectations of Arkansas (GEA) and A+ Schools of Arkansas (A+)

ES evaluates the Great Expectations and A+ Schools of Arkansas programs. Great Expectations of Arkansas offers a student-centered method of teaching founded on the belief that when children are respected and expected to do well, they come to respect their own abilities. Consequently, the likelihood of their academic and overall success increases. The A+ Schools

program starts with a vision that arts-integrated instruction leads to enhanced learning opportunities for all students because using the arts taps into the multiple ways that students learn. ES staff focus on understanding the factors and outcomes associated with high levels of implementation of both the Great Expectations and A+ Schools programs.

On Sept. 8–9, in **Fayetteville**, program manager **Sue Street**, program associate **Jeannine Turner**, and GEA/A+ program staff planned evaluation activities and coordinated them with GEA's internal evaluation. **Turner** returned to Fayetteville on Oct. 21–23 to collect evaluation data at a GEA school.

On Oct. 28–31, **Turner** evaluated an A+ training in **Little Rock**.

### Oklahoma Commission for Teacher Preparation (OCTP)

OCTP awarded SEDL a three-year contract in April 2002 to evaluate its professional development institutes (PDIs) in literacy, mathematics, science, and mentoring, as well as its Education Leadership Oklahoma program, which supports national board certified teachers. The PDIs provide intensive, ongoing training for teachers and administrators throughout the state.

ES staff evaluate the impact of professional development on teaching and learning at five levels: participant reactions, participant learning, organization support and change, participant use of new knowledge, and student learning outcomes. SEDL staff work with PDI designers and OCTP staff to develop and implement evaluation designs that inform the commission's instructional improvement efforts.

**Street** and program specialist **Alexis Furmichi** evaluated the OCTP Phase III Literacy training for school administrators in **Oklahoma City** on Oct. 14–15.



### Technology Applications Readiness Grants for Empowering Texas (TARGET)

TARGET grants serve high-needs students by enhancing education through technology, as stipulated in No Child Left Behind and by implementing the recommendations in the *Texas Long-Range Plan for Technology 1996–2010*. ES staff evaluate TARGET grant work in the Region 1 Education Service Center (ESC) area, Ysleta Independent School District, and a group of Central Texas districts.

Program specialist **Cheryl Harris** evaluated a TARGET grant session for the Ysleta Independent School District's Teaching Constructivism and Technology Integration project on Sept. 14–17 in *El Paso*.

**Harris** evaluated a training-of-trainers workshop for TARGET Grant Project Integrate 2003 on Sept. 18 in *Killeen*. She returned to Killeen on Oct. 30 to evaluate a TARGET integration for 16 teachers from participating districts.

### Regional Educational Laboratory (REL)

SEDL's REL creates and promotes research-based knowledge to help low-performing schools and districts improve student achievement in reading and mathematics 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 applied research and development with intensive sites, examines resource allocation and other policy issues, and operates a national center that disseminates research and resources on school, family, and community connections.



Shirley Beckwith joined REL as an information assistant in December.



Celeste Alexander joined REL as a program associate in December.

### REL Staff Announcements

SEDL's REL welcomed **Celeste Alexander** as a program associate and **Shirley Beckwith** as an information assistant in December.

Before joining SEDL, **Alexander** worked as a researcher for the Educational Productivity Council at The University of Texas at Austin. Following that, she became the project director for research for the Dana Center at UT–Austin. While at the Dana Center, **Alexander** worked on a legislative mandated study of part of the Texas school finance system called the *Cost-of-Education Index*. She also worked with SEDL on and co-wrote *Resource Allocation Practices and Student Achievement: An Examination of District Expenditures by Performance Level with Interviews from Twenty-One Districts*. She then became co-director for research and interim director for accountability at the Texas State Board for Educator Certification. **Alexander** holds an education administration doctorate in policy and planning from UT–Austin. As part of SEDL's policy team, she assists in collecting and analyzing resource data.

**Beckwith** worked at UT–Austin as a research associate in the Department of Zoology and as a coordinator for *The Guide to Texas State Agencies* for the LBJ School of Public Affairs before joining SEDL. After 30 years at UT–Austin, she retired in 2001 and began doing archival work for the Texas Medical Association. **Beckwith** holds a bachelor's degree in zoology and a master's degree in library and information science from UT–Austin. At SEDL, she maintains databases for Smaller Learning Communities, Comprehensive School Reform, Reading First, and the

National Center for Family and Community Connections with Schools.

Program associate **D’Ette Cowan** published the chapter titled “The PLC Connection to School Improvement” in the book *Reculturing Schools as Professional Learning Communities* by Jane Huffman and Kris Hipp. The book is available from Scarecrow Education.

Program associate **Sebastian Wren** and program specialist **Deborah Biggers** published “Literacy Coaches: Roles and Responsibilities” in the November issue of *Instructional Leader*, a publication of the Texas Elementary Principals and Supervisors Association.

### REL Intensive Site Work

SEDL and site staff are working together to develop, test, and refine a systemic-approach model to improve the underlying problems that affect student achievement in reading and mathematics. SEDL also is documenting how districts and schools improve their performances. SEDL staff, along with AIRD and Dana Center partners, conducted the following intensive site activities in September and October.

#### Arkansas

- Dana Center program coordinator **Carl Juenke** and the *Blytheville* district leadership team determined the root cause of low student performance in mathematics in the district and developed an ideal statement focusing on mathematics instruction. **Juenke** also met with faculty at Blytheville Intermediate and Central Elementary schools.
- Program associate **Stella Bell**, the *Grady* district leadership team, and the district literacy vertical teacher team monitored the alignment of K–12 literacy curriculum to improve reading and writing skills. They also participated in staff development on how to collect, interpret, and use Arkansas Comprehensive Testing, Assessment and Accountability Program data to improve the literacy instructional alignment process.
- Program associate **Ann Neeley** and *Marked Tree* leadership team members coordinated the use of data for the reading team and worked to build leadership capacity for school improvement.
- **Cowan** and *Osceola* district leadership team members identified Osceola High

School as one of the district’s intensive sites and worked on the alignment of curriculum, instruction, and assessment with Arkansas state standards. **Cowan** also arranged for staff from Crowley’s Ridge Education Cooperative in Harrisburg to provide information to the district leadership team on No Child Left Behind and state-adopted measures for Adequate Yearly Progress. **Biggers**, **Cowan**, and the high school campus leadership team examined SEDL’s reading survey data and longitudinal student test performance data to identify vocabulary as the initial reading focus.

#### Louisiana

- **Bell** and Dana Center program coordinator **Emma Trevino**—along with district, Raceland Middle School, and Thibodeaux High School leadership and improvement teams in *Lafourche*—implemented and monitored the district action plan to increase student mathematics achievement.
- Dana Center project director **Ted Hull** and the *Monroe* Systemwide Leadership Improvement Council discussed common concerns in implementing the district’s plan to improve student mathematics achievement, identified possible solutions to these concerns, and examined research on student learning opportunities. Dana Center program coordinator **Janice Bradley** and the Monroe City Schools Mathematics Improvement Council discussed alignment of instruction to state standards and the definitions of effective instruction. They also participated in an activity to help them collaboratively plan effective instruction for upcoming lessons.
- **Trevino** and program associate **Chris Ferguson** modeled algebra lessons for Iberia Parish mathematics teachers in *New Iberia* as part of ongoing training to assist teachers in designing instruction and assessment that is aligned with state standards. They also met with leadership teams to monitor plans to improve student achievement in the parish.

#### New Mexico

- Program associate **Joe Parker** worked with K–12 teachers and administrators in *Hatch* on reading curriculum alignment.
- Program associates **Jill Slack** and **Ed Tobia** and the *Madison Parish* district

reading cadre discussed the curriculum, instruction, and assessment alignment process and the state's new grade-level expectations.

- In **Shiprock, Wren**, AIRD vice president **Mary Ann Brittan**, and the Central Consolidated Schools District Literacy Team used SEDL's reading survey to determine the root cause of low student performance in reading. They also began work on a plan for monitoring reading and literacy across the district. **Wren** delivered a training session on organizing student reading score data using Excel.

#### **Oklahoma**

- **Hull** and district leadership team members from **Altus** reviewed current research on the positive effects of monitoring instruction to ensure that teachers teach the intended curriculum. They also reviewed the progress of their plan to create assessment items for areas of weakness identified in the district-administered pre- and post-tests as well as state test results.
- **Biggers, Cowan**, and program specialist **Suzanne Ashby** began the planning-action process with Crooked Oak Public Schools Leadership Team members in **Oklahoma City** to improve student achievement in reading. They developed a systemic plan for increasing student performance in vocabulary. **Cowan** worked with superintendents and principals to examine district problems and leadership roles and responsibilities. She also provided information to the Crooked Oak Board of Education on No Child Left Behind and the district's progress on



Participants in SEDL's 2003 policy forum, "Teacher Resources and Student Success," received information from experts on teacher resources and discussed education finance policy and practice in the region and nation. The forum was held in Oklahoma City on Sept. 22–23.

meeting state-adopted measures for Adequate Yearly Progress. **Ashby** and **Biggers** delivered professional development to elementary, junior high, and high school faculty on vocabulary development.

- **Brittan**, program associate **Marsha Loyd**, and the **Kinta** School Improvement Leadership Team created a description of an ideal state for using assessments to build an instructional plan to improve reading in the district.
- **Bradley** worked with the Putnam City West High School reading task force to adopt reading anticipation guides, which introduce students to topics in assigned books and prepare them to read as active participants. Program associate **Tara Leo Thompson** assisted the group in developing an innovation configuration to monitor implementation of the reading anticipation guide plan. All Putnam City West teachers have been writing anticipation guides and plan on using one guide with their students every nine weeks.

#### **Texas**

- **Juenke** conducted data scans at Manor Middle and Decker Elementary schools and the district in **Manor**. He presented the data to the schools' principals and district-level personnel.
- **Parker** and the district leadership team in **Palestine** conducted a data scan.

#### **REL Policy Work**

Program specialist **Diane Pan** and Dana Center research associate **Debra Hughes Jones** met with 10 New Mexico Department of Education and governor's office policy-makers to discuss state policy and research issues on Sept. 10–11 in **Santa Fe**. Program associate **Zena Rudo** and Dana Center research science associate **Lotte Smith-Hansen** conducted similar meetings with 20 Louisiana Department of Education policymakers and researchers on Sept. 11–12 in **Baton Rouge**. **Rudo** and **Jones** discussed state policy and research issues with 10 Arkansas Department of Education policymakers and researchers in **Little Rock** on Oct. 29–30.

The SEDL policy team hosted the 2003 annual policy forum, "Teacher Resources and Student Success," on Sept. 22–23 in **Oklahoma City**. Forty education policymakers from SEDL's region attended the forum. It featured

a discussion of a model for improving teacher resources, SEDL's newly initiated study on instructional resources, a state panel on teacher resource policies and interventions, and a discussion of the cost-effectiveness of policy alternatives. Speakers included national education finance experts Jennifer King Rice and **Lawrence O. Picus**. Rice is an assistant professor in the Department of Education Policy and Leadership at the University of Maryland in College Park. **Picus** serves as a senior advisor on SEDL policy work and is a professor in the Rossier School of Education at the University of Southern California. Evaluation Services program specialist **Melissa Dodson** evaluated the forum.

### National Center for Family and Community Connections with Schools

Program manager **Catherine Jordan** presented "Building Collaborations to Sustain Community Schools" to community educators at Texas A&M University's Community Education Center on Sept. 3 in **San Antonio**.

The Center's steering committee met on Sept. 18–19 in **Austin, TX**, to review the FY03–04 research synthesis and to plan the Center's future work.

On Oct. 22, Center staff hosted the satellite broadcast "Connecting Schools, Families, and Communities to Improve Student Achievement: A Practical Application of Research" in **Austin**.

## SEDL School Improvement Work Featured in New Book

SEDL work in developing professional learning communities is the basis of a new book, *Learning Together, Leading Together*, published jointly by Teachers College Press and the National Staff Development Council.

Written by SEDL staff and partners in SEDL's Creating Communities of Continuous Inquiry and Improvement project, *Learning Together, Leading Together* offers practical advice gathered from 22 elementary, middle, and high schools that have successfully modeled or are developing professional learning communities to improve student achievement.

SEDL scholar emerita Shirley Hord, who has many years of experience studying and facilitating school change processes, is editor of the book. Hord saw a need to share the stories of the 22 schools. She explains, "While the professional learning community structure and means of working collaboratively holds much promise for school or district continuous improvement, there appears to be little explicit literature that might help educators work in this way. The telling of these stories, focused on creating professional learning communities, contributes information and insights to fill the gap and to create the potential for real reform in our schools."

*Learning Together, Leading Together* clearly defines the professional learning community (PLC); identifies the benefits of a PLC for staff and students; outlines strategies required to launch, develop, and sustain a community of professional learners to foster student achievement; and examines the roles and perspectives of teachers, principals, and superintendents in developing a PLC. Copies of the book may be purchased from Teachers College Press at [www.tcpress.com](http://www.tcpress.com) or the National Staff Development Council at [www.nsdc.org](http://www.nsdc.org). ■





Information associate **Lacy Wood** facilitated the session “School-Family-Community Connections: How Technology Can Support Parents’ Roles in Improving Academic Achievement” at the National School Board Association’s T+L2: Leading Learning to a Higher Level Conference on Oct. 22–24 in *Anaheim, CA*.

### **21st Century After-School Regional Training Initiative**

**Jordan** and program associates **Deborah Donnelly**, **Jerry Elder**, and **Joe Parker** met with Department of Education 21st Century Community Learning Centers (CCLCs) personnel and Supporting Program Quality partners on Oct. 8–9 in *Washington, DC*, to plan 21st CCLCs activities.

On Oct. 12–14, **Jordan** presented information on SEDL’s plans for its new contract with the Department of Education to support program quality in 21st CCLCs at the biannual meeting of the National 21st CCLCs Training Task Force in *Flint, MI*.

REL staff hosted the Midsouth and Southeast Regional Advisory Committee’s 21st CCLCs Fall Training Roundup on Oct. 29–31 in *Albuquerque, NM*.

### **REL National Activities**

During September and October, **Wren** began working with Ordinate Corporation of California to refine an approach to assess oral reading accuracy in the National Assessment of Adult Literacy.

Scholar emerita **Shirley Hord** and Northwest Regional Educational Laboratory staff conducted professional development in October for *Memphis* Public Schools on professional learning communities, strategies for implementing change, and the use of innovation configuration maps to implement a vision of change for school improvement.

On Oct. 22, executive vice president and COO **Joan Buttram** discussed educational leadership issues in turning around low-performing districts and schools with the Gear-Up Program leaders at Stephen F. Austin State University in *Nacogdoches, TX*.

**Buttram** presented “What SEDL Is Learning in Working with Low-Performing Schools: Implications for School Leadership” at the 44th Annual Southern Regional Council on Educational Administration Conference on Oct. 24 in *Little Rock, AR*.

On Oct. 27–28, in *Seattle, WA*, SEDL,

the Northwest Regional Educational Laboratory, Consortium for Policy Research in Education, Center for the Study of Teaching and Policy, Council of Chief State School Officers, Mid-continent Research for Education and Learning, and National Clearinghouse for Comprehensive School Reform co-sponsored a national forum on the district’s role in improving learning for all students systemwide.

**Buttram** served on the planning committee.

### **Science, Technology, and Mathematics (STM) Program**

SEDL’s STM Program supports systemic science and mathematics reform and assists teachers in using technologies to improve student learning. The STM Program houses the Eisenhower Southwest Consortium for the Improvement of Mathematics and Science Teaching (SCIMAST), the SouthCentral Regional Technology in Education Consortium (SouthCentral RTEC), and the Louisiana Technology Assessment Program.

One of 10 science and mathematics consortia funded by the U.S. Department of Education, SCIMAST assists teachers, schools, districts, and states in developing and sustaining quality teaching and effective leadership. SCIMAST staff host state and regional annual forums, conduct intensive long-term professional development, and provide access to exemplary materials and information.

Through professional development, information dissemination, and technical assistance, SouthCentral RTEC supports schools, teachers, and leaders in using technology to foster student success in achieving state content standards, particularly in high-needs schools. With partners such as the Texas Center for Education Technology at the University of North Texas and The Aurora Project in Fairview, OK, SouthCentral RTEC staff help teachers use technology and enable education leaders to acquire, manage, and evaluate technology.

### **STM Staff Announcements**

STM staff produced two videos for use by the StarNet Public Broadcasting System for professional development purposes. Program manager **Vicki Dimock** and program associate **Maria Torres** co-facilitated the first video, *International Assessments: What Can They Tell Us?* **Torres** and program specialist **Como Molina** co-facilitated the second video, *Professional Development for Changing Practice: Lesson Study*.

## SCIMAST Professional Development

### Texas

- On Sept. 22–23, **Torres** facilitated “Promoting Teacher Growth through Lesson Study” at the Region 1 Education Service Center Second Annual Curriculum Conference, “Treasuring Every Kid’s Story,” in **South Padre Island**.
- **Torres** facilitated a research lesson colloquium with middle school mathematics teachers from the SCIMAST Texas Middle School Mathematics Teachers as Leaders Academy in **Brownsville**. Participants researched the implementation of a linear model lesson in an eighth-grade classroom at Central Middle School.
- On Oct. 18, **Molina** conducted two middle school mathematics sessions at an

Austin Area Council of Teachers of Mathematics meeting in **Pflugerville**.

- **Molina** presented a mathematics education session to state-level mathematics educators and representatives from several regional Eisenhower Consortia at the Association of State Supervisors of Mathematics conference on Oct. 21 in **Houston**.

## SCIMAST Networking

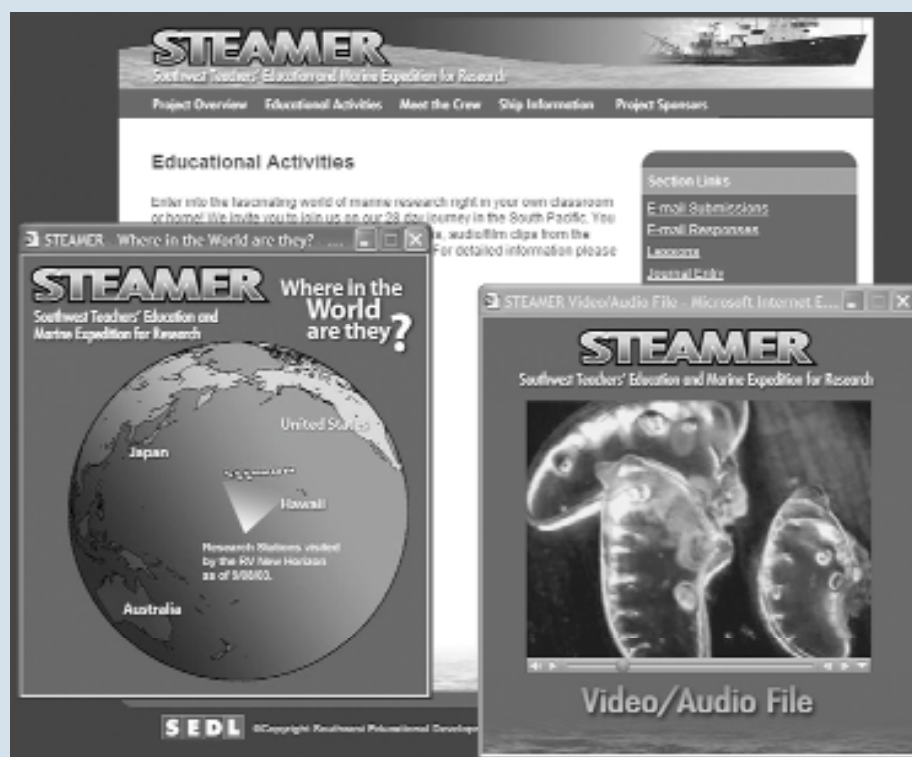
### Arkansas

- **Dimock, Torres**, information specialist **Chuck Reese**, and Evaluation Services program specialist **Melissa Dodson** hosted the SCIMAST Consortium Advisory Board Meeting in **North Little Rock** on Sept. 3. **Torres** presented an overview of the 1999 Third International Mathematics

## STEAMER Site Named to ENC Digital Dozen List

The SCIMAST Southwest Teachers’ Education and Marine Expedition for Research (STEAMER) Web site at [www.sedl.org/scimast/steamer/](http://www.sedl.org/scimast/steamer/) was chosen one of December’s Eisenhower National Clearinghouse (ENC) Digital Dozen. Web production artist Luis Martinez designed the site.

As part of ENC’s mission to serve educators across the nation, Clearinghouse staff choose 12 sites each month to highlight as ENC’s Digital Dozen, located online at <http://enc.org/weblinks/dd/>. The STEAMER site documents the 28-day marine journey program specialist Nikki Hanegan and three teachers from the Southwest made aboard the New Horizon in the Pacific Ocean, where they were active participants in scientific research. They created lessons on topics ranging from hypothermia to green algae and created journal entries and video and audio clips with the help of SouthCentral RTEC staff. ■



and Science Study-Repeat Classroom Video Study for grade 8 mathematics.

- More than 100 mathematics and science educators from Arkansas, Louisiana, New Mexico, Oklahoma, and Texas attended SCIMAST's 11th annual fall forum, "Technology for Learning Mathematics and Science," in *North Little Rock* on Sept. 4–5. SCIMAST and SouthCentral RTEC staff presented a variety of hands-on sessions featuring the use of technology in science and mathematics classrooms. Program specialist **Phillip Eaglin** and program associate **Marilyn Heath** conducted a science and mathematics activity using Palm Zire hand calculators to gather data and create a presentation. Program specialist **Kim Hughes** delivered a workshop on utilizing Excel data analysis features to promote collaborative inquiry among educators. **Molina** facilitated a breakout session on the effective use of the TI-73 graphing calculator. **Dodson** evaluated the forum.

#### *Texas*

- On Oct. 27–28, program specialist **Nikki Hanegan** facilitated the annual access center fall meeting in *Austin*. Representatives from 26 access centers developed a statement and design for high-quality professional development as provided by the centers using exemplary mathematics and science materials.

### **SouthCentral RTEC Professional Development**

#### *Louisiana*

- On Sept. 23–24 in *Baton Rouge* program associate **Marilyn Heath** and program specialist **Kim Hughes** participated on a panel that interviewed and reviewed proposals from 13 school district applicants for Louisiana's SCHOOLTech program as part of No Child Left Behind's Enhancing Education Through Technology (E2T2) competitive technology grants.

#### *Oklahoma*

- On Sept. 25–26, **Reese** hosted a booth to distribute STM products at the Encyclopedia Conference in *Oklahoma City*.
- **Hughes** conducted three sessions using SEDL's *Active Learning with Technology* portfolio for 70 principals and superintendents on Oct. 3 in *Oklahoma City*.

The training for the Achievement through Collaboration and Technology Support program at the University of Oklahoma's Center for Educational and Community Renewal is part of the Bill and Melinda Gates Foundation State Challenge Grant for Leadership Development.

#### *Texas*

- Evaluation Services program associate **Jack Lumbley** interviewed users of the SouthCentral RTEC Standards and Assessment Management (SAM) tool at Robert Rojas and Vista Del Sol elementary schools in *El Paso* on Sept. 22–24.
- **Dimock** led four sessions on the use of databases in mathematics, science, language arts, and social studies for 80 teachers at the Region 9 Education Service Center in *Wichita Falls*.
- **Dimock, Heath, and Hughes** delivered professional development for 25 technology educators at the Region 13 Education Service Center in *Austin* on Oct. 29. Participants learned about revising district technology plans to meet the requirements of the state's long-range plan for technology, E-Rate, No Child Left Behind, and the new Texas E-Plan for technology.

### **Smaller Learning Communities (SLCs)**

Through a subcontract with the Northwest Regional Educational Laboratory, SEDL conducts ongoing site visits and provides technical assistance and professional development to 30 SLCs award sites designated by the U.S. Department of Education. The SLCs program provides funding to assist awardees in restructuring their large high schools (more than 1,000 students) into smaller learning communities.

SEDL site visits with SLCs grantees include classroom observations and interviews with superintendents, campus administrators, teachers, and students. SEDL staff assess a grantee's progress toward implementation and identify technical assistance needs. In September and October, program associates **Melanie Morrissey, Deborah Donnelly, Jerry Elder, Chris Ferguson, Joe Parker, Tara Leo Thompson, and Ed Tobia** visited one or more of the following sites: Waco and University high schools in *Waco, TX*; Taos High School in *Taos, NM*; Northeast High School in *Kansas City, KS*; Northbrook and Spring Woods high schools in *Houston*; and McDonogh 35 and Douglass high schools in *New Orleans*.

## 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, 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 Information Provision, Professional Development, and Technical Assistance

#### Alabama

- Program associate **Jill Slack** conducted nine workshops throughout September on tools for assessing and teaching writing for Morgan County Board of Education K–8 teachers in **Decatur**. The teachers also learned about the districtwide writing benchmarks developed by **Slack** and a team of lead teachers and administrators.

#### Arkansas

- Program specialist **Philip Gapinski** continued SECAC's comprehensive school safety planning assistance for Dardanelle School District in **Dardanelle** during September and October. **Gapinski** facilitated revisions to the district crisis management plan written by four school district committee members. He collected feedback from 15 community emergency responders and district administrators on the draft plan and helped make revisions to the draft based on this feedback.
- On Sept. 10, at the Arkansas Council of Administrators for Special Education Fall Meeting in **Little Rock**, **Gapinski** and SECAC consultant Rick Beal told 44 teachers, principals, and administrators of special education how to identify and prevent bullying behavior in schools. **Gapinski** also facilitated a panel of representatives from the Dardanelle School District's Comprehensive School Safety

Committee on crisis management planning.

- On Oct. 15, **Slack** conducted a follow-up training on effective questioning strategies that promote student thinking for the Arkansas Educational Cooperative teacher center coordinators in **Little Rock**.
- **Slack** and program associate **Mike Hargis** met with the Arkansas Department of Education Reading First manager in **Little Rock** on Oct. 16 to discuss assisting teachers and state department reading staff.

#### Georgia

- Program associates **Debra L. Meibaum** and **Charles Scott** and program specialist **Dallas Picou** presented No Child Left Behind Title I, Part A, updates to administrators, central office staff, principals, and teachers in **Grantville** and **Decatur** on Sept. 3 and Sept. 10, respectively.
- In late October, **Slack** presented a series of reading workshops for 120 educators in the Heart of Georgia Regional Education Service Agency (RESA) region. She conducted two content-area reading workshops for middle school teachers in **Mount Vernon** and **Dublin**. She also delivered workshops on teaching struggling high school readers and teaching reading to special education students and students at risk at the RESA in **Eastman**.

#### Louisiana

- Throughout September and October, **Slack** assisted the New Orleans Public Schools reading leadership team with district literacy reform efforts and the refinement of the literacy implementation matrix for monitoring progress.
- On Sept. 23, SECAC began working with staff at John McDonogh High School in **New Orleans**. **Gapinski**, **Picou**, program associate **Moselle Dearbone**, and program manager **Marie Kaigler** completed a school safety assessment of the school, which experienced a shooting in Spring 2002. The assessment included student, parent, and staff interviews and a walk-through of the facility. On Sept. 29, **Dearbone**, **Gapinski**, **Kaigler**, and program specialist **John Hanley** returned to administer a Safe, Disciplined School Survey to 240 students. **Gapinski** and **Kaigler** reviewed the findings of the school safety assessment and interviews, as well as the Safe, Disciplined School Survey



results, with the school's principal on Oct. 24. SECAC staff also proposed additional forms of technical assistance.

- **Slack** conducted a follow-up questioning strategies workshop for Vic Pitre teachers and administrators on Sept. 23 in **Westwego**. On Oct. 7, she returned to provide classroom demonstrations using the workshop strategies with K–6 regular and special education students.
- In collaboration with the Louisiana Department of Education, **Gapinski** presented a workshop to 26 school and community agencies staff funded by Temporary Assistance for Needy Families and No Child Left Behind's Title IV, Part B, on Oct. 29 in **Alexandria**. "Matching After-School Program Needs to Scientifically Based Programs" provided information on the "gold," "silver," and "bronze" standards of scientifically based research correlated to local data.
- On Sept. 18–19, **Rivas** and **Meibaum** presented three parental involvement sessions to ELL teachers and administrators and parents of ELL students in **Pelabatchie**, **Richland**, and **Flowood**.
- **Meibaum** delivered "No Child Left Behind: An Overview of Related School Improvement Issues" on Oct. 8 to district school board members and central office managers in **Jackson**.
- SECAC continued to collaborate with the University of Southern Mississippi Service Center on providing comprehensive school safety planning training. **Gapinski** presented "Beyond Barriers and Barbed Wire: Comprehensive School Safety Planning" to 26 teachers and counselors on Oct. 13 in **Laurel**.
- A SECAC consultant provided a Reading Success Network (RSN) reading-strategies workshop for **Grenada** elementary school teachers on Oct. 15.
- On Oct. 16, **Meibaum** conducted four sessions of "Nonlinguistic Representations: Using Imagery to Increase Student Achievement" at the Fourth Annual School Improvement Seminar in **Benoit**.

### Mississippi

- **Meibaum** and program associate **Maggie Rivas** delivered "Teaching Elementary ELL Students" and "Teaching Middle and Secondary ELL Students" to administrators, K–12 teachers, counselors, and support staff in **Brandon** on Sept. 15–16.
- Throughout September and October, **Rivas** and **Meibaum** conducted three "ELL Strategies for Teachers" sessions in **Carthage**, **Madison**, and **Sunflower**.
- **Gapinski** provided technical assistance on Sept. 16 in **Jackson** to the state's Title IV coordinator on identifying benchmarks for FY03–04 based on the analysis of SmartTrack student survey data.



Nancy Reynolds joined OIC as an information associate in December.

### SECAC National Activities

**Slack** facilitated group sessions at the Pacific Resources for Education and Learning Focus on Vocabulary Forum on Oct. 1–2 in **Dallas**.

On Oct. 3, **Slack** and **Kaigler** met in **Dallas** with RSN professional development providers from the Comprehensive Centers Network to share regional reading work.

### Corporate Offices

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

### Office of Institutional Communications (OIC)

SEDL's OIC welcomed **Nancy Reynolds** as an information associate on Dec. 1. Before joining SEDL, **Reynolds** worked as a librarian for more than 16 years at the Texas Medical Association Library, which she directed for the last seven years. **Reynolds** holds a master's degree in library science from The University of Texas at Austin. At SEDL, she manages the Information Resource Center.

## 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.

### Louisiana

- SouthCentral RTEC program associate **Marilyn Heath** and Evaluation Services program specialist **Cheryl Harris** piloted a technology performance appraisal tool with 10 teachers and 10 eighth graders for the Louisiana Center for Educational Technology (LCET) on Oct. 18 in **Baton Rouge**. On Oct. 28, SouthCentral RTEC program manager **Vicki Dimock** and program specialist **Kim Hughes** introduced LCET's online, standards-based technology self-assessment instruments, which were developed by SEDL, to 65 district representatives from across the state in **Baton Rouge**.

### Texas

- **Heath** observed 14 classroom teachers on Sept. 9–11 at Heights Charter School in **Houston** as part of a Technology Applications Readiness Grants for Empowering Texas (TARGET) grant collaboration between the school and the University of Houston Charter School.
- **Heath** and **Hughes** delivered Teaching Constructivism and Technology Integration (TCATI) training using the *Active Learning with Technology* portfolio to 150 classroom teachers for Ysleta Independent School District in **El Paso** on Sept. 15–18. **Hughes** and SouthCentral RTEC program specialist **Danny Martinez** returned to conduct more TCATI training on Oct. 14–16. The sessions are part of a two-year TARGET grant, which focuses on serving high-needs students as stipulated by No Child Left Behind's Enhancing Education Through Technology program.
- On Oct. 8–9, SCIMAST program associate **Maria Torres** and program specialist **Nikki Hanegan** co-facilitated training sessions for the El Paso Urban Systemic Program Collaborative in **El Paso**. The training for 90 K–12 math and science teachers focused on inquiry and lesson study.

- **Torres** presented "Promoting Teacher Growth through Lesson Study" and **Hanegan**, along with STEAMER fellow alumni Dora Leal and Roberta Carmona, secondary science teachers at Bryan Elementary School in Mission, presented "Teaching Students from the Sea" at the Hispanic Engineering Science and Technology Education Conference on Oct. 13 at The University of Texas–Pan Am in **Edinburg**. OIC communications specialist **Victor Rodriguez** hosted a SEDL exhibit.
- REL program associate **Chris Ferguson** conducted multiple-assessment professional development for curriculum administrators and teachers on Oct. 21–22 in **Belton**. **Ferguson** will deliver more of these trainings in early 2004.
- **Martinez** provided *Active Learning with Technology* portfolio training for 25 classroom teachers in **Canyon** on Oct. 27–28.

### Washington, DC

- On Oct. 18, **Torres** was a guest speaker at a training session of Howard University's Developing Teacher Leaders in Middle and High School Science Project in **Washington, DC**. She provided an update on the Third International Mathematics and Science Study-Repeat and the implication of that data for teacher leaders in mathematics and science. ■



From left, REL administrative assistant Artie Stockton, OIC development specialist Laurie Born, OIC information associate Nancy Reynolds, and OIC communications associate Leslie Blair (not pictured) wrapped gifts for SEDL's annual Adopt-a-Family charity event in December. Organized by OIC communications specialist Victor Rodriguez, OIC communications assistant Jill Dodge, and OFTS accounting associate Cyndi Herring, the event raised \$845, clothes, and toys for the recipient family.

# SEDL calendar

*SEDL staff will present the following events during the next quarter. Visit [www.sedl.org/new/calendar.html](http://www.sedl.org/new/calendar.html) for more SEDL events.*

## January

- 19 Improving Questioning Skills**  
*Lawton, OK*  
Contact: Joe Parker
- 20 Literacy Study Groups**  
*Marrero, LA*  
Contact: Jill Slack
- 20 Technology in the Classroom**  
*Woodville, MS*  
Contacts: John Hanley and Debra L. Meibaum
- 21–22 National Partnership for Quality After-School Learning Steering Committee Meeting**  
*Austin, TX*  
Contact: Catherine Jordan
- 21–22, 23 Teaching Thinking through Effective Questioning**  
*Metairie and Harvey, LA*  
Contact: Jill Slack
- 29 Multiple Assessment Training**  
*Belton, TX*  
Contact: Chris Ferguson
- 30 Teaching Thinking through Effective Questioning**  
*Metairie, LA*  
Contact: Jill Slack

## February

- 4–5 Texas Computer Educators Association Conference**  
*Austin, TX*  
Contact: Kim Hughes
- 4–7 National Association for Bilingual Education Conference**  
*Albuquerque, NM*  
Contacts: Lacy Wood and Jill Dodge

- 7–10 American Association of Colleges for Teacher Education Meeting**  
*Chicago, IL*  
Contact: Deborah Donnelly
- 10–12 Teaching Constructivism and Technology Integration Training**  
*El Paso, TX*  
Contacts: Kim Hughes and Danny Martinez
- 11 Multiple Assessment Training**  
*Belton, TX*  
Contact: Chris Ferguson
- 17 Literacy Study Groups**  
*Marrero, LA*  
Contact: Jill Slack
- 19–22 American Association of School Administrators Conference**  
*San Francisco, CA*  
Contact: Lacy Wood
- 23 University of Tulsa Research Lesson Colloquium**  
*Tulsa, OK*  
Contact: Maria Torres
- 23–24 SCIMAST Arkansas Spring Forum**  
*Little Rock, AR*  
Contact: Como Molina
- 27 OK-ACTS Training**  
*Oklahoma City, OK*  
Contact: Kim Hughes

## March

- 1–2 SCIMAST Texas Spring Meeting**  
*Houston, TX*  
Contact: Maria Torres
- 9–11 TCATI Training**  
*El Paso, TX*  
Contact: Kim Hughes
- 16 Literacy Study Groups**  
*Marrero, LA*  
Contact: Jill Slack
- 24 Multiple Assessment Training**  
*Belton, TX*  
Contact: Chris Ferguson

# Herring, Rudo Earn Presidential Awards

**T**wo Southwest Educational Development Laboratory staff members were honored in December with SEDL presidential awards for their work in 2003. President and CEO Wesley Hoover presented the Edwin Hindsman Award for excellence in service to children to Cynthia Herring, an accounting associate in the Office of Fiscal and Technical Services (OFTS), and the Rogers L. Barton Award for work in education research that has contributed significantly to the field to Zena Rudo, a program associate with the Regional Educational Laboratory's policy team.

"We're doing this award a little differently this year," Hoover said when he presented Herring with the Hindsman Award. "Cyndi may not be out in the field, but she assists each of us in delivering SEDL's products and services to underserved students by helping to ensure the fiscal integrity of our programs."

Herring said, "In my nearly 25 years at

SEDL, I have had the privilege to work with so many wonderful people—none as important to me as those in OFTS. They are a big part of the mechanisms that keep SEDL going."

Rudo, who holds a doctorate in education, joined SEDL in 1999 after working as an assistant professor at the University of South Florida. At SEDL, she creates research-based knowledge for practitioners, policymakers, and policy influencers.

"Zena has done a lot this year to both conduct research and make sure it's being used well," Hoover said as he presented her with the Barton Award.

Rudo said, "This is an honor that I accept on behalf of the whole policy team. We strive to research areas that are important to education not only across our region but also nationally. A number of changes in practice were made as a result of our research this year." ■



Zena Rudo (left), program associate with the REL policy team, received the Barton Award, and Cynthia Herring, accounting associate with OFTS, received the Hindsman Award at SEDL's holiday luncheon in December in Austin.

## SEDL LINKS

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