

S**E****D****L**

September/October 2003

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REL Fellows Work with SEDL Staff To Improve Districts and Schools

Five educators from SEDL's region used the summer to deepen their knowledge of applied research, development, technical assistance, and professional development during SEDL's 2003 Education Leaders Fellowship.

The fellows were selected from SEDL's Regional Educational Laboratory (REL) intensive sites, where, with SEDL staff, they have been developing and refining a model for working systemically to improve student achievement in reading and mathematics. These fellows received stipends for their time at SEDL headquarters in Austin, Texas, as well as funding for SEDL workshops and events.

Newcomb Middle School assistant principal Kara Bobroff, of Shiprock, New Mexico, studied research-based strategies for effective teaching of reading and professional development during her fellowship. She also constructed a data management plan for her school. During this work, Bobroff said she kept in mind SEDL's specific focus of improving student achievement. "I feel pretty confident that I can maintain the focus. It's just a matter of consistently following through."

Camille Dominguez, a sixth-grade AP mathematics and science teacher in Bernalillo,

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Fellow Kara Bobroff, an assistant principal in Shiprock, NM (far left), confers with Robert Age, a principal in Grady, AR; SEDL program associate D'Ette Cowan; and Patricia Candler, an elementary supervisor from Tallulah, LA, during SEDL's Leadership for Systemic Improvement Institute, June 16–20, in Austin, TX.

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Fellows, continued

New Mexico, said her district struggles to develop family and community connections with schools. At SEDL, she learned about different ways parents can participate in their child's learning at home, such as establishing study spaces and letting children make choices about their homework schedules. "I also learned more about how students lose motivation and what they think failure is."

Natasha Johnson, a seventh-grade mathematics teacher at Anderson Middle School in New Iberia, Louisiana, said that 80 percent of the teachers in her school live outside New Iberia. She used her time at SEDL to develop a paper, "Making the Connections between Schools, Families, and Communities." The paper illustrates ways educators can become involved in their schools' communities, and, in turn, get families and community members more involved in schools. Johnson outlined "six building layers of school-family-community connections," including teacher participation in community activities and a citywide campaign for education at the beginning of school. "I'm pleased with this project because I think it's something we can really do," Johnson said.

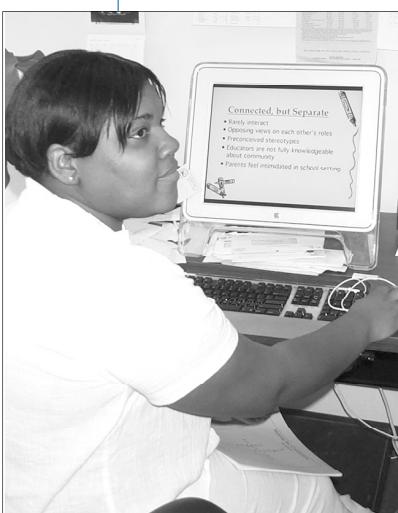
Vocabulary development was the focus of Patricia Marable's fellowship. A second-grade teacher for Crooked Oak Public Schools in Oklahoma City, Marable improved her capacity to teach vocabulary, examined Crooked Oak vocabulary development data, and created a professional development plan to enhance



Patricia Marable, a second-grade teacher for Crooked Oak Public Schools in Oklahoma City, presents the vocabulary professional development session she designed for teachers in her district to SEDL staff at the end of her fellowship.

teacher effectiveness for increased student performance in vocabulary in her district. As a 28-year veteran of teaching, she knows how difficult change is. "This is a lot of work, but work has to take place in order for change to come about," Marable said.

During his fellowship, Gary Masters, superintendent at Marked Tree, Arkansas, created an organization system as well as a tool to plan and maintain the focus on reading among stakeholders across his district. He also visited other intensive work sites. "You begin to understand the possibilities, and it helps to know there are other people with the same problems." ■



SEDL fellows Natasha Johnson, Camille Dominguez, and Gary Masters spent part of their summers at SEDL headquarters learning strategies to improve student achievement in their schools and districts.

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Policy, SCIMAST, 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. SEDL now accepts credit cards for online publication purchases and conference registrations.

SEDL's Regional Educational Laboratory policy staff published the September 2003 issue of *Insights on Education Policy, Practice, and Research*. Titled "Investing in Instruction for Higher Student Achievement," the policy brief features findings from SEDL's two-year study on resource allocation and student performance. It's available online at www.sedl.org/policy/insights/.

SEDL's Eisenhower Southwest Consortium for the Improvement of Mathematics and Science Teaching released new *Landscape Papers* for Louisiana, New Mexico, and Texas.



Available online at www.sedl.org/scimast/resources/lp.html, these papers con-

tain contact information to help teachers, principals, and parents track down resources for science and mathematics education.

The National Center for the Dissemination of Disability Research (NCDDR) published two ***Focus*** technical briefs, which are available online at www.ncddr.org/du/products/focus.html. Technical Brief No. 4, "NCDDR's Electronic Library," provides information about the online, searchable database NCDDR staff compiled to facilitate access to online information on research funded by the National Institute on Disability and

Rehabilitation Research (NIDRR). Technical Brief No. 5 is the Spanish counterpart to the fourth technical brief.

It features information on NCDDR's Spanish electronic library database, Biblioteca Electrónica. Both databases serve as portals to selected disability-related research outcomes and information available on NIDRR grantees' Web sites.

NCDDR also produced two issues of *The Research Exchange* newsletter, which are available online at www.ncddr.org/du/researchexchange/index.html. Issue 8.2 presents the topic of quality and evidence-based research in education, along with an overview of the Department of Education's What Works Clearinghouse (WWC). Several NIDRR grantees provided comments on the WWC draft standards. Issue 8.3 reviews how to modify materials for people with cognitive disabilities; features interviews with Tia Nelis, a self-advocate from the Rehabilitation Research and Training Center on Aging with Developmental Disabilities, and with Laurie Powers, a researcher and co-director of the Oregon Health and Science University Center on Self-Determination; tips and examples of modifications for print and electronic dissemination; and selected resources from NIDRR grants and others. ■

S E D L *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.

Disability Research to Practice (DRP)

SEDL's DRP—formerly the Special Education and Rehabilitation Services (SEARS) Program—provides information and assistance on innovations and policies to improve special education and rehabilitation services. DRP encompasses the National Center for the Dissemination of Disability Research (NCDDR), the Disability Law Resource Project (DLRP), and the Research Utilization Support and Help (RUSH) Project.

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 develop and demonstrate successful methods and strategies that link researchers and information users. Through these linkages, 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 DLRP, which serves Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. SEDL's DLRP work is part of TIRR's five-year grant to provide technical assistance, training, and information dissemination on the legal obligations of educational entities; to make available information technology to students with disabilities; and to conduct self-evaluations on information technology accessibility to promote best practices.

Funded by NIDRR for five years in April 2003, the RUSH Project works to identify, describe, and encourage the use of effec-

tive research utilization strategies. It focuses on disability research findings in health, technology access, independent living, and community integration.

NCDDR Networking

On Aug. 26–27, program manager **John Westbrook**, information specialist **Lin Harris**, program associate **Joann Starks**, and communications specialist **Sean Claes** planned and hosted the NIDRR 2003 Knowledge Dissemination and Utilization (KDU) Project Directors Meeting in **Arlington, VA**. NIDRR management staff shared the current strengths and needs of NIDRR KDU work and information on the development of NIDRR's new long-range plan. They also oriented participants to NIDRR's conceptualization of outcome measures, particularly for its centers of excellence. In addition to presentations from the newly funded KDU projects, selected national consumer associations and organizations were invited to discuss, from their perspectives, areas in which NIDRR-sponsored research outcomes and associated dissemination efforts can most beneficially be conducted. Presenters from the Office of Management and Budget and the What Works Clearinghouse addressed standards of quality for research-based information in the dissemination process.

DLRP Networking

Westbrook participated in a teleconference meeting with the Disability Business Technical Assistance Center (DBTAC) Network on July 15 from **Austin**. He and communications assistant **Stephanie Weaver** participated in another DBTAC Network teleconference meeting on Aug. 12.

Westbrook participated from **Austin** in a teleconference for the advisory board of the Information Technology Technical Assistance and Training Center at the Georgia Institute of Technology on July 29.



Todd Sherron joined ES as a program specialist in October.

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.

ES Staff Announcements

SEDL's ES welcomed **Todd Sherron** as a program specialist on Oct. 15. Before joining SEDL, **Sherron** worked as a research administrator at the University of North Texas (UNT) in Denton. He has published in educational journals, presented at international conferences, and built a marketing model that was

published in the *Journal of Advertising Research*. **Sherron** has a doctorate in applied technology, training, and development with a research emphasis in econometrics from UNT. At SEDL, he evaluates projects for SEDL's Eisenhower Southwest Consortium for the Improvement of Mathematics and Science Teaching and Regional Educational Laboratory, as well as projects for the Oklahoma Commission for Teacher Preparation and National Staff Development Council.

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.

Program manager **Sue Street** and program associate **Jeannine Turner** observed A+ training and met with project staff on July 14–17 in **Clarksville**. **Turner** returned to Clarksville July 27–Aug. 1 to observe Great Expectations Basic I Training and collect evaluation data.

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.

On July 22 in **Austin**, Street and program associate **Erin McCann** facilitated a meeting with ES staff and OCTP's director of professional development on evaluating PDIs.

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 I Education Service Center (ESC) area, Ysleta Independent School District, and a group of Central Texas districts.

Program specialist **Cheryl Harris** evaluated Region I ESC's Summer Technology Academy for teachers as part of their TARGET grant on July 20–23 in **Edinburg**.

Harris also evaluated a technology integration workshop for the Project Integrate TARGET grant on Aug. 3–5 in **Waco**.

Other ES External Work

Program associate **Jack Lumbley** observed the initial training of third-year Project DiSH (Diabetes, Stroke, and Hypertension) participants, administered a pretraining survey, and discussed the second-year evaluation report with the project director on July 2–3 in **Washington, DC**.

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.



Stephanie Bond Huie joined REL as a program specialist in September.

REL Staff Announcements

SEDL's REL welcomed **Stephanie Bond Huie** as a program specialist on Sept. 2. Before joining SEDL, **Huie** was a sociologist and service fellow with the Agency for Healthcare Research and Quality (AHRQ) Center for Cost and Financing Studies in Rockville, MD. At AHRQ, she studied how income and education are related to health. She has a doctorate in sociology with specializations in medical sociology and demography from The University of Texas at Austin. At SEDL, **Huie** conducts research in REL intensive work sites and monitors their progress using SEDL's Working Systemically Model to improve student achievement.

Program associate **Zena Rudo** contributed to the corrective action requirements section of *The AYP Compliance Educator: The Step-by-Step Guide to Adequate Yearly Progress and School Improvement*. This guide, written by Karyn L. Wynn and available through Madison Publications, Inc., is updated quarterly and features a step-by-step organization of the legal requirements for assessing, reporting, and improving adequate yearly progress. For more information, visit <http://madisonpublications.com/ayp.htm>.

REL Intensive Site Work

SEDL and site staff are working together to develop, test, and refine a model of systemic approach 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 July and August.

Arkansas

- Dana Center program coordinators **Carl Juenke** and **Janice Bradley** and Dana Center project director **Ted Hull** helped the **Blytheville** District Leadership Team understand systemic reform and analyze district information.
- In **Grady**, program associates **Stella Bell** and **Marsha Loyd** delivered 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 associates **Bell, Loyd**, and **Ann Neeley** debriefed **Marked Tree** principals and superintendents on the information covered during SEDL's Leadership for Systemic Improvement Institute in June. **Neeley** and program associate **Joe Parker** presented a preservice session for 75 educators in the district to help them apply the research-based strategies some of these educators studied during the leadership institute and SEDL's 2003 Education Leaders Summer Fellowship. **Neeley** and program associate **Sebastian Wren** met with district administrative and leadership teams to continue work on these research-based strategies.
- Program associate **D'Ette Cowan** helped organize the **Osceola** District Leadership Team. With **Wren** and program specialist **Deborah Biggers**, **Cowan** used the Exploring the System Protocol to examine the past year's district data, study practices in high-performing schools and districts, and develop a problem statement regarding student reading achievement levels. **Cowan** and **Biggers** also led professional development on data for the leadership team and trainings on the practices of high-performing schools for Osceola High and West Elementary schools. **Biggers** presented professional development on adolescent literacy at Osceola High.

Louisiana

- **Bell**, Dana Center program coordinator **Emma Trevino**, and the **Lafourche** Parish District Leadership Team wrote an action

plan for each critical element needed to ensure that every teacher has consistent instructional support systems that are monitored and assessed to achieve optimal student performance in mathematics. **Bell** and **Trevino** also provided professional development on organizing school leadership teams to 85 Raceland Middle School faculty members and 96 Thibodeaux High School staff members.

- Program associate **Ed Tobia** and **Madison Parish** district leaders designed principal and central office administrator professional development for the 2003–04 school year based on information these leaders learned at SEDL's Leadership for Systemic Improvement Institute in June. They then conducted two sessions on how lessons from effective leaders can guide implementation of the district improvement plan, especially the alignment of curriculum, instruction, and assessment in reading and language arts. **Tobia**, program associate **Jill Slack**, and the Madison Parish reading cadre finalized elementary teacher staff development and follow-up. They led Madison Parish elementary teachers in activities to align curriculum, instruction, and assessment in reading.
- **Hull** facilitated discussions at the **Monroe** Principal's Academy, which gave participants an opportunity to review the research-based practices of effective schools and develop a clear understanding of a systemic plan. Principals reviewed their school data, analyzed their strengths and weaknesses, and heard how the district leadership team's work connected action plans, data, and progress toward meeting state achievement goals. The Monroe Systemwide Leadership Improvement Council produced two documents to help implement the district's action plans: (1) the principal's and district administrator's checklist to help educators focus and reflect on the actions needed to support the plan and (2) the curriculum matrix to assist teachers in examining and reviewing instructional practices.

New Mexico

- **Parker** worked with teachers and administrators at Hatch High School on reading curriculum alignment.
- In **Shiprock**, **Wren**, AIRD vice president **Mary Ann Brittan**, and Central

Consolidated Schools administrators reorganized the district reading team to work across levels for the improvement of reading instruction and to set goals, roles, and responsibilities. **Brittan** and **Wren** also attended Central Consolidated professional development sessions and worked with two Reading in the Content Areas trainers at the district's schools. **Wren** assisted the Newcomb Middle School principal and the Central Consolidated assistant superintendent in revising the school administration plan. Program manager **David Rainey** oversaw these activities.

Oklahoma

- **Hull** and the *Altus* Planning Committee used pre- and post-test data to help inform instruction and devise a plan to have grade or subject area teachers analyze the data, locate significant areas of concern, write lesson plans to address these areas, and create assessment items to check student progress. Principals learned more about implementing this plan at the next district leadership team meeting.
- **Bradley** and program specialist **Tara Leo Thompson** introduced new *Putnam City* principals to SEDL's work, refined an action plan with the district leadership team, and met with district and high school leaders to review the past year's work and the plans for the upcoming school year. They also presented an overview of SEDL intensive site work to elementary teachers and shared the results of the SEDL Reading Survey they conducted in May. **Bradley** and **Thompson** attended an administrator training on educational instructional technology and curriculum alignment and a middle school training on reading strategies across the content areas.
- **Cowan** and program specialist **Suzanne Ashby** continued the systems exploration process with Crooked Oak Public Schools Leadership Team members in *Oklahoma City* to improve student achievement in reading. They defined an ideal state for the district once it has aligned local curriculum with state standards and devised an action plan to address state vocabulary standards. They also planned preservice professional development for school and district staff. **Ashby, Biggers, Cowan**, and district leadership team members delivered

this professional development, and former REL fellow **Patricia Marable** provided training for the elementary school staff. They shared data, used tools to identify factors impacting student achievement in reading, increased staff familiarity with state standards in reading and language arts, and studied significant vocabulary words at each grade level.

- **Brittan** reviewed the SEDL partnership and clarified working systemically to improve reading achievement with the new superintendent and assistant superintendent in *Kinta*. **Brittan** and **Loyd** prepared for online reading assessments with a Lightspan representative. **Brittan** and Dana Center deputy director **David Hill** briefed new administrators on SEDL work.

Texas

- **Loyd** and Dana Center program coordinator **Margarita Greer** provided training on reading in the content areas at the *Midland* freshman campus.

National Center for Family and Community Connections with Schools

Program manager **Catherine Jordan** participated in the Parent Leadership Associates No Parent Left Behind Seminar on July 1–2 in *Newport, RI*. The seminar explored developing parent leaders who partner with schools to improve student achievement.

Program associate **Deborah Donnelly**, with **Nancy Chavkin**, a member of the Center's National Steering Committee, presented "Assessing the Impact of Parental Involvement Programs: What Gets Measured Gets Done" to more than 60 teachers at the American Federation of Teachers Educational Research and Dissemination Program Annual Network Conference on July 9 in *Washington, DC*.

Program specialist **Evangelina Orozco** delivered "Case Study: Lessons Learned from Rural School-Community Collaboration" at the Performance Institute's 2003 Education Funding Summit on July 23–24 in *Washington, DC*.

On Aug. 1, **Donnelly** and **Jordan** conducted the workshop "A New Wave of Evidence: Train-the-Trainers" for 100 district and education cooperative administrators at the North Little Rock School District's back-to-school inservice in *Little Rock, AR*.

North Central Regional Educational Laboratory staff presented information on

the Polk Brother's Full Service/Community Schools model and the implementation of that model in the Chicago Public Schools during the Center's cross-laboratory videoconference on Aug. 13.

21st Century After-School Regional Training Initiative

Jordan participated in the National Community Education Center's After-School Regional Associates Meeting on Aug. 10–13 in **Flint, MI**.

The Midsouth and Southeast 21st Century Community Learning Centers Regional Advisory Committee met Aug. 6–7 in **New Orleans** to plan training events.

REL Networking

Bell, Loyd, and Neeley gathered information on state initiatives to use at REL intensive sites during the Arkansas Department of Education Smart Step Conference in **Little Rock** on July 16–17.

REL National and International Activities

Scholar emerita **Shirley Hord** delivered a presentation on innovation configurations as tools for implementing school reform practices at the annual meeting of the National Staff Development Council (NSDC) state affiliates on July 17 in **St. Louis**. The next day, she made a similar presentation at NSDC's Academy XV, a program for professional development providers. At an August NSDC-sponsored corporate board meeting for the Coaching for Results project, **Hord** shared findings of a research study on the initial impact of this project that delivers personal and professional coaching to school principals working to improve their schools' practices.

On July 27–29, **Hord** and Northwest Regional Educational Laboratory staff in **Portland, OR**, planned 2004 events for Learning Success for Each Student: A Leadership Development Program. In association with this program, **Hord** conducted school reform strategy sessions with **Memphis** Public School

SEDL Awarded Contract to Support Quality in After-School Programs

SEDL won a three-year \$9.6 million contract from the U.S. Department of Education in September to strengthen the content, teaching methods, and retention of the nation's after-school programs.

In partnership with the National Center for Research on Evaluation, Standards, and Student Testing at the University of California, Los Angeles; Mid-Continent Resources for Education and Learning in Aurora, CO; the Northwest Regional Educational Laboratory in Portland, OR; SERVE in Greensboro, NC; and WGBH Educational Foundation and Institute for Responsive Education in Boston, SEDL will support program quality among more than 1,600 21st Century Community Learning Centers, which provide after-school programming throughout the United States. SEDL and its partners will assist after-school programs in meeting two main goals: (1) including high-quality, research-based academic content using appropriate teaching and learning methods and (2) attracting and retaining students who participate regularly to benefit from these investments.

"After-school programs need a strong connection to the learning objectives of the school day to successfully increase student achievement," said SEDL program manager Catherine Jordan, who directs the project. "This project will identify and validate existing after-school programs that positively impact student achievement. It will also create tools, provide training opportunities, and deliver technical assistance to other after-school programs so they can have similar results."

SEDL also oversees regional after-school training initiatives through its Midsouth and Southeast After-School Regional Advisory Committee, which consists of practitioners and trainers experienced in leading after-school programs and in developing the skills that after-school staff need to build and sustain their efforts.

"This program will extend SEDL's expertise and resources," said SEDL president and CEO Wesley Hoover. "The project's staff, consultants, and advisors bring to the table some of the most active and respected experts in after-school programming, core academic content issues, and evaluation and research related to the effectiveness of after-school initiatives." ■

District administrators in July and August.

To open their new school year in early August, **Hord** gave the keynote address to 140 faculty members at the Monterrey Institute of Technology in **Mexico City**. She also delivered a workshop for 45 university administrators on their role as change agents to support implementation of new instructional strategies.

Evaluation Services program associate **Jack Lumbley** coordinated a meeting of the cross-laboratory performance indicator group in **Atlantic City, NJ**, on Aug. 13–15.

In **Portland**, on Aug. 19–20, **Cowan** and **Feeley** participated in a Northwest Regional Educational Laboratory institute to learn about the latest research in school improvement and how to apply it to SEDL's intensive site work.

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 such resources as 40 access centers across the SEDL region.

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

Program specialist **Danny Martinez**, along with former SEDL program associate Mary Burns and Laredo Public Schools technology coordinator Patricia Abrego, published "Technology on the U.S./Mexico Border: Improving Teaching, Improving Learning" in the October 2003 issue of Information Technology's *MultiMedia Schools* journal.

Program specialist **Como Molina** published "So, Who Invented the Order of Operations?" in the Fall 2003 issue of *Texas Mathematics Teacher*, produced by the Texas Council of Teachers of Mathematics, which is the state affiliate of the National Council of Teachers of Mathematics (NCTM). This article is based on professional development **Molina** designed and presented at the NCTM conference.

SCIMAST Professional Development

Arkansas

- **Molina** and program associate **Maria Torres** co-facilitated the SCIMAST Arkansas Teachers as Leaders Middle School Mathematics Academy in **Little Rock** on July 14–18. The nine participants studied inquiry-based mathematics, especially in proportional reasoning, and received certification process information from a National Board of Professional Teaching Standards (NBPTS) program advisor and a nationally board-certified educator and assistant principal from the Pulaski County School District. **Molina** and **Torres** followed up with SCIMAST support and lesson study colloquiums.

Louisiana

- On July 7–11, program specialist **Phillip Eaglin** facilitated the SCIMAST Summer Teachers as Leaders Academy "Chemistry Lab Activity Re-Design Using CBL Technology" at the University of Louisiana at Lafayette for 11 teachers. Participants used computer-based laboratory (CBL) technology, including sensors and probes, to redesign their chemistry laboratory activities to integrate technology.
- **Molina** and **Torres** co-facilitated the SCIMAST Louisiana Teachers as Leaders Middle School Mathematics Academy in **Metairie** on July 7–11. The four participants studied inquiry-based mathematics, especially in proportional reasoning, and received certification process information

from the NBPTS Louisiana contact. **Molina** and **Torres** will follow up with SCIMAST support and lesson study colloquiums.

Texas

- On July 21–25, **Molina** and **Torres** co-facilitated the SCIMAST Texas Middle School Mathematics Teachers as Leaders Academy in **Brownsville**. Participants examined inquiry-based mathematics and lesson study. They also researched equality, proportionality, and the order of operations. The mathematics portion of the academy featured algebraic reasoning to support the Texas Essential Knowledge and Skills. **Molina** and **Torres** followed up with SCIMAST support and lesson study colloquiums at Central, Oliveira, and Garcia middle schools.

SCIMAST Networking

Evaluation Services program specialist **Melissa Dodson** participated in the Eisenhower Regional Consortia for Mathematics and Science Teaching Cross-Consortia Evaluator Meeting on July 20–24 in **Portland, OR**.

On Aug. 6–7, **Torres** participated in the Research for Better Schools Third International Mathematics and Science Study (TIMSS) Video Study Conference: Exploring Mathematics Teaching and Learning in **Wilmington, DE**. About 100 participants reviewed video clips from the TIMSS 1999 Video Study to learn how to make connections among the mathematical concepts and procedures observed in the lessons as well as to learn how to apply the knowledge gained from the TIMSS findings to improve classroom practice.

Molina participated in a dissemination-planning conference for the Classroom Assessment Materials Project on Aug. 25–26 in **Raleigh, NC**. These materials were developed as part of a National Science Foundation project to provide tools for teachers in assessing student performance. Participants planned regional conferences to share the materials.

SouthCentral RTEC Networking

Evaluation Services program associate **Jack Lumbley** conducted a focus group for the SouthCentral RTEC Higher Education Cadre Regional Meeting in **Corpus Christi, TX**, on Aug. 25.

Educators Set Sail to Help Improve Science Teaching and Learning

SCIMAST program specialist Nikki Hanegan served as lead science educator for the month-long Southwest Teachers' Education and Marine Expedition for Research (STEAMER) in the South Pacific. Along with sixth-grade science teacher Dora Leal, of Mission, TX; seventh-grade science teacher Daryl Newcomb, of Little Rock, AR; high school science teacher John Praytor, of Maysville, OK; and University of Texas at Austin marine scientist Tracy Villareal, Hanegan set sail from Honolulu on Aug. 20 to study nutrient recycling through phytoplankton, the most abundant type of organism in the oceans.

The teachers communicated with their students about their findings through e-mail and daily logs on the SEDL Web site at www.sedl.org/scimast/steamer/. They returned to Honolulu on Sept. 16. STEAMER was a collaborative project of the National Science Foundation, the UT Marine Science Institute, and SEDL's SCIMAST and SouthCentral RTEC. ■



Daryl Newcomb, Dora Leal, Nikki Hanegan, and John Praytor take a break from studying phytoplankton for the STEAMER project in the South Pacific in August.

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 a workshop on tools for assessing and teaching K–12 writing at the Gulf Coast Conference on the Teaching of Writing in *Point Clear* on June 2.
- In collaboration with the North Alabama Teacher Exchange, **Slack** presented professional development on questioning for K–12 teachers in *Oneonta* on June 15. On July 22, **Slack** conducted a similar workshop for K–9 teachers at the University of North Alabama in *Florence*. In both workshops, participants learned the types of questions and combinations of questions that promote student thinking across all content areas.

Arkansas

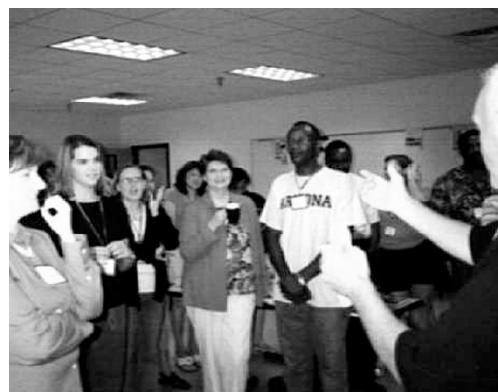
- On Aug. 5, **Slack** presented a workshop on a questioning framework to improve reading comprehension for Paris Middle School teachers in *Paris*.
- **Slack** delivered training on effective questioning strategies that promote student thinking for educators in the Northeast Arkansas Educational Cooperative region on Aug. 29–30 in *Walnut Ridge*.

Louisiana

- Program specialist **John Hanley** and Audubon Zoo education staff worked with educators from Bauduit Elementary in *New Orleans* on July 7–11 to revise

the school's science curriculum. The school will incorporate zoo lessons, resources, and field trips as part of the New Orleans Public Schools (NOPS) signature school initiative.

- **Slack** participated in NOPS staff development on language essentials for teachers of reading and spelling at Ben Franklin High School in *New Orleans* on July 7–11. She also participated in a NOPS reading leadership meeting on the district's literacy reform efforts and the literacy implementation matrix SECAC staff helped administrators and reading leaders develop to monitor progress.
- On July 24–31, program specialist **Philip Gapinski** provided technical assistance in *Hammond* to the coordinator of Southeastern Louisiana University's Excellence in Health and Education Project 2003 Summer Institute. **Gapinski** then delivered professional development support for the bully prevention and bioterrorism sessions at the institute on July 28–Aug. 1. Program associate **Charles Scott** presented the keynote address, "The Power of Expectations: People Like Us." More than 150 educators attended the institute, which SECAC has co-sponsored for the past four years.
- Program associates **Moselle Dearbone**, **Lou Meadows**, and **Debra L. Meibaum** and program specialist **Dallas Picou** presented "Best Practices for Classroom Instruction" to teachers, assistant teachers, and support staff in *Garyville* on July 30.



Participants in Southeastern Louisiana University's Excellence in Health and Education Project 2003 Summer Institute in *Hammond* on July 28–Aug. 1 learn how to reduce bullying in schools in one of the institute's sessions. More than 150 educators attended the institute, which SECAC has co-sponsored for the past four years.

- On Aug. 19–20, **Dearbone, Gapinski, Meadows**, and **Meibaum** participated in the SECAC-sponsored regional forum in *New Orleans* for Title IV state leaders from Alabama, Arkansas, Georgia, Louisiana, and Mississippi. Participants exchanged information, solved problems, and built and strengthened relationships. **Gapinski** facilitated No Child Left Behind sessions.
- **Slack** conducted the first in a series of questioning workshops for Vic Pitre Elementary teachers and administrators on Aug. 21 in *Westwego*.
- On Aug. 22 in **Baton Rouge**, **Gapinski** and staff from the Louisiana Department of Education's Office of School and Community Support planned technical assistance for Title IV, parts A and B.

Mississippi

- **Meibaum** presented two sessions on scientifically based research as defined by No Child Left Behind to federal programs coordinators, central office staff, administrators, and principals at the Mississippi Association of Federal Education Program Directors Title I Summer Conference on July 14 in *Biloxi*. Program associate **Maggie Rivas** delivered two sessions on innovative strategies to improve family involvement. On July 15, **Meibaum** provided technical assistance on Title I, Part A, of No Child Left Behind to the federal programs coordinator in Biloxi.
- **Gapinski** assisted Mississippi's Title IV coordinator in *Jackson* on July 19 in preparing a school choice option presentation. He also helped identify the Mississippi Department of Education's No Child Left Behind benchmarks and indicators for presentations to local education agencies.
- **Meibaum** and **Picou** presented a training-of-trainers session on Title I, Part A, of No Child Left Behind to SECAC state team leaders on Aug. 12–13 in *Jackson*.
- On Aug. 22, SECAC consultants and **Grenada** administrators reviewed the reading improvement plan and scheduled Reading Success Network professional development for the 2003–04 school year.
- Program manager **Marie Kaigler**, with assistance from **Meibaum**, conducted an inservice on algebraic expressions and thinking, problem solving, and measure-

ment for the principal, teachers, and assistant teachers on Aug. 27 in *Sunflower*.

SECAC Networking

Gapinski participated in the Eighth Annual National Prevention Symposium on July 16–18 in *Washington, DC*. More than 300 academicians learned about the latest prevention research findings on such topics as after-school programs and truancy.

On Aug. 27 in *Baton Rouge*, **Gapinski** represented SECAC at the Louisiana Health and Safety Stakeholders network meeting of state agencies and community-based organizations related to health and safety. Attendees reviewed the Louisiana attorney general's enforcement against Web-based pornography.

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).

OFTS manages SEDL's technical infrastructure and the corporation's human resources and accounting departments, while OIC supports SEDL's corporate and internal communications, provides information resources and training, and oversees product sales. OID oversees strategic planning and explores funding opportunities to support institutional growth and development.

Office of Institutional Communications (OIC)

SEDL's OIC and Janice McLemore Graphic Design received the Silver Quill Award from the International Association of Business Communicators (IABC), District 5, for SEDL's corporate brochure. The Silver Quill is the highest award given in IABC's regional competition. The brochure is now eligible for IABC's national competition.

Office of Institutional Development (OID)

Director **JJ Baskin** presented "Dollars for Excellence: Procuring Money for Schools and Education Programs" to grant writers, development officers, school administrators, and community leaders at the Performance Institute's National Summit on Education Partnerships, Grants, and Fundraising on July 23–25 in *Washington, DC*.

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.

Texas

- Program associate **Marsha Loyd** conducted professional development on reading strategies across content areas for Midway Independent School District language arts teachers in grades 5–12 on July 30–31 in **Hewitt**. District teachers requested this fee-for-service training after reading the December 2002 issue of *SEDL Letter* titled “Putting Reading First.” ■



REL program associate Marsha Loyd leads grades 5–12 language arts teachers from Midway Independent School District in a professional development session on reading strategies across content areas in Hewitt, TX, on July 30–31.

S E D L *calendar*

SEDL staff will present the following events during the next quarter. Visit www.sedl.org/news/calendar.html for more SEDL events.

5

Authentic Teaching and Learning Sessions Oklahoma City, OK

In partnership with Oklahoma Achievement through Collaboration and Technology Support at the Center for Educational and Community Renewal at the University of Oklahoma, SouthCentral RTEC staff will conduct three Authentic Teaching and Learning sessions using *Active Learning with Technology* materials for the state's principals and superintendents as part of Oklahoma's Bill and Melinda Gates Foundation State Challenge Grant for Leadership Development. Contact: Kim Hughes

December

1–3 22nd Southeast International Reading Association Regional Conference Biloxi, MS

SECAC staff will present “How to Ask Quality Questions: A Framework That Celebrates Reading, Writing, and Thinking across the Curriculum.”

Contact: Jill Slack

2 National Community Education Association Preconference New Orleans, LA

REL staff will conduct a preconference on the research syntheses produced by SEDL's National Center for Family and Community Connections with Schools.

Contact: Catherine Jordan

5

Teaching Thinking through Effective Questioning Harvey, LA

SECAC staff will conduct one in a series of workshops on effective questioning strategies to promote student thinking.

Contact: Jill Slack

December, continued

<p>6–10</p> <p>National Staff Development Council (NSDC) Conference New Orleans, LA</p> <p>ES staff will present the new NSDC Standards Self-Assessment Inventory, and REL staff will present “What Does Research Have to Do with School-Family-Community Connections? A Short Course for Teacher Leaders and Staff Developers.” During this annual conference, OIC staff will host a booth to promote SEDL and facilitate a book signing by Shirley Hord and Gene Hall.</p> <p>Contacts: Sue Street, Catherine Jordan, and Jill Dodge</p>	<p>9</p> <p>Coalition for the Advancement of Science and Mathematics Education in Oklahoma (CASMEO) No Child Left Behind Forum Oklahoma City, OK</p> <p>SCIMAST staff will help facilitate this conference for invited CASMEO members and other educators. Contact: Vicki Dimock</p>
<p>9–10</p> <p>Research for Better Schools Third International Mathematics and Science Study Facilitators Workshop Philadelphia, PA</p> <p>SCIMAST staff will help facilitate this workshop for participants who have completed the LessonLab online algebra course.</p> <p>Contact: Maria Torres</p>	<p>14–15</p> <p>Teaching Constructivism and Technology Integration (TCATI) El Paso, TX</p> <p>SouthCentral RTEC will conduct Day 4 of professional development using the <i>Active Learning with Technology</i> portfolio for 150 classroom teachers participating in the Ysleta Independent School District’s TCATI Technology Applications Readiness Grants for Empowering Texas project.</p> <p>Contacts: Kim Hughes and Danny Martinez</p>
<p>15–16</p> <p>Louisiana Reading Association Conference New Orleans, LA</p> <p>SECAC staff will present a session on reading comprehension strategies. Contact: Jill Slack</p>	<p>20</p> <p>Literacy Study Groups Marrero, LA</p> <p>SECAC staff will present suggestions for organizing the activities of literacy study groups and facilitate subsequent group meetings focused on instructional issues.</p> <p>Contact: Jill Slack</p>

January 2004

<p>6</p> <p>Improving Questioning Skills Lawton, OK</p> <p>REL staff will present this fee-for-service training to teachers and administrators. Contact: Joe Parker</p>	<p>20</p> <p>Technology in the Classroom Woodville, MS</p> <p>SECAC staff will present information on effective use of technology in the classroom. Contacts: John Hanley and Debra L. Meibaum</p>
<p>6</p> <p>No Child Left Behind Update Moss Point, MS</p> <p>SECAC staff will provide an update on Title I, Part A, of No Child Left Behind for administrators, central office staff, and principals. Contacts: Debra L. Meibaum and Dallas Picou</p>	<p>23</p> <p>Teaching Thinking through Effective Questioning Harvey, LA</p> <p>SECAC staff will conduct one in a series of workshops on effective questioning strategies to promote student thinking.</p> <p>Contact: Jill Slack</p>

February 2004

4-5	Texas Computer Educators Association Conference Austin, TX SouthCentral RTEC staff will conduct the workshops "Excel to New Heights: Data Analysis Tools for Inquiry" and "Using Data for Results: Online Tools." Contact: Kim Hughes	19-22	American Association of School Administrators Annual Conference and Exposition San Francisco, CA REL staff will present "Advice from the Research for School Administrators: Involving Families to Support Achievement among Diverse Student Populations." Contact: Lacy Wood
5-7	National Association for Bilingual Education Albuquerque, NM OIC staff will host a SEDL booth during this annual meeting to promote SEDL. Contact: Jill Dodge	23	University of Tulsa Research Lesson Colloquium Tulsa, OK SCIMAST and University of Tulsa staff will facilitate a lesson study colloquium for invited Tulsa Public Schools educators who participated in the University of Tulsa Middle School Mathematics Teachers as Leaders Academy in June. Contact: Maria Torres
10-12	Teaching Constructivism and Technology Integration (TCATI) El Paso, TX SouthCentral RTEC will conduct Day 5 of professional development using the <i>Active Learning with Technology</i> portfolio for 150 classroom teachers participating in the Ysleta Independent School District's TCATI Technology Applications Readiness Grants for Empowering Texas project. Contacts: Kim Hughes and Danny Martinez		

March 2004

1-2	SCIMAST Texas Spring Meeting: Technology for Learning Mathematics and Science Houston, TX SCIMAST and Harris County Department of Education staff will facilitate this meeting for invited Texas educators interested in networking and collaborating in the use of technology to improve mathematics and science learning Contact: Maria Torres
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SEDL LINKS

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