

MINNESOTA REPORT

"Leadership for Learning"

FROM OUR NEW PRESIDENT

Educational issues requiring critical attention

Welcome to the beginning of another school year. It is such a time of optimism and expectation. Hopefully your summer was filled with both relaxation and rejuvenation so your batteries are charged for the upcoming year.

This past spring and summer were the beginning of a learning curve for new state affiliate presidents of the Association for Supervision and Curriculum Development. There is an effort underway to form better connections between the national and state organizations. At our summer Minnesota ASCD



Dr. Pamela Paulson, Minnesota ASCD's new president, is the Deputy Director of the Perpich Center for Arts Education in Golden Valley.

Retreat, we were fortunate to have Ron Miletta from the national office assist with development of our new strategic plan. The plan, which will be finalized this fall by the board of Minnesota ASCD, is consistent with the educational issues that national ASCD has identified as requiring critical attention.

ASCD Leadership Conference highlighted need to re-engage students in communities

The ASCD conference for new state presidents, held in Washington, D.C. in April, was a great opportunity to get oriented to the work and influence of International ASCD and to understand some of the expectations for state presidents.

RoAnne Elliot, president-elect, also participated in the conference. Several notable speakers gave excellent presentations. One of the most powerful was Robert Putnam, from Harvard University, author of *Bowling Alone*. Dr. Putnam shared years of data he has collected on the downward trend of civic engagement in the United States. Since the mid-

sixties people have become less involved in traditional activities like joining clubs, voting, going to church, and volunteering. The only generation that continues to have high civic engagement is the World War II era – the "We Generation."

Primary causes of increased distancing of people from each other include the invention of television, increased commute time to and from work, and more families with two adults in the work place. The worry is that lack of community involvement will lead to a society of individuals who neither understand nor contribute to the greater good and will not exercise the rights of an informed, voting democracy.

Putnam charged educators to create new approaches for re-engaging students in their communities. There are ways schools can build communities and motivate students to collaborate and interact. In many schools the arts have served this purpose. After-school activities like sports may also be effective for some students.

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Developing leadership among educational decision makers to improve curriculum and instruction for Minnesota students.

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"Leadership for Learning"

Editor's Corner: What's in this issue ... and more

Elsewhere in this issue, our President, Pam Paulson, and Minnesota ASCD's Executive Director, John Eller, welcome you to a new school year, and this is my chance to do the same. We all hope that you have an excellent school year and that your professional efforts extended to students are rewarding, as they deserve to be.

This issue's theme – the academic performance gap

In this issue, RoAnne Elliott, your President-Elect, and DeBorah Zackery of St. Cloud State University, have offered their perspectives on the persistent and pervasive academic performance gap that exists among the students of Minnesota and throughout the country, particularly in urban communities. Zackery approaches the issue by attacking the myths in society that are falsely purported to keep the gaps alive, and Elliott provides two charts that lay out what schools and school districts can do in curriculum, instruction and assessment to minimize and eliminate achievement gaps. In both their articles, there is one common theme: expectations. Very strong research from nearly twenty years ago declared that we get what we expect. If we expect that students will perform or not, that is how the students will perform. That research has been replicated or redesigned in a variety of ways; nevertheless, the

findings consistently repeat the expectation phenomenon.

What's planned for this year

The Board for Minnesota ASCD spent a full day last June continuing their strategic discussions about how to provide value to Minnesota ASCD's members. This is at least the second consecutive year for that effort, and each year brings additional improvements to membership offerings. That includes reinforcing and improving on those member benefits that already exist and which are popular with the members, as well as working up additional services that can be provided economically.

This year in particular, you will enjoy our February conference on assessment, with professor Rick Stiggins and his colleagues. It promises to be a powerful, in-depth program.

Look to page 8 to find out about a special program coming up this October. It intends to establish meaningful and insightful understandings about Minnesota's educational systems. That which is good about schools and should be maintained, and that which needs improvement, will be discussed by those who are directly involved in education by their attendance, parenting, employment, and community responsibilities. Those with policymaking responsibilities will also be involved in

discussing the findings of those directly involved in the earlier meeting. Who, specifically, will be involved? They are parents and community members, teachers and other educators, business leaders, and certainly legislators and government services that focus on education.

Nominate a deserving educator for an award

Give a respected colleague a well-deserved award! Recognize your fellow educators for their exemplary work! Minnesota ASCD wants your recommendations for people who should be recognized for what they do. Minnesota ASCD's awards cover five areas: outstanding leadership, exemplary programs, staff development, national service, and friends to education. That last one is for individuals and institutions that contribute to education in Minnesota but who are not directly involved in school employment. Nominating forms are on page 9. Not every award is given every year, but sometimes more than one is given in a category in a year when the Board has equally deserving nominees. This is NOT a contest; it's intended to recognize those who represent the fine exemplaries among Minnesota educators and those who impact education. Nominations can be received any time, but this is the time of year when the Board of Directors begins reviewing nominations in order that awards can be presented at our events and conferences.

Enjoy this issue: we hope it will provide you with some useful insights and things to take to your classroom and to your school buildings.

Stan Hooper, Editor

MINNESOTA REPORT

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Major Minnesota ASCD Events planned for the 2004-2005 school year

By John Eller, Minnesota ASCD Executive Director

Mark your calendars

Welcome back to school! With the start of each new school year comes a sense of excitement and optimism. Minnesota ASCD approaches the start of the academic year with optimism as well. We work to design learning opportunities that meet the needs of our members. While the final details are still being worked out, here are some general details about the programming being planned for the 2004-2005 school year.

Stiggins Conference on Classroom-Based Assessment February 17, 2005

Classroom-based assessment is becoming an important part of the school-improvement process. On February 17, 2005, Minnesota ASCD is hosting a learning conference on this topic. Rick Stiggins and other consultants from the Assessment Training Institute will examine the power of and ideas for improving classroom-based assessment. This conference is being designed for teams of teachers and administrators to attend and to work together to tie classroom assessments into the school improvement process. Stiggins has conducted other learning conferences around the country to sold-out audiences. You will soon be receiving an informational flier with a registration form to mail back. We anticipate that this conference will reach its capacity early, so be sure to register as soon as possible for this unique event when you receive your flier. You can also check for more information and register online at www.mnascd.org.

Curriculum Expos in St. Cloud and Rochester January 2005

Each year, Minnesota ASCD offers Curriculum Expos where schools and school districts can examine the newest educational materials in a convention center setting. In January of 2005, we will be offering these Expos in both the St. Cloud and Rochester areas. In addition to the materials' display, the Expos also feature staff development presentations on timely information related to the topic areas of each Expo. Minnesota ASCD charges a nominal registration fee for interested school and district curriculum team members to cover some of the costs of hosting the event. A brochure will be mailed in October with more details regarding this annual event sponsored by Minnesota ASCD.

Fall Educational Forum October 7 and October 14, 2004

Minnesota ASCD is in the final stages of planning for a unique event. We are partnering with several other agencies to sponsor a fall community forum. This forum is designed to involve parents, policy makers, and others interested in education in

a dialog centered on issues impacting Minnesota education in both the immediate and long-term future. We are tentatively planning to hold two dialog sessions, one on October 7 and the other on October 14. Our goal is to open the dialog between interested educational constituents and policy makers around Minnesota. This is the first time in recent history that Minnesota ASCD has conducted a program involving parents and community members. The final details are still being worked out, but watch your mail for an invitation with more details regarding this exciting event. You can also find more information about this event in the page 8 article entitled "Fall Forum: Two Nights in October."

As you can see from this list of offerings, Minnesota ASCD is breaking new ground in order to help you, our members, stay informed about pertinent educational issues and build skills in the areas that most directly impact your effectiveness as professionals. We wish you a good start to a productive school year. What you do makes a real difference in the lives of Minnesota children and families!



*John Eller
Executive Director,
Minnesota ASCD*



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THE ACHIEVEMENT GAP – Is the gap in our perception?

By DeBorah Green Zackery

The academic achievement gap between students of diverse backgrounds and their white school counterparts has challenged educators. The focus of the remedy has primarily been an examination of how living in poverty and family socio-economic status limits student academic growth. Recently several researchers have challenged educators to look more closely at the issues that impact the achievement gap. They identify many assumptions that educators have based their decisions on for years. Could it be the achievement gap stubbornly persists because we are only looking at part of the cause? As we work to provide a quality education for the students in our care, a new paradigm for examining the achievement gap may positively impact our work in the area of curriculum development and school leadership.

Old Paradigm: Poverty

Living in poverty or in a culture of poverty causes the achievement gap.

New Paradigm: The achievement gap exists for middle income and affluent families as well. Few diverse students are placed in gifted and talented classes despite having the potential to perform in such school placements. Thus, having good grades in the traditional school core classes, when you have the potential to be in accelerated or gifted and talented classes, produces an achievement gap.

“My son scored 99.99% on the college entrance exam in his senior year. The school always argued against my request that he be placed in a gifted and talented program. His school counselor called when the results came back and asked, how did we miss him?”

—Parent of an African American high school senior

Old Paradigm: Segregation

The achievement gap is caused by school segregation.

New Paradigm: The achievement gap exists in desegregated schools, private schools, and parochial schools. Diverse students report that educators assume there will be a ‘gap’ in their achievement. *“They assume because I am black that I cannot do the work. It happens in almost every class.”*

—9th grade student



Old Paradigm: Inadequate Schools

The achievement gap is most prevalent in schools that are inadequate schools.

New Paradigm: Schools with identical per-pupil funding, teacher preparation and student-to-teacher ratio have an achievement gap. Money makes a difference in the education of all students; however, it does not explain the achievement gap. Schools that are identified as high performing schools also have an achievement gap.

“We live in the suburbs, a very nice neighborhood. Each year I have to introduce myself by name and tell teachers I am an engineer. I have to let teachers know what I have achieved, so they will believe in the potential of my children.”

—Latino parent of 4th, 8th and 10th grade students

Old Paradigm: Family Unit Degradation

The decline of the traditional family unit is the cause of the achievement gap.

New Paradigm: The common thread is a nurturing home environment. Single parenting has little effect when considering more years of schooling, family background and test scores. Also, some children have a single parent due to a death in the family or severe illness. Family relationships that produce high achievers include single parents, grandparents, aunts, uncles, adult siblings and various extended family relationships. The key is that they provide nurturing home environments. The traditional family unit of mother and father is not the only model that works.

Old Paradigm: Genetic Differences

Genetic differences account for the achievement gap.

New Paradigm: Study after study supports the fact that environment has a greater impact than genetics on student achievement. Students need role models in school; therefore, having diverse educators in school broadens the learning experience for all students. However, black and white students report that having effective teachers that believed in their potential made the difference in their achievement.

“She was black and had about a one inch afro. Everyday she told me how much she believed in me. I kept wondering, what does this black lady see in me?”

—10th grade white student

As educators, we often pride ourselves by stating, “We treat all students the same way.” The research on the achievement gap requires that the effective educator strive to be a resilient

—continued on next page—

teacher. A teacher with a diverse repertoire of strategies, resources, and skills can limit the ability for an achievement gap to establish residence in his or her classroom.

What are resilient teachers?

- Teachers who believe that every student in their classes can reach full potential.
- Teachers who believe that their skills as a teacher can make the difference in student academic success.
- Teachers who understand that poverty, family status, and school funding are challenges, not impossible barriers, to student academic success.
- Teachers who know that effective teaching closes the achievement gap because it addresses the diverse needs and life experiences of students.
- Teachers who believe their job is to extend an irresistible invitation to learn to every student, every day, in every class.

The North Central Regional Educational Laboratory has a web reference devoted to the achievement gap: www.ncrel.gap.smartlibrary.org.



DeBorah Green Zackery
Associate Dean
College of Education
St. Cloud State University

ACHIEVEMENT GAPS – What causes them? How can we minimize them?

An introduction to the charts on pages 6-7

The charts on the next two pages were contributed by RoAnne Elliott, Curriculum Coordinator, Mounds View Public Schools, Instructional Support Department.

There may be several definitions of “achievement gap,” but the Mounds View Schools characterize achievement gaps in terms of students and the deficits that some show in comparison with others. When there are groups of students who exhibit deficits compared with high-performing students, and especially when those groups are predictably exhibiting deficits, then such achievement gaps are a product of practices and processes; the gaps are not an artifact of individual students’ inherent abilities.

Mounds View has been examining the processes and practices that may be contributing to achievement gaps in their district. They have learned that system structure and operations, curriculum design, assessment, teaching,

and expectations all can contribute to achievement gaps. RoAnne Elliott’s Instructional Support Department has created two charts that help educators analyze and evaluate elements that potentially contribute to achievement gaps.

Chart #1: Factors that contribute to achievement gaps

The first chart helps characterize four contributions to achievement gaps, each contributing a gap of its own:

- expectations,
- assessment,
- curriculum, and
- teaching gaps.

Together the four elements add up to achievement gaps experienced in a school or school district.

Chart #2: Factors that minimize achievement gaps

The second chart helps to identify contributing factors which minimize achievement gaps: if a school finds that not all the items can be



RoAnne Elliott

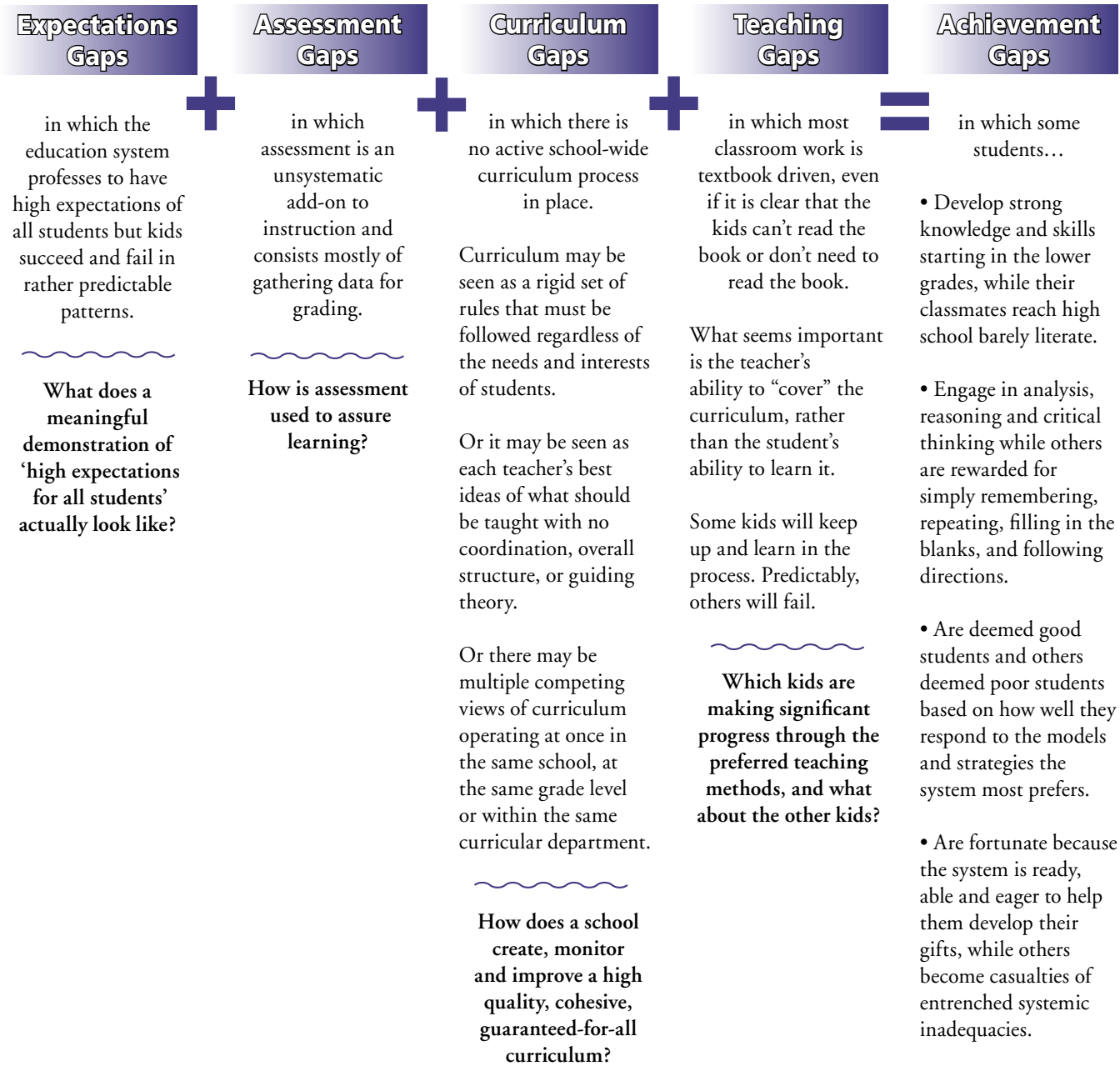
checked off, there is room for discussion, further analysis, and the need to identify the salient areas that could benefit from systemic changes in practice and process. Simultaneously, it identifies areas of strength – components that minimize achievement gaps that are already in place. That helps a school to focus on maximizing efforts to modify specific critical elements rather than launch a global school improvement effort that has little or no focus on what needs the greatest attention and what needs no attention at all.

When there are groups of students who exhibit deficits compared with high-performing students, and especially when those groups are predictably exhibiting deficits, then such achievement gaps are a product of practices and processes; the gaps are not an artifact of individual students’ inherent abilities.

Chart #1: Factors that contribute to achievement gaps

Achievement gaps grow from ...

- low, uneven or unarticulated expectations;
- inadequate, unfocused, and inappropriate use of assessment;
- lack of a school-wide approach to curriculum;
- reliance on teaching methods that are ineffective for some of the students;
- the tendency to look away from school processes to explain a student's failure;
- the acceptance of failure of some students as a necessary fact of schooling



The gaps add up ... The gaps add up ... The gaps add up ...

Chart #2: Factors that minimize achievement gaps

Is your school growing an achievement gap?
The statements below each major question can provide answers as well as suggestions for minimizing achievement gaps at your school.

ARE THERE EXPECTATIONS GAPS?

Are ALL students expected to achieve at or beyond state and district identified levels of proficiency? Before answering yes or no, check off statements that are true at your school:

- All staff members agree on outcomes that are expected of all students.
- The staff agrees that the outcomes are intended to define the goals and shape the curriculum for all students.
- Staff members frequently discuss their definitions of proficiency and are in agreement about what constitutes proficiency.
- Discussions of specific expectations lead to discussions about progress monitoring, curricular adjustment, and instructional differentiation.

If you left statements unchecked, your school might have expectations gaps!

ARE THERE ASSESSMENT GAPS?

Do the assessment practices in use have a positive impact on the learning and achievement of all students? Before answering yes or no, check off statements that are true at your school:

- Assessment is viewed as essential to the instructional process – teachers feel they cannot teach effectively without frequent assessment of student strengths, needs, and progress.
- Teachers actively and continuously seek various kinds of information about how their students are doing.
- Assessment occurs in multiple ways. It is embedded in daily work, assignments, performances and projects; there are classroom level tests in addition to district and state-level tests.
- Students are guided to self-assess and to seek feedback about their learning and performance.
- Assessment is a collaborative concern reflecting common goals, values, expectations and purpose demonstrated through use of common assessments.
- Some type of evidence of student learning is brought to the table each time teachers gather for a planning session.
- Review of assessment data always leads to discussion of outcomes, curriculum, the instructional model, and teaching strategies.

If you left statements unchecked, your school might have assessment gaps!

ARE THERE CURRICULUM AND INSTRUCTION GAPS?

Do all students experience curriculum and instruction that engages them in using literacy, math, and critical reasoning processes to develop the knowledge, concepts and skills of the other disciplines? Before answering yes or no, check off statements that are true at your school:

- There is a school-wide curriculum review process that ensures curriculum effectiveness, flexibility, cohesiveness, and responsiveness to students' needs.
- Strengths and weaknesses of curriculum and the instructional delivery model are the subjects of formal staff grade-level/department meetings at least monthly.
- When the teachers evaluate the effectiveness of curriculum and instruction, they are using student achievement and engagement data as the basis of discussion.
- Staff recognition and understanding of patterns of student progress and achievement provide the impetus for changes to the instructional program.
- When students are failing, teachers look to curriculum implementation – the instructional model and the teaching strategies in use to understand the problem and to propose solutions.
- There are many staff members who vocally demand that all students have instruction that allows them to develop complex concepts and skills.
- All students receive the guidance they need in using content area reading strategies.
- The instructional delivery model in place is designed to allow all students to engage in the kinds of learning experiences they need most.
- A high expectations message is conveyed to students primarily through the kind of instruction they experience.
- There are high-performing students among all sub-groups of the school's population.

If you left statements unchecked, your school might have curriculum and instruction gaps!

Fall Forum: Two Nights in October

AN OPPORTUNITY TO HELP SHAPE EDUCATIONAL REFORM

While still in the planning stages as this is being written, Minnesota ASCD is working with other institutions to organize and conduct a forum on educational issues pertinent to Minnesota's future. It is intended to give voice to parents, community members, students and educators about issues that truly impact schools, classrooms and student learning.

The foundation of the forum is derived from an assumption that current educational policies, and the debate which surrounds the policies, has failed to connect with citizens. Recent community polls support that assumption. In 2003, a Gallup/Phi Delta Kappa poll concluded that there was a high degree of anxiety among the community respecting the No Child Left Behind (NCLB) Act. A large majority of Americans (69%) saw themselves as uninformed about the law. When components of the law were detailed in the survey, the respondents declared very little support for the NCLB strategies. For example, NCLB calls for a greater federal and state role in determining what is taught. A large majority (61%) believed what is taught should be determined locally; 22% thought the state could make that determination, and only 15% agreed that the federal government should have that authority. In 2004, the Gallup Poll essentially reinforced the 2003 findings. Further, Americans were skeptical that the NCLB testing program would be fair or that it would produce the desired outcomes. The Educational Testing Service conducted its own poll in 2004 and found that only 39% of Americans viewed NCLB as a favorable law.

There is a high degree of anxiety among the community respecting the No Child Left Behind (NCLB) Act. Nevertheless, the public is clear in their lack of support for the status quo in education.

However, these same polls also demonstrated that the public is clear in their lack of support for the status quo in education. While they didn't like NCLB, they also didn't like what they already had. They felt that achievement gaps (see other articles in this issue) that exist among subgroups are a serious issue not being addressed, and educational reform is required. The polls also showed that accountability, also a tenet of NCLB, is strongly supported: Americans do want an accountability system.

Perhaps the divisions between policy and public opinion exist because policy is steeped in blame and doesn't articulate a future vision for that which is hopeful and positive. Perhaps, also, parents have seen a steady erosion of local control in schools and feel powerless in helping to decide the educational experience their community's children receive.

The program will take place over two nights, tentatively set for October 7 and 14. The first night is intended for a representative group of citizens. They will have the opportunity to discuss key issues of education reform. The discussion will spin off an article by Gary Marx, "Preparing Students and Schools for a Radically Different Future: Ten Trends Will Help Determine Education's Role in the 21st Century." In addition, a *Star-Tribune* article by John Gunyou, "A Movement for the Rest of Us," will offer a starting point for dialogue. Questions to be addressed include these:

- What do trends mean for schools, classrooms and student learning;
- What kinds of learning experiences should be developed for our children; and
- What should future schools be like to provide appropriate learning experiences?

How well does current policy support future trends? What kinds of schools do we want for Minnesota children? Join this important discussion that includes community members, policy makers and educators.

The second night is intended for a broader audience, including political incumbents, candidates and policy makers who will be encouraged to attend. Community panels will have opportunities to present ideas from the first session and to respond to questions from the audience. Key to the discussion will be how well current policy supports the ten future trends, how critical are each of the trends, and how can the discussion lead us to the kinds of schools we desire for Minnesota children. Where do we go from here? How can we take our findings and influence policy?

Watch for information regarding the forum in future mailings from Minnesota ASCD and from participating community organizations. Share the information with your community and with students in your schools. We hope this exciting departure from our usual conference approach in the fall brings about meaningful discussion that establishes a baseline for future discussion and impacts educational policy in Minnesota.

Watch for information regarding the forum in future mailings from Minnesota ASCD and from participating community organizations.

Minnesota ASCD Leadership Awards for Distinguished Educators

Each year Minnesota ASCD honors those who contribute toward improving education in Minnesota and throughout the educational sphere. There are five awards. We are always looking for nominations: if you know any person or group that you feel deserves recognition for exemplary or outstanding professional work, we urge you to nominate. The deadline for the existing school year is October 15, but nominations will be taken at any time. The awards are followed by their criteria.

State Service Award

- Provided leadership in Minnesota education
- Demonstrated contributions to education in Minnesota
- Demonstrated service and contribution to Minnesota ASCD
- Current or past member of Minnesota ASCD

Minnesota Staff Development Award

- Provided leadership in staff development
- Five years of experience in the field of education
- ASCD and Minnesota ASCD member for at least one year
- If requested, recipient will agree to write a plan of action for disseminating staff development training to Minnesota ASCD members and community.

Educational Program Award (for teams or individuals)

- Has impacted the professional/academic growth and development of students and/or educators
- Has been nominated by professional colleagues
- Has potential for replication by the larger educational community through conferences, publications or other professional dissemination
- Features exemplary programs in one of the following levels: school site, district, or higher education

Friend to Education

- Demonstrated evidence of partnering with a school or district to improve the learning process
- Demonstrated support of a program or process which has led to increased understanding of the role community plays in educational improvement
- Initiation of collaboration with business, community and/or parents resulting in higher levels of awareness and outcomes

National Service Award

- Possesses stature in educational leadership at the national level
- Has achieved visibility in education at the national level
- Demonstrated contributions to ASCD
- Demonstrated contributions to education in Minnesota

MINNESOTA ASCD RECOGNITION AWARD NOMINATION FORM

One nomination per form.
Reproduce this form for additional nominations.

AWARD CATEGORY (check one only)

- National Service State Service
 Staff Development Educational Program
 Friend to Education

Name of individual or program being nominated: _____

Position or Role of Nominee: _____

Location (e.g., workplace, school district): _____

Local Newspaper's Name and Address: _____

PHONE (if available) _____

PROFILE: attach a page that profiles the nominee or program in no more than 200 words.

Your Name (nominating person) _____

Your Location _____

PHONE _____

Address (city, state, ZIP) _____

SEND THIS FORM, OR A COPY, TO:

Lori Sandvig, Executive Secretary, Minnesota ASCD
5033 W 56th St, Edina, MN 55346-2425

(Nominations must be received by October 15 to be considered for the present school year, but are happily received at any time during the calendar year.

Don't hesitate to nominate today!

President’s Message (continued from page 1)

While schools rightfully are focused on increasing student achievement, we must remain cognizant that students need diversity and vitality in their curriculum and instruction if they are to be motivated to learn. Students should be working on interesting ideas and questions as well as learning math facts and practicing reading skills. Increased pressure to do well on standardized, high-stakes tests has caused assessments to be limited, often missing meaningful and important learning students are accomplishing.

ASCD’s issue positions address high-stakes testing and the achievement gap

International ASCD has adopted two positions for 2004 on issues related to meeting the needs of students in our diverse schools: high stakes testing and the achievement gap.

The ASCD position on high stakes testing states: “Decision makers in

education – students, parents, educators, community members, and policy makers – all need timely access to information from many sources. Judgments about student learning and education program success need to be informed by multiple measures. Using a single achievement test to sanction students, educators, schools, districts, states/provinces, or countries is an inappropriate use of assessment. ASCD supports the use of multiple measures in assessment systems that are ...

- Fair, balanced, and grounded in the art and science of learning and teaching;
- Reflective of curricular and developmental goals and representative of content that students have had an opportunity to learn;
- Used to inform and improve instruction;
- Designed to accommodate nonnative speakers and special-needs students; and
- Valid, reliable, and

supported by professional, scientific, and ethical standards designed to fairly assess the unique and diverse abilities and knowledge base of all students.”

Minnesota ASCD aligns with position to broaden assessment

Minnesota ASCD has also made a commitment to increase understanding of a range of assessment strategies in our education system. We are very fortunate to have one of the country’s foremost assessment experts here for an in-depth workshop on February 17 at the Sheraton Hotel in Plymouth. Dr. Rick Stiggins will provide both theory and many practical applications of assessment approaches that help students learn, and teachers teach, more effectively.

Please plan to join colleagues who are committed to using multiple assessment techniques to provide better information for those who support student learning.

Research shows that joining groups is good for your health – you will live longer and be happier if you go to meetings! Now, that is incentive to come together to collectively find ways to improve curriculum, instruction and assessment.


Registration brochures will be mailed to members this fall. Or, you can register online at www.mnascd.org.

Enjoy the new school year!

On another note, an interesting piece of information was shared by Robert Putman at the Leadership Conference, when he told us that coming together at professional conferences will not only increase our learning but also our health. According to Putnam, there is research that shows that joining groups is good for your health – you will live longer and be happier if you go to meetings! Now, that is incentive to come together to collectively find ways to improve curriculum, instruction and assessment.

Look for more information on ASCD’s second position, on the achievement gap, in the next Minnesota ASCD newsletter. Best of luck as you begin another school year faced with fresh possibilities for our students and our schools.

*Dr. Pamela Paulson
President, Minnesota ASCD*

<p>HAMLIN UNIVERSITY <i>Graduate School of Education</i></p>	<p>NOURISH LEADERSHIP</p> <p>Graduate Education at Hamline University We value your experience and prior knowledge. Classes feature student-centered learning, theory linked to practice, and outstanding faculty.</p>	
<p>The Administrative Licensure coursework offers conflict management, change strategies, teacher leadership, and organizational development. License available in K-12 Principal, K-12 Superintendent, and Director of Special Education. Applications accepted on an ongoing basis.</p>		
<p>Hamline’s Doctorate in Education emphasizes leadership, and may include Administrative Licensure. Next application deadline: December 1, 2004. Application cycle for September 2005 ends July 1, 2005.</p>		
<p>For a brochure, contact 651-523-2900 or 1-800-753-9753 e-mail: gradprog@hamline.edu</p> <p style="font-size: small;">Hamline University is an equal education/employment institution.</p>		



Membership Form

Name (first, last, middle initial): _____

Position/Title: _____

School Affiliation (*please include ISD# whenever possible*): _____

Mailing Address (*circle one*): Work Home _____

Work Phone () _____ Home Phone () _____

FAX: (*circle one*) Work Home _____

() _____ E-mail: _____

Position (check one):

- Teacher
- Professor, Dean or other University
- Supervisor
- District-Level Administrator or Specialist
- Superintendent, Assistant, or Associate
- Full-Time Student
- Principal, Assistant, or Associate
- Director of Curriculum or Instruction
- Other _____

New Member Renewal

Are you currently a member of our parent organization, International ASCD?

yes no

Annual Membership Dues:

\$35.00 Active \$5.00 student/retired

If you chose student or retired, please enter the name of your school or former employer: _____

Optional – Enter your ethnic origin: _____

Please mail complete application with a check payable to Minnesota ASCD to:
 Lori Sandvig
 5033 West 56th Street
 Edina, MN 55436

Membership form for you and your colleagues

Pass the form on this page to your friends, or make copies and distribute them among colleagues who can benefit from membership in Minnesota ASCD. The \$35 for dues provides basic funding for organizing several conferences and preparing follow-up materials, publishing newsletters, organizing Curriculum Expos, and other services for Minnesota educators.

One key feature of a membership in Minnesota ASCD is the unique opportunity it provides to educators in all career tracks to network with each other, share important ideas and information, and gain insights into the latest developments in educational initiatives designed for curriculum and instruction.

Thanks for your own membership, and many thanks for encouraging others to join!



Minnesota ASCD's new officers welcome all members, new and returning, to what promises to be another exciting year for the association. Dr. Pamela Paulson (front), Director of the Research, Assessment and Curriculum Center at the Perpich Center for Arts Education, is our new president. RoAnne Elliot (left), Curriculum Coordinator for Mounds View Public Schools, is the president-elect. Richard Cash (right), District Coordinator of Gifted and Talented Programs for the Bloomington Public Schools, is the new secretary.

New Minnesota ASCD Members

- | | |
|---|---|
| Clausen, Sue
St. Paul | Lufkin, Steve
Rosemount |
| Cripe, Nancy
Minnehaha Academy | Luknes, Pamela
Lester Prairie |
| Dahl, Lea L.
ISD 287, Plymouth | Marsnik, Anne M.
Minneapolis |
| Fertig, Lee
Inter Dist. Downtown,
Minneapolis | Mastin, Dr. Marla
Mankato |
| Grunewald, Jill
Rochester | Nash, Cheryl L.
Merrifield |
| Harriman, Gretchen
Stillwater | Peterson, Maxine
Centennial Sr. High School,
Circle Pines |
| Hoskens, Judith P.
REFP Cunningham Group,
Minneapolis | Priest, Catherine L.
Eveleth |
| Jones, Ranel
Minneapolis Urban LA ECF | Stillwell, Barbara
St. Paul Public Schools |
| Kane, Mary B.
Archdiocese St. Paul/Mpls. | Trapp, Mary
McKinley Elem. School
Owatonna |
| Lindberg, Helen
Warroad SD #690 | Wolden, Bonnie
Lincoln Park Elem. School,
Duluth |



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