

# MINNESOTA REPORT

"Leadership for Learning"

## WELCOME FROM OUR NEW PRESIDENT

### Minnesota ASCD – Promoting professional inquiry

The past year has provided an extraordinary opportunity for me to meet and work with public school teachers and administrators from Los Angeles to New York City (and *many* places in-between!). I also had the great pleasure of a week working with Catholic school educators followed by a week with Jewish Day School teachers.

Regardless of geography, urban or rural setting, public or private affiliation, cultural, ethnic or religious foundation, the commonalities of educators were strikingly obvious. Although each shouldered the demands, anxieties and frustrations of our chosen profession, a spirit was evident. Enthusiasm, concern for the success of all students, dedication to their professions and delight in the art of teaching and learning were consistently noted.

My travels reaffirmed the need for a professional organization such as ASCD, both for its work at national and international levels and its commitment to local educators through our state

affiliate, Minnesota ASCD. Minnesota ASCD as an affiliate commits itself to:

- Organizing opportunities for professionals to focus on educational topics of relevance and importance
- Producing publications and programs that reflect the ideas, interests and commitments of Minnesota educators
- Influencing educational policy at state and local levels
- Providing opportunities for education professionals to both network and collaborate in order to seek solutions for common problems



*Diane Heacox, Ed.D., 2003-2004 president of Minnesota ASCD, is an Associate Professor of Education at the College of St. Catherine.*

During the summer we held our annual Board retreat to review and recommit to the vision and mission of Minnesota ASCD. We planned an exciting and engaging program for the second in our series of statewide professional development opportunities addressing learner diversity in the classroom, the Vera Blake Conference on February 6, 2004. Executive Board members also met with Education Commissioner Yecke to discuss our organization's commitment to Minnesota schools and to best practices in education.

Charlotte Danielson, in her book *Enhancing Student Achievement*, promotes the development of "a culture of professional inquiry." Minnesota ASCD is committed to supporting such professional communities.

As your school year begins, we encourage you to look to this organization for information on state and local education issues, for professional collaboration, and for support and encouragement to create, risk-take, and dream.

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

**HIGHLIGHTS ...**  
**Editor's comments**  
page 2

**Welcome from the Executive Director**  
page 3

**Tips for teaching in a diverse environment**  
page 6-7

**Dealing with data**  
page 8-9

**Fall conference on reading gains**  
page 10

**Winter conference with Dr. Vera J. Blake**  
page 11

**Award nominations**  
page 14

**2003-2004 OFFICERS**

- President Diane Heacox  
*College of St. Catherine*
- President Elect Pamela Paulson  
*Perpich Center for Arts Education*
- Past President Debra Pitton  
*Gustavus Adolphus College*
- Secretary Rose Chu  
*Minneapolis*
- Treasurer Doug Warring  
*Prior Lake*

**EXECUTIVE BOARD**

- James Boddie, *Osseo*
- Richard Cash, *Bloomington*
- Sheila Eller, *Stillwater*
- RoAnne Elliott, *Mounds View*
- Stan Hooper, *Retired*
- Judy Knudtson, *Albert Lea*
- Tom Koch, *Wayzata*
- Lynne Kovash, *Moorhead*
- Linette Manier, *Prior Lake-Savage*
- Susan Mattson, *Grand Rapids*
- Cindy Moore, *White Bear Lake*
- Ken Simon, *Minneapolis*
- Maxine Strege, *Little Falls*
- Mark Youngstrom, *Perpich Center for Arts Education*
- DeBorah Green Zackery, *Metropolitan State University*

**Executive Director**

John Eller 651-247-8305  
e-mail: JellerThree@aol.com

**Executive Secretary**

Lori Sandvig 952-920-9123  
Fax: 952-920-9123  
e-mail: lori@isarep.com

**Mailing Address**

5033 West 56th Street  
Edina, MN 55436

**Web Site**

[www.mnascd.org](http://www.mnascd.org)

**"Leadership for Learning"**

**Editor's Corner**

**Introducing this issue of your Minnesota Report**

Welcome back to the new school year. We've been hard at work this summer getting this issue of the *Minnesota Report* to you as close to the back-to-school workshop week as possible.

Minnesota ASCD has also been hard at work preparing for the whole school year. John Eller speaks to this in his letter to members, and Minnesota ASCD president Diane Heacox also speaks to her expectations for this organization. You will also find an article that is specific to explaining the new web site that was created last spring and through the summer. It's ready to go and, hopefully, to be useful to members and other online visitors. We hope you'll send your reactions: this needs to be *your* web site.



Stan Hooper  
Editor, Minnesota Report

Anne Anderson, principal at Crosswinds Middle School, has written an article about teachers' roles in working with an increasingly diverse body of students in their classrooms. While much of what she says is seemingly self-evident, it is by no means easy to accomplish because there are so many conflicting circumstances teachers deal with, whether increasing class size, unclear or non-diverse curriculum, or resistant parents, among many other influences. Her three points reemphasize the importance of building toward student success.

RoAnne Elliott has graced these pages with another installment of the series on curriculum and instruction in light of the No Child Left Behind Act. While Minnesota educators are going through a transition from the Profiles of Learning to the new graduation standards, there is much to ponder in regard to making that transition transparent to students and meaningful to teachers, many of whom relish the change and others who are wondering whether this, too, will soon pass when the political leadership also passes. RoAnne's focus is about what there is in good teaching and strong curriculum design that

transcends the political whims of the age, no matter what is driving the political world.

Finally, check out the conference information that you will find in this issue. There are two of them, one in September and the other in February. Register with the forms here, or make it even more fun and use the online registration process in our web site.

**ASCD Conflict Resolution Network**

The Conflict Resolution Network provides support and linkage for educators who want to develop conflict resolution programs for students. Members share information on such programs as peer mediation, conflict management, violence prevention, and prejudice reduction. To join or receive further information about activities, please contact: Steve Klein  
Gifted Programs  
School District U-46  
355 E Chicago Street  
Elgin, IL 60120  
Telephone: 847-888-5000,  
X5357; FAX: 847-608-2778;  
e-mail:  
klein\_s/gi@dns.u46.k12.il.us

*ASCD Networks are member-initiated groups designed to provide opportunities for involvement and for sharing information related to a common interest area in the field of education. Minnesota ASCD provides this network information as a service to its members.*

**MINNESOTA REPORT**

Editor: Stan Hooper  
8080 Hidden Bay Trail North, Lake Elmo, MN 55042-9529  
Phone: 651-773-9843  
Designed and produced by Gloria Gritz

## What your Minnesota ASCD membership provides

By John Eller, Minnesota ASCD Executive Director



*John Eller  
Executive Director*

### Welcome back to the 2003-2004 school year!

The summer has flown by and it's time to be thinking about the start of school again. Your Minnesota ASCD Executive Board members have been working over the summer to continue to upgrade your organization and member benefits to make Minnesota ASCD a valuable professional investment. Here are some of the ways that we are continuing to work to help you, our members.

### Meaningful conferences

This year, Minnesota ASCD is sponsoring two conferences designed to assist educators in their quest to help increase student achievement. In September, we are working with St. Cloud's *Resource Training and Solutions* to bring in Dr. Marie Carbo to share reading strategies. Marie has been recognized as a leader in the area of reading for a number of years and will share her cutting-edge ideas to help your students be better readers.

In February, Minnesota ASCD is sponsoring a workshop conducted by Dr. Vera Blake. Vera has worked closely with Dr. Carol Ann Tomlinson in Differentiated Instruction. Her session will build on the strategies shared last year in Dr. Tomlinson's presentation. In addition to Dr. Blake, this conference will feature practical strategies being successfully implemented in Minnesota schools to help students be successful under the No Child Left Behind Act. The workshop will be a good blend of both national and local perspectives. Members of Minnesota ASCD will receive a discount on the registration fee. See more information about the workshop on page 11 of this newsletter.

### Updated website

You will notice a new website for Minnesota ASCD. This website contains helpful information about the organization and the events it sponsors. It also allows interested professionals to print out their own copies of conference fliers and registration materials. It will allow us to quickly inform our membership of current issues and to gain your perspective on these issues in order to put together position statements that truly reflect the views of our membership. As our members become more accustomed to the site, additional features will be added. Look for improvements to the site as we learn of your interests and preferences. There is an article in this newsletter explaining what you will find when you log on.

### Informational newsletter

Our newsletter has undergone many changes over the last couple of years. In addition to the improved look, we are also featuring more articles contributed by individuals. You will find that in this issue as well. Through these articles, the strategies and views of our membership are accessible to all educators in the state. Members particularly enjoy practical articles about applying their knowledge to their professional responsibilities, whether classroom teacher or other position, as firmly stated in our survey last year. We normally have space in our newsletter; if you have an article idea you'd like to have considered, please contact our editor, Stan Hooper.

### Collective voice

As educational issues and decisions become more complex, Minnesota ASCD has provided a forum for the collective voices of our members to be heard. In the future, we plan to expand your opportunities to become even more involved in crucial issues and decisions.

### Professional atmosphere

Membership in Minnesota ASCD also provides you an outlet for professional involvement. Through our curriculum networks, our Curriculum Expos (educational material fairs held each January), our affiliation with and connections to our parent organization, ASCD, and our training and follow-up opportunities, Minnesota ASCD members are part of a professional organization that really helps to make a difference in the lives of the students of Minnesota.

As the year progresses, we will continue to work to make your membership dollars work for you and provide you with value for your yearly fee. Please let us know if there are educational services that we can provide you as your year unfolds. Thank you for your support in the past – we look forward to serving you in the upcoming year.

John Eller,  
Executive Director, Minnesota ASCD



Minnesota Association for Supervision & Curriculum Development

Direct inquiries about Minnesota ASCD and correspondence to:

Lori Sandvig  
Minnesota ASCD Executive Secretary  
5033 West 56th Street, Edina, MN 55436  
Phone & Fax: 952-920-9123

## Check out your brand new web site!

<http://www.mnascd.org>



There is a new web site for Minnesota ASCD, and it has features that make it more useful to members and to those who have participated in Minnesota ASCD events and activities. We're very pleased with what has been created as a result of the board's authorization for a new web site. It is more dynamic and member-friendly. No longer static and uncommunicative, this new site has interactive features that users will find useful. Unlike our old site, we can update when the need arises. The site's ten features follow in the next paragraphs.

### Preregister online

When you want to register for our conferences or the Curriculum Expos, you can do it online by clicking the *Expos/Conferences/Events* button. Once there, you can browse through the upcoming events and register online. Payment, because school districts need to use accounting systems, must be done by mail. There is a nominal timeline for payment, but read the cautions! Note also that there are significant discounts on many registration fees for Minnesota ASCD members!

Right now, you can register for the Vera J. Blake conference event on Feb. 6, 2004. Soon, you will also be able to register for either of the two Curriculum Expos coming up in January, or register for any combination of these events.

### Calendar of events

Whether a Curriculum Expo or the next Executive Board meeting, the calendar feature indicates when and where events will take place. All board meetings are open to the membership and you're welcome to come. One in particular is the Annual Meeting. It is the business meeting that gives members the opportunity to formally help and guide the operations of this organization in accordance with the constitution (including constitutional amendments). As Curriculum Networks are developed and scheduled, they will be added to the calendar. There are also connections within the calendar to help link to registration for conferences and expos.

### Links to the world of education

Useful educational sites are organized into five categories, each of them full of information located on other web sites:

- *Curriculum Resources*
- *Educational Research*
- *Governmental Sites*
- *Organizations and Institutions*
- *Teacher Resources.*

At this writing, there are 59 links available, with more to come. We have tried to create links to sites that are truly practical, especially for teachers and school administrators. Let them and other colleagues know about it. To make this feature of the new web site truly useful to members, we need your help in critiquing what is linked and in recommending other links to be added to the list in any of the five categories. Every link has been tested to be sure it connects to a live site that shows practical promise, and the "extinct" links from our previous site have been deleted.

### Mailing lists

There are two mailing lists intended to provide you with information that is useful and informative, and sometimes urgent, such as when our legislature gets exciting. The first is for members of Minnesota ASCD and the second is for those who have participated in the organization's events, such as conferences, expos and curriculum networks. (We may break that into separate lists if it's needed.) If you are a member and have also attended a conference, you may well want to be on both lists. All new and renewing members, and event participants, will be given the opportunity to log on and sign up. You can also do that today, without waiting for the invitation.

Right now, the mailing list is one-sided: we send e-mail to you. Our long-range goal is to establish more interaction, like a bulletin board system (BBS) or a Blog that will allow a conversational approach among list members. You will see a third list, too, intended for members of the executive board. Good luck, if you wish to sign up for that one and are not an Executive Board member. As long as we're on that subject...

**Board Members**

Learn who your board members are. The *Board Members* button lists all board members, officers and staff in Minnesota ASCD, including contact information.

**Join up!**

The *Membership Info* button yields information about the benefits of joining Minnesota ASCD. You can print out a PDF file which contains a membership application form that can be filled out and mailed in.

**Publications available online**

Newsletters and publications generated by Minnesota ASCD are available online. You can see past issues of this newsletter, *The Minnesota Report*. Each time a new newsletter is mailed out, the previous issue will become available as a PDF file. You can also download the Minnesota ASCD Constitution. As the site is further developed, additional articles and other documents of interest to members will be added for your review: print what you like best.

**Contact Us**

Care to make a comment, register a gripe, recommend something you don't see, editorialize, send us kudos, make an observation, volunteer, correct an error in the newsletter, or just plain vent? Over on the upper right side of every page is a button that reads *Contact Us*. Type your message, send it off and it will be sent directly to the most relevant person or department as soon as it's viewed. Don't be surprised if you get a response, especially if you asked for one!

**Awards**

Minnesota ASCD recognizes excellence throughout the state of Minnesota by conferring several awards to individuals and teams. Announcements of awards are published in our newsletter and in local newspapers. You can learn about the award categories and download a nominating form if you know of anyone who you think is deserving in one of the five categories. Deadlines and award criteria are listed on that page.

**ASCD**

Finally, but by no means last, no matter what page of the web site you are on, you can always connect to the international organization that is the "parent" of Minnesota ASCD and is headquartered in Virginia near Washington, DC. Of course, if you happen to be browsing in the ASCD site, you can also link to Minnesota ASCD's site just about as easily.

---

**New URL:** If you still have the old web site address, throw it out. We not only have a completely redesigned site, it also has a brand-new URL address. Log on to [www.mnascd.org](http://www.mnascd.org) and check us out today! Give us a critique, too: we will be improving the site during a future round of changes.

---

**Welcome New Members**

**New Minnesota ASCD Members**

- |  |  |
|--|--|
| Andersen, Anne<br>Crosswinds Middle School<br>Woodbury             | Maschler, Karen A.<br>Little Falls                           |
| Brumbaugh, Cheryl<br>Fairmont                                      | Mathai, Rani<br>Bethel College, St. Paul                     |
| Coley, Judy<br>Buffalo   | McKeag, David<br>Valley Middle School<br>Apple Valley        |
| Duncan, Robert<br>St. Anthony New Brighton                         | Obah, Thelma<br>College of St. Catherine                     |
| Fleischman, Natasha<br>Lake Elmo                                   | Papison, Linda<br>Summit School, Duluth                      |
| Flocken, Henry<br>Bug-O-Nay-Ge-Shig School<br>Bena                 | Ryan-Nelson, Susan<br>St. Paul Schools                       |
| Gauer, Traci<br>Plymouth   | Sateren, Mark L.<br>Hopkins High School<br>Minnetonka        |
| Hartman, K.<br>Centennial ISD 12<br>Circle Pines                   | Shea, Stephanie<br>Owatonna                                  |
| Heidelberger, Dr. Celeste<br>St. Thomas Academy<br>Mendota Heights | Thompson, Carri<br>Fergus Falls High School                  |
| Henton, Deborah<br>Harding High School<br>St. Paul                 | Thygeson, Bryan<br>Marshall Co. Central H.S.                 |
| Jerome, Tom<br>Roseau Jr.-Sr. High School                          | Toatley, Gail S.<br>Minnetonka                               |
| Johnson, Claudia<br>Breck School, Minneapolis                      | Trudeau, Louis A.<br>Community of Peace<br>Academy, St. Paul |
| Kelley, Kristin M.<br>Minneapolis                                  | Westberg, Dr. Karen L.<br>University of St. Thomas           |
| Kim, Dr. Byong M.<br>St. Paul                                      | Wilk, Debra Kay<br>Hayfield                                  |
| Mack, Stan<br>Robbinsdale SD 281<br>Minneapolis                    | Williams Finn, Julie<br>MDE Duluth                           |
|  | Yaste, Lorie<br>Minneapolis                                  |

# DIVERSITY

## *How teachers can help all students succeed*

by Anne Anderson

Anne Anderson is principal at Crosswinds Middle School, a part of the East Metropolitan Integration District (EMID), ISD 6067. EMID is one of several integration districts in the state of Minnesota that is authorized by the legislature and funded by state desegregation monies. EMID is a consortium of public school districts located on the eastern side of the Twin Cities metropolitan area. All districts that are geographically adjacent to St. Paul are required to be members, but several other non-bordering districts are also members, having obtained legislative authority to be a part of EMID. Anne has been in many educational settings of diversity and was initially a faculty member as curriculum director at Crosswinds, subsequently becoming its third building administrator. Her 20-plus years of experience as an educator have contributed to her understanding of what it takes to provide a quality education for a diverse body of students. We thank her for agreeing to write this article for *Minnesota Report*.

**“Diversity”** is a buzz word in education community conversations these days. Whether we are talking about racial, socio-economic, cultural or other differences, most educators agree that diversity is a good thing – something to strive for in our public schools. Our nation, our cities and even our suburban and rural neighborhoods are becoming more diverse. Students today must learn to be successful in the context of these diverse communities.

It is also, however, generally understood that an increase in the diversity of a learning community adds a new layer of complexity to an already complex business. Many urban and suburban schools that are experiencing diversity for the first time struggle with the realization that some things must change if they are going to be as successful with their diverse population as they were with a much more homogenous group of students

and staff. “No Child Left Behind” legislation forces schools to acknowledge achievement gaps among different racial, cultural and socio-economic groups, making it painfully clear that “business as usual” is not working for all kids.

I have spent 20 years in education focusing on diverse learning communities and how to help all students in them reach their full potential. Working in rural, suburban and urban schools (including a reservation school and a voluntary desegregation school), I have had many opportunities to observe, test and assess strategies that promote student success. There do, in fact, seem to be some things that teachers can do that are universally helpful.

### **Establish a positive, personal relationship with every child**

The first and perhaps most important strategy for teachers to focus on is to establish a positive, personal relationship with every child in the class. This sounds like something teachers would automatically do, but with increasingly large classes and students coming from many different neighborhoods, it is not a given. Often establishing this positive relationship means reaching out to non-communicative or resistant parents: making a home visit, spending time outside of class talking to students, or attending sports activities, band concerts or drama productions. Letting kids know that teachers care about them in a personal way helps build trust in adults who are a part of the educational experience. This trust is critical if students are to be successful in school.



—continued on next page—

**Teach an engaging, culturally sensitive curriculum**

The second thing that teachers can do to help all students find success is to teach an engaging, meaningful, culturally sensitive curriculum. Students must see their own experience reflected in some way throughout the curriculum. Bridges must be built between what students know and what we want them to know. It is only by relating to students personally that information about individual learning styles, prior knowledge, and developmental levels can be used to differentiate content, instruction, and assessments to meet the needs of all students. Knowing how and why they will use this knowledge outside of school will help give students the buy-in and reason to put their energy toward accomplishment rather than resistance.

**Have the same high expectations for every child**

The third thing teachers can do to help all students experience success is to have the same high expectations for every child in their classes. This means that teachers should have the same high expectations for each student in their class that they have for their own children. They should also have the same commitment to help each child negotiate the education system so that it works to their best advantage. This includes helping students and parents identify lofty goals and then putting in place any of the support systems or scaffolding needed to assure that students will meet these goals.

---

**Too often white, middle-class teachers assume that all of their students come to school with the same values and background knowledge as their own. If these assumptions are built into lesson plans, some students are doomed from the beginning to fail, and negative stereotypes are reinforced.**

---

Too often white, middle-class teachers assume that all of their students come to school with the same values and background knowledge as their own. If these assumptions are built into lesson plans, some students are doomed from the beginning to fail, and negative stereotypes are reinforced. Setting all students up for success means that nothing is assumed and that all skills needed for school success, from how to organize a notebook to how to take a high-stakes test, are modeled and taught before students are held accountable for them. This is extra practice for a student who comes with the appropriate background knowledge, but it is critical prior learning for a student who does not come prepared with those particular skills. If nothing is assumed and all skills needed are taught, it is possible for all students to meet the same high expectations.

In increasingly diverse classrooms, teachers often seem to struggle with particular students or groups of students. On the surface, the problem might seem to be a racial or cultural

---

**As we are thinking of ways to help all students succeed in our more diverse classrooms, we might also consider that the real issues have less to do with the diversity of our students than with the lack of diversity in our schools themselves.**

---

misunderstanding or disconnect. In fact, most often, it is one of the three things just mentioned that is missing: a positive trusting relationship with the teacher; a meaningful, engaging curriculum; or genuinely high expectations shared by teacher and student. Adding whichever ingredient is missing can usually work wonders in improving the negative situation.

Addressing these three critical areas in staff development and mentoring can help teachers, who are often overwhelmed by the challenge of a diverse student population, focus on the needs of their individual student. It can help them in what they can do to help each student succeed in the full sense of the word. As we are thinking of ways to help all students succeed in our more diverse classrooms, we might also consider that the real issues have less to do with the diversity of our students than with the lack of diversity in our schools themselves.

Public schools have changed very little in the last century; in many ways, new legislation and new standards are making the likelihood of more diversity in types of school environments even less likely. The school model that we have held as sacred for so many years works only part of the time for only part of our population. If more options, such as alternative learning centers, magnet schools, or schools within schools were available as positive options for parents and students within their home districts, it is more likely that students and their parents could choose programs and teachers that fit their individual needs. In the absence of this diversity of educational offerings, teachers will have to continue to work harder to individualize and maximize the education experience for each and every student.



# Hey, Get a Clue ... No, Get Lots of Clues

By RoAnne Elliott



*An article about the importance of school people defining data in ways that help them address their pressing needs and answer the questions that compel them*

*This is the second installment of the series on instructional and curricular foundations. In spite of the fluctuations of the state legislature and of the No Child Left Behind Act, there are profound actions that teachers and school administrators can take to make a difference. In this installment, RoAnne Elliott discusses what “data driven” means to her. RoAnne and Ken Simon are preparing these articles for Minnesota Report readers. We thank RoAnne, the Curriculum Coordinator at Mounds View Public Schools, for continuing her contributions to your newsletter.*

I am not in the least annoyed by standardized tests. What annoys me is conversations in which “data-driven” clearly means large-scale, standardized-test data-driven. It annoys me because it perpetuates a definition of data that limits the degree to which people outside of a school are interested in the story of the school – as if the test data says it all.

Don’t worry; it is safe to keep reading. This is not one more rant about whether standardized testing, school accountability, data-driven decision making, the Minnesota academic standards, or No Child Left Behind are likely to save us or ruin us. This is about the importance of school people defining data in ways that help them address their pressing needs and answer the questions that compel them. A broad definition of data is needed to communicate that not only is it all right but it is also necessary to look to many sources for clues about how to

make a positive difference in student learning and well-being.

Those of us who have been around for a while can remember when you could go an entire school year (or 20) without hearing or speaking the word “data” at a staff meeting. It was not part of the vernacular of classroom teaching in the times and places of my teaching experience.

data. I won’t speak for my colleagues, but at the time I couldn’t have told you the difference between a stanine and a canine, and I was not expected to. That was then.

Now that government mandates have elevated large scale standardized testing to new heights, educators cannot afford to leave it to psychometric experts to create and stew over the graphs and charts of test

**Being data-savvy means harnessing the data that has the greatest potential to benefit students and teachers.**

In case you’re getting the impression that I was teaching in the time before the invention of standardized tests, let me say that my students took standardized achievement tests annually. My team did have opportunities to look at our students’ scores. We would celebrate or fret, but that was about the extent of what we did with

results. We need to become data savvy, but not to place even more emphasis on test scores. Only with a certain amount of knowledge and experience can we understand the value and the appropriate uses of test data, and how that can be tied with data from other sources, to create as accurate a picture of reality as is possible. We need to be

data savvy in order to elevate the visibility and stature of data that hasn't previously helped us because it lay dormant as part of the untold story of our schools. The more sources we draw from, the more we find out. The more we find out, the greater our potential for realizing the mission of our work.

Since educating people is a complex endeavor, truly understanding the impact of our work requires the investigation of many things at once. Many clues are needed, and no one clue can help us find out everything we need to know. Being data-savvy means harnessing the data that has the greatest potential to benefit students and teachers.

You may already be data-savvy if you:

- Are inquisitive about how students are affected by teaching practices, curriculum structure and content, school and classroom climate, peers, and other factors that work together to define the learning environment.
- Recognize that your classroom is a data-rich setting.
- Expect to find clues in many different forms, from many different sources.
- Know that the value of a particular clue depends on the questions being asked.
- Know how to use processes to find and follow up on clues ... including how to organize, display, interpret, communicate about, draw conclusions from, and derive new questions from clues.
- Believe that you can make a difference.

**The following resources have practical information and tools for becoming data savvy:**

The February 2003 issue of *Educational Leadership* – “Using Data to Improve Student Achievement.”

The Summer 2000 issue of *Learning Point: The Newsletter of the North Central Regional Education Lab* (NCREL) – *How Schools Use Data to Help Students Learn*. This is a 17-page booklet with descriptions of teachers determining their own data-collecting tools and an example of a student tracking his achievement over time. This is a free resource. Call NCREL at 800-356-2735 to request copies.

*The Handbook for SMART School Teams* by Anne Conzemius and Jan O’Neill. The focus is on collaboration for student success. It contains many tools and models describing how teams can increase their capacity for school improvement.

Victoria Bernhardt’s books, *Data Analysis for Comprehensive Schoolwide Improvement* and *The School Portfolio*. Both books take a very practical approach. The *Data Analysis* book will be particularly helpful for finding “how-to” information, models, directions, tools, and suggestions for getting and processing data from different kinds of sources.

Mike Schmoker’s *The Results Fieldbook* describes how schools have discovered the kind of collaboration it takes to increase student learning.

Linda Lambert’s new ASCD book, *Leadership: Capacity for Lasting School Improvement*, contains tools and information about creating and sustaining effective teams. There are several examples of data-gathering tools.



**Do you know of additional resources?**

Do you have information about resources you have used that have been particularly helpful? Practical tools for working with multiple kinds of data? Please send bibliographical data and a one or two line summary to:  
 RoAnne Elliott  
 Mounds View Public Schools  
 2959 North Hamline  
 Roseville, MN 55113  
 or e-mail [roanne.elliott@moundsvIEWSchools.org](mailto:roanne.elliott@moundsvIEWSchools.org).  
 We will publish responses in a future newsletter.

	<p><b>Graduate Education at Hamline University</b>                  features small classes, collaborative work                  with outstanding faculty, and relevant instruction                  linking theory and practice.</p>	<p><b>HAMLIN</b>                  UNIVERSITY  <i>Graduate School of Education</i></p>
	<p>The <b>Administrative Licensure</b> 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.</p>	
<p>Hamline’s <b>Doctorate in Education</b> emphasizes leadership, and may include Administrative Licensure. Application deadline: December 1, 2003.</p>		
<p>For a brochure, contact <b>651-523-2900</b> or <b>1-800-753-9753</b>                  e-mail: <a href="mailto:gradprog@hamline.edu">gradprog@hamline.edu</a></p> <p><small>Hamline University is an equal education/employment institution.</small></p>		

**Fall Conference featuring Dr. Marie Carbo**

**Staff Development to Produce High Reading Gains**

**Tuesday, September 23, 2003**

**9 a.m.-3 p.m.**

**St. Cloud Civic Center (10 Fourth Avenue South, St. Cloud, MN)**



The Fall Minnesota ASCD/Resource Training & Solutions conference on September 23 will feature Dr. Marie Carbo, the nationally known, award-winning researcher who originated the concept of “Reading Styles.” Dr. Carbo is

the founder and executive director of the National Reading Styles Institute and has created a nationwide network of schools that exemplify the power of her work to change children’s lives. A former classroom teacher and learning disabilities specialist, Dr. Carbo has published over 100 articles, booklets, and skill books, and written three ground-breaking books on teaching reading.

strengths and interests; designing research-based, exciting, nurturing, and balanced reading programs; and strategies for big results.

In her latest book, *What Every Principal Should Know About Teaching Reading*, Carbo explains the keys to designing successful reading programs with all types of learners. Attendees at the conference will receive this book along with some preview information about Carbo’s next book, *What Every Teacher Should Know About Teaching Reading*.

Dr. Carbo has keynoted many national conferences as well as the National Reading Styles Conference. She serves nationally and internationally as a consultant for ASCD, Phi Delta Kappa, the National Association of Elementary School Principals (NAESP), state education departments, universities, and school districts.

For conference information and registration, contact Sandra Cordie, Resource Training & Solutions, at [scordie@resourcetraining.com](mailto:scordie@resourcetraining.com). You can register online at [www.resourcetraining.com](http://www.resourcetraining.com) by clicking on the “Register for Workshops” button on the site’s home page and entering “6073” in the course code box. Or you can send in the form on this page.

In this time of standards, tests and accountability, we still want our children to become competent lifelong readers. To do this, they must learn to read well, enjoy reading, and read a lot. At the same time, we demand that students demonstrate reading competence on an ever-growing array of tests.

Only one-third of fourth graders read at or above grade level, but test-driven reading instruction has swung the pendulum back to an overemphasis on discrete skills and boring worksheets.

Dr. Carbo’s session provides critical core knowledge to dramatically increase students’ reading motivation and achievement. Highlights include teaching with commitment and passion; applying brain research to the teaching of reading; capitalizing on students’

**Registration Form**

**Staff Development to Produce High Reading Gains**

**Tuesday, September 23, 2004  
at the St. Cloud Civic Center  
Registration Deadline: ASAP**

**RATES:** \$160 before Sept. 12; \$180 after Sept. 12  
\$ 70 students and retirees (does not include book)

*Make check payable to Resource Training & Solutions*

Name(s): \_\_\_\_\_

District Name: \_\_\_\_\_

District Address: \_\_\_\_\_

School Phone Number: \_\_\_\_\_

School Fax Number: \_\_\_\_\_

Summer Address: \_\_\_\_\_

e-mail: \_\_\_\_\_

Payment enclosed       Invoice district

District check has been requested

Return this form with check to:  
Resource Training & Solutions  
P.O. Box 1576  
St. Cloud, MN 56302

Cancellations and refunds: Cancellations received prior to five business days before the conference will be subject to a \$30 processing fee. There will be a 50% charge on cancellations not received five business days prior to the conference and NO refunds on uncancelled reservations.

# Closing the Achievement Gap: Teaching Strategies to Meet the Needs of Diverse Learners

Presented by **Dr. Vera J. Blake**  
ASCD International Consultant

**February 6, 2004**  
**Sheraton Minneapolis West Hotel**

In this session, Dr. Blake will share practical and proven strategies to help all students succeed in these times of changing demographics and increased accountability. This conference is designed to complement school districts' efforts to ensure all students learn. Dr. Blake's presentation is linked to the Differentiated Instruction strategies presented last winter by Carol Ann Tomlinson. Participants will leave this conference with practical ideas and strategies that will help them increase student learning and achievement.

In addition to the information and strategies presented by Dr. Blake, participants will be able to see examples of grass-root initiatives and resources that other districts are using to help them close the achievement gap and meet the requirements of NCLB.

Dr. Vera J. Blake is a retired principal from Fairfax County, Virginia, where she served 12 years as principal of Holmes Middle School. She is an experienced presenter who works with ASCD as a consultant. Dr. Blake is a contributing

author to *Transforming Ourselves, Transforming Schools*. She was selected as Fairfax County principal of the year in 1999 and Virginia principal of the year in 2000. She has also served as a teacher and college professor.




### Schedule

7:45-8:15	Registration
8:30-11:30	Vera Blake Presentation
11:30-12:30	Lunch
12:30-1:30	Round Table Sharing/ Resource Material Sharing
1:30-1:45	Break
1:45-3:00	Vera Blake Presentation

*Discounted rooms are available at the Sheraton Minneapolis West for this conference. Call the hotel at 952-593-0000.*

*Plan now to attend this powerful workshop sponsored by Minnesota ASCD.*

 <p>Minnesota Association for Supervision &amp; Curriculum Development</p>	<h2>"Teaching Strategies to Meet the Needs of Diverse Learners"</h2> <p>with Dr. Vera J. Blake</p>	
	<p><i>For registrations received by Sept. 30</i></p> <p><input type="checkbox"/> \$150 member of Minnesota ASCD</p> <p><input type="checkbox"/> \$160 nonmember</p>	<p><i>For registrations received after Sept. 30</i></p> <p><input type="checkbox"/> \$160 member of Minnesota ASCD</p> <p><input type="checkbox"/> \$170 nonmember</p>
<p><b>Make checks payable to Minnesota ASCD and return with this form to:</b></p> <p>Lori Sandvig, Executive Secretary, Minnesota ASCD 5033 West 56th Street, Edina, MN 55436</p> <p><b>Cancellations:</b> Refunds are not given but substitutions are allowed as long as the new name is provided by noon the day prior to the conference.</p>		

# The Globe That Started the School Year

The story of one teacher who showed his new class the joy of learning new things, working hard, and working together

by Stan Hooper



*“If you were a meteorite coming from way out in space and about to crash into the earth, would you be more likely to hit land or water? What do the numbers tell you?”*

The picture of the little girl juggling the huge beach ball with a globe print brought to mind something very special for me: years ago I watched a teacher start the school year with a similar beach ball globe. The setting was an elementary school. I recall it was a 5<sup>th</sup> grade classroom. It was the opening hour of the very first day of school, and the teacher picked up the ball after taking care of the minutiae of that first morning and settling the class into their seats. I’ve changed names here to protect the innocent. His words went something like this:

“I’m going to start an exercise that will be lots of fun this morning, and at the same time it will give you a hint of what we’ll be studying this year. The important thing for today is to get to know a little bit about each other and something about our school year. I will toss the globe to someone and when you catch it, tell us your name and one thing that made you happy this summer. Then, before you toss it to someone else, tell us where your hands caught the globe: tell us whether they were touching land or water or both. Then sit down so that we’ll know you’ve had your chance to catch the globe. Now, everybody stand.”

“I’ll start,” he announced. “My name is Mr. Devlin, and

our family’s brand new puppy made me happy, and I’m very glad to be in this classroom with you. My hands are touching water.” With that, he turned to the board and entered two tally marks under the column that said *sea*. Then he tossed the globe beach ball into the air for a student to catch.

“My name is Mary and a great big chocolate ice cream cone made me happy.”

“Welcome to this classroom, Mary, I’m glad you’re here,” said Mr. Devlin. “Look to see where your hands are and tell me.”

Mary responded, “I’m touching land and water.”

Mr. Devlin tallied that under the two columns on the board. “Toss the ball to another student, Mary, and sit down.”

“I’m Todd, and my brand new baby sister makes me happy. Oh, yeah, I’m touching water with both hands.”

“Oh, Todd, am I happy you’re a student in our classroom,” said Devlin, who tallied the hand positions. “Please toss the globe to someone else and sit down.”

Somehow, Devlin had a slightly different welcoming phrase for every student that announced his or her name,

attaching to each an expression of pure pleasure that the youngster was in *his* or *their* classroom, and each time he assiduously entered the land and water tallies on the board.

Occasionally he helped a shy student find something of summer happiness, and 29 students later, he asked that the globe be tossed back to him. He repeated a welcome to all, telling them that he knew by the way everyone worked together that they were going to have a very special school year.

“Ralph, will you and Julie add up all the tallies under the *water* column? Sheila and Tom can add up the tallies under *land*.” There were 43 hands that had touched water and 15 for land. “If you were a meteorite coming from way out in space and about to crash into the earth, would you be more likely to hit land or water? What do the numbers tell you?” Seemed obvious to the kids that water was the better bet. Smart kids: he told them so. He asked a few to tell him how they would describe it to someone.

“Did you know there are several different ways to quickly tell someone about the relationship between water and land? We’ll be learning how to do that in

—continued on next page—

**The Globe, continued**

math. In social studies, we will be learning about those lands and the seas that your hands touched when you caught the globe. We'll learn about the people who live on the lands and how they use their land and the seas. We will read stories from some of those countries, too, and I'll bet there is a story each of you can tell and write for what made you happy this summer. We're going to learn things about working hard, working together, and having fun doing it."

He described a few more associations, and then he capped it all off with, "You did so well with this exercise, it is very clear to me that if we work hard and find ways to have fun learning, you and I are going to have a great year together. I am still very glad that you are all in *this* classroom."

With that, Mr. Devlin launched a very positive school year.


**Watch for information on our**

## Curriculum Expos

**January 28 (St. Cloud)  
January 29 (TBD)  
9 a.m-4 p.m.**

*Plan to bring your team to examine the latest materials for language arts, mathematics and fine arts.*

Two years ago Minnesota ASCD initiated a new concept to help connect school districts to the latest information about textbooks and curricular-support materials. Educational publishers from Minnesota have been invited back to display their newest text selections and instructional support materials. School text-selection teams can attend for the whole day or part of a day to examine materials, talk with representatives, and attend presentation sessions. Members of Minnesota ASCD may attend free; the fee for nonmembers is \$5. Teams of up to ten members pay \$30.



## A S C D N E T W O R K S

See back cover for more ASCD networks

**Building Intrinsically Motivating Learning Environments**

This network educates and promotes professional reflection and learning about nurturing non-coercive learning environments based on intrinsic motivation theory. The network addresses the apparent lack of clarity and/or the misapplication of the concepts and research related to intrinsic motivation and its place in understanding non-coercive learning.

To join or receive further information about activities, please contact: Jan Yoder, Mississippi Bend Area Education Agency, Research and Development, 729 21<sup>st</sup> St, Bettendorf IA 52722. Telephone: 563-344-6315

**Designing District Evaluation Instruments for Math and Science Process Skills**

The network encourages the use of the process approach in math and science by exchanging ideas and activities for instruction and evaluation. Members disseminate assessment items and techniques to help local districts develop their own evaluation instruments for math and science process skills. The network strives for excellence in curriculum teaching.

To join or receive further information about activities, please contact: (1) Michael Klentschy, El Centro School District, 1256 Broadway, El Centro, CA 92243. Telephone: 760-352-5712; FAX: 760-312-7237; e-mail: mklent@icoe.k12.ca.us (2) Shelley Ann Lipowich, 6321 N Canon del Pajaro, Tucson, AZ 85750-1367. Telephone: 520-299-9583; FAX: 520-577-3022; e-mail: mmisal@azstarnet.com

**The Change Agency Network: An Electronic Vehicle for Learning**

The network offers an electronic mail discussion group which features a wide range of educational issues, including student and teacher accountability, student assessment, caring teachers, political forces, and school governance. A benefit of membership is the International Electric Journal for Leadership in Learning, an online-refereed academic journal that promotes the study and discussion of substantive leadership issues that are of current interest in educational communities. Preference is given to articles, reviews, and commentary that focus upon issues with a significant impact upon life in schools.

To join or receive further information about activities, please contact: Charles F. Webber, University of Calgary, Faculty of Education, 2500 University Drive NW, Calgary, AB, T2N 1N4, Canada. Telephone: 403-220-5675; FAX: 403-282-3005; e-mail: cwebber@ucalgary.ca

## Minnesota ASCD Awards Coming Soon: Help Us Recognize Your Colleagues!

**Give someone you respect and admire an opportunity to receive statewide recognition through Minnesota ASCD. We make it easy for you to nominate someone!**

**H**elp Minnesota ASCD recognize the outstanding educators and citizens you know to be doing exemplary work in their field and having a notable impact on what is good in education. As we speak with educators throughout Minnesota, it seems nearly everyone knows someone who has done something remarkable, has consistently proven to be a quality person throughout his or her educational career, or has made a distinguished contribution to education recently or immutably. We know also that there are programs that have been initiated or maintained with great success. At Minnesota ASCD we believe these educators and programs ought to be recognized, and we need your help in identifying them. It is easy to nominate: give someone whom you respect and admire an opportunity to receive statewide recognition through Minnesota ASCD.

The Executive Board takes nominations throughout the year and makes its decisions right after October 1, which is just around the corner. It is you, our readers and members, who are uniquely aware of someone who is worthy of statewide

honorably mention, or of some program that is a Minnesota gem. Look over the five categories, and then fill out the nomination form with the name and information of someone who fits one or more of the descriptions. Awards are presented throughout the school year, preferably at the Annual Meeting or occasionally at other venues more convenient to award recipients; all are recognized in a subsequent issue of this newsletter.

### **Minnesota Leadership Award**

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

### **National Award** *(does not have to be a Minnesota educator)*

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

### **Minnesota Staff Development Award**

- Provided leadership in staff development
- Minimum of five years of experience in the field of education
- ASCD and Minnesota ASCD member for at least one year
- Agrees to disseminate training experience to Minnesota ASCD members and the educational community

### **Program Award**

- 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
- Featured exemplary programs at school, district or higher education level

### **Friend to Education Award**

- 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

### **Minnesota ASCD Awards**

**Award category (check one)**

- Minnesota Leadership Award
- National Award
- Minnesota Staff Development Award
- Program Award
- Friend to Education Award

**Please attach a brief statement of support and description of the program and/or individual's titles/positions. Clip to this form and return to:**

Lori Sandvig, Executive Secretary  
5033 West 56th Street  
Edina, MN 55436  
Fax: 952-920-9123

We may need to contact you for further information about your nominee. Please include contact information:

Name of nominator \_\_\_\_\_  
Phone \_\_\_\_\_ Fax \_\_\_\_\_  
E-mail \_\_\_\_\_



Minnesota Association for Supervision & Curriculum Development

## 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):**

- |   |  |
|---|--|
| <input type="checkbox"/> Teacher                                    | <input type="checkbox"/> Superintendent, Assistant, or Associate |
| <input type="checkbox"/> Professor, Dean or other University        | <input type="checkbox"/> Full-Time Student                       |
| <input type="checkbox"/> Supervisor                                 | <input type="checkbox"/> Principal, Assistant, or Associate      |
| <input type="checkbox"/> District-Level Administrator or Specialist | <input type="checkbox"/> Director of Curriculum or Instruction   |
|   | <input type="checkbox"/> Other _____                             |

**I would like more information about:**

- |   |   |
|---|---|
| <input type="checkbox"/> Communications Committee   | <input type="checkbox"/> Membership Committee |
| <input type="checkbox"/> Political Action Committee | <input type="checkbox"/> Program Committee    |

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, too!

**ASCD NETWORKS ... ASCD NETWORKS**

ASCD Networks are member-initiated groups designed to provide opportunities for involvement and for sharing information related to a common interest area in the field of education. Minnesota ASCD provides this network information as a service to its members should they wish to join or contact them. Networks may have membership fees to cover costs for postage, printing, etc., depending on network member needs and available resources. You can find more ASCD networks at [www.ascd.org/cms/index.cfm?TheViewID=426](http://www.ascd.org/cms/index.cfm?TheViewID=426).

**Early Childhood Education Network**

This ASCD network fosters the sharing of information, knowledge, research, and resources among persons who share a common purpose and commitment to early childhood education. The network examines critical issues in order to promote understanding and thinking skills, placing an emphasis on planning and implementing developmentally appropriate practices and programs.

To join or receive further information about activities, please contact:

Dr. Shirle Moone Childs  
Connecticut Department of Education  
25 Industrial Park Road, Middletown CT 06457  
Telephone: 860-683-0030 (home); 860-638-4279 (work);  
e-mail: [shirle.moonchilds@po.state.ct.us](mailto:shirle.moonchilds@po.state.ct.us)

**Character Education Network**

This network promotes the development and implementation of ethical and moral education. Interested members are assisted in the implementation of character education programs by providing access to current and hallmark research within the field. The network presents methods of instruction from effective practitioners and facilitates the exchange of information among members.

To join or receive further information about activities, please contact either Karen Bohlin or Mary Worlton at the Center for the Advancement of Ethics and Character, Boston University, 605 Commonwealth Av, Boston MA 02215.  
Karen's contact information: 617-353-3262 (phone); 617-353-4351 (fax); [caec@bu.edu](mailto:caec@bu.edu) (e-mail)  
Mary's contact information: 617-353-4794 (phone); 617-353-4351 (fax); [mworlton@bu.edu](mailto:mworlton@bu.edu) (e-mail)



**Lori Sandvig, Executive Secretary**  
**5033 West 56th Street**  
**Edina, MN 55436**

Nonprofit Organization  
U.S. POSTAGE  
PAID  
NEWPORT, MN  
Permit 25