

# MINNESOTA REPORT

"Leadership for Learning"

## PRESIDENT'S CORNER

### Update on Training, Conferences and Testing Issues



Debra Pitton  
 President,  
 Minnesota ASCD

**I**t still surprises me when I hear someone say, "Oh, I didn't know there was such a thing as Minnesota ASCD – I just know about the national organization." Our state affiliate has been around for a long

time, since the early 1950s. While we traditionally offer professional conferences, we are currently working to serve our members (and all educators in the state) in a number of ways that will support the learning of students in our K-12 schools. As a result, we hope that Minnesota ASCD becomes an organization that is well-recognized across the state.

In the last issue of the *Minnesota Report*, I outlined some of the new opportunities that we want to make available for members. We know that many districts have restricted their staff development activities because of budget concerns, and we are hoping to help fill that gap. We have gotten off to a good start.

**CARS Training**  
 Our Curriculum Networks sponsored CARS training (Content Area Reading

Strategies) with Mary Barrett in four locations: Golden Valley, Chaska, Albert Lea and Little Falls. All of these locations filled quickly, with an average of 38 people at each site. When we reached capacity, we were able to add the Chaska location and filled that training as well.

Mary Barrett of Minnesota CFL presented the CARS training.



#### Fall Conference on Testing

The fall conference in St. Cloud featuring Dr. James Popham and focusing on testing drew nearly 110 people. Modeling the Staff Development Council's recommendation that "one shot" learning experiences are not sufficient for implementing new ideas, a follow up e-mail

Dr. James W. Popham addressed testing issues at our St. Cloud conference.



providing ideas and suggestions for those who attended the Popham conference was recently sent out.

#### Registration Closed for Winter Conference

In addition, at the time of this writing, we have reluctantly closed registration for the winter conference on differentiated instruction, featuring Carol Ann Tomlinson, because we hit the maximum our site could hold: 450 people!

To those of us on the Board, these numbers make us feel that we are clearly filling a need, and we would love to know about other ways that we can support educators in our state. Contact information is always included in this newsletter, and we would love to hear from those of you who have ideas or who want to step up and get involved. Indeed, input and an offer of help from a Chaska educator were what got us a second metro-area CARS training.

In order to accomplish the goal of meeting member needs, we asked participants at the fall conference to

*continued on page 2*

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

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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

*“Leadership for Learning”*

respond to a member survey to give us some insight into how we could best serve you. We will continue to gather input using this survey throughout the year so that we are able to connect with as many member and non-member educators across the state as possible.

**More Information on Testing Issues**

A number of individuals responding to the survey said that they wanted more information on testing issues. In response to this, we have identified a television program on this topic, recommended by Dr. Popham. Twin Cities Public Television is currently reviewing this series, “The Trouble with Testing,” for possible airing after the first of the year.

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**Please contact your local Public Broadcasting Station and let them know you are interested in seeing “The Trouble with Testing.”**

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As this newsletter is going to press, the specific date for showing these programs was not confirmed. Please contact your local Public Broadcasting Station and let them know



you are interested in seeing this program on the air. There are several PBS stations across the state, and all could conceivably air this program if they have received the uplink. Getting this scheduled through your local cable television channel will give you access to a wonderful staff development or community program. The titles and descriptions of the programs are:

**PROGRAM 1: “Educational Tests: Misunderstood Measuring Sticks”**

This program deals with the important parent-relevant aspects of educational assessment such as the mistaken beliefs that parents hold about the unflawed precision of a student’s test scores. It discusses the purpose of standardized tests, how to make sense of the

scores, what a rubric is, and how tests are supposed to indicate a student’s mastery of a content standard.

**PROGRAM 2: “Evaluating Schools: Right Tasks, Wrong Tests”**

This program attempts to expose the inappropriateness of a widespread practice of judging the success of a school staff’s instructional efforts on the basis of students’ performance on standardized tests. Viewers are given examples of items on tests that assess children’s inherited academic aptitudes but that have nothing to do with how well teachers are teaching.

**PROGRAM 3: “How to Evaluate Schools”**

How should parents attempt to get a fix on the effectiveness of a school staff? This program describes multiple evaluation criteria to arrive at a determination of a school staff’s quality. Students’ test scores are one such criterion, but the right kinds of tests must be used.

Sharing information such as the programming listed above is one of several ways that Minnesota ASCD can help educators in our state. We will collect more survey data and your notes and letters to look at additional ways to provide information and to continue focusing our efforts toward meeting your needs. We want get to a “cheerful” point in this state where “everyone knows the Minnesota ASCD name!”

*—Deb Pitton*



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

## Editor's Comments

### *Your Executive Board is serious about providing outstanding member services!*

You will find two articles in this issue devoted to explaining how Minnesota ASCD is working to make itself more viable for members. One of the articles is by the Executive Director, John Eller, and the other is by our president, Debra Pitton. In reading those articles you will note several invitations to react to what they list and to make suggestions that aren't listed. This little article is yet another entreaty to do the same. When three people ask members to provide information, ideas, critiques, reactions and more, you're somehow likely to get the idea that the outfit is serious about its member services. "And that's the truth," said one of Lily Tomlin's characters, sitting in a huge rocking chair. So it is with the board of Minnesota ASCD.

#### Working with Capitol Hill

We are now over 700 members strong and appear to be growing still. Here's an interesting cycle spurred by our member-survey respondents. They have so far said that the organization ought to be politically active so that it has impact on Capital Hill. Our organization has worked to provide meaningful information to the legislators regarding what's best for students in the teaching-learning arena. The size of the membership group makes a difference to those legislators: they seem to listen harder when they know there's a significant number of constituents behind the communicators. The good services members receive brings new members to the fold, and that adds to the political presence which those members desire. A kind of positive Catch-22, as it were. So, give us that feedback. Make it worthwhile to be a member by contributing your ideas and your time, and make it as good for kids' education as we can get the legislators to provide. In this coming legislative session, legislators are dealing with a massive statewide budget deficit, a governor saying "no new taxes" and a statewide struggle in educational funding by districts reeling under the pressure to provide good instruction without adequate resources. Solid professional information about what it takes to provide quality education is going to be needed to advise the legislators on what's sensible and valuable for children.

#### Introducing EduPortal® (coming soon)

In John Eller's article on page 5, there is a brief mention of EduPortal®. We thought there should be some explanation of what it is. Many district administrators may already be tentatively familiar with its development, but most educators are not yet informed about it. Since it is still under development, that's to be expected. Minnesota ASCD is working with the Minnesota Association of School Administrators, the state, and others

(including the EduPortal® people) to develop a comprehensive Internet resource of information for educators. By connecting with EduPortal®, one would be able to find out about other agencies and organizations in the broad field of education, connect with educational databases and informational resources on curriculum and instruction, state finance, taxes, school districts, and more. It is to be a warehouse of information for educators. Since it's to be a password-based system for EduPortal® members, it means that it is a restricted-information resource to non-members of EduPortal®. We've been working to make it possible for Minnesota ASCD members to have access as part of their membership. When John is further along in the planning and operations stages and in establishing a Minnesota ASCD link to it, it's likely he'll be able to tell us more about that access in the member packet that will come out for new/renewing members.

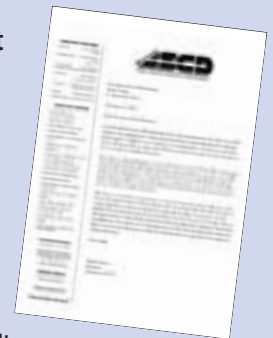
#### Encouraging your input and involvement

At this writing, we're still giving the C.A.R.S. workshops, there are two Curriculum Expos coming up, and we're already working on speakers for conferences, reworking our web site, and more, all the time watching and listening to what our members say about how we're doing. Look to the other articles in this newsletter to learn how much your membership brings you. Take advantage of that membership by filling out the forms and participating in our events for the 2002-03 school year. Don't forget: we are looking for your ideas and comments, too. The contact person to write to is Lori Sandvig (see boxed information on page 2): she forwards everything she gets to the Board of Directors.

—Stan Hooper, ed.

### Letter to Governor-Elect from Minnesota ASCD President Deb Pitton

Minnesota ASCD is active in the political spectrum. Our survey results tell us our members believe it is an important role for the organization to play. One recent example of our involvement is President Deb Pitton's letter to Governor-Elect Tim Pawlenty in which she invites him to discuss decisions affecting the future of Minnesota's school children. Pitton writes, *"As you build ... positions affecting instruction and assessment in our state, we would welcome the opportunity to meet ... about important issues regarding the academic achievement of children in our schools. ... As an organization, we seek to work effectively with your office ... to assure that Minnesota maintains and advances its reputation as a leader in quality education."* Future educational efforts will be directed to Minnesota's legislators as well.




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## 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*

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# Critical Links

## How do the arts contribute to student achievement and success?

A Research Brief by Pamela Paulson, Ph.D.

Director, Research Assessment & Curriculum Center,  
Perpich Center for Arts Education

This year the Arts Education Partnership (AEP) published an important document titled, *Critical Links: Learning in the Arts and Student Academic and Social Development*, edited by Richard J. Deasy, 2002. It is important because it gives us more insight into ways we can help our students learn. “Critical links” refers to connections between the arts (dance, music, theater and visual arts) and other subject areas in the curriculum. The focus is on learning more about how the arts contribute to student achievement and success.

The Arts Education Partnership is a national coalition of arts, education, business, philanthropic and government organizations that demonstrate and promote the essential role of the arts in the learning and development of every child and the improvement of America’s schools. The following overview, reproduced with permission, comes from the AEP website where more detailed information, as well as the full publication of *Critical Links*, can be accessed.

- Critical Links reviews 62 outstanding arts education studies – and also includes interpretive essays, which reveal important relationships between learning in the arts and cognitive capacities (thinking skills) and motivations that underlie academic achievement and effective social behavior.



- The studies suggest that for certain populations – students from economically disadvantaged circumstances, students needing remedial instruction, and young children – learning in the arts may be especially helpful in boosting learning and achievement.

The studies in this new publication point to critical links between learning in the arts and academic and social skills and motivations in the following six major areas:

### 1) Reading and Language Development

#### • Basic Reading Skills

Certain forms of arts instruction enhance and complement basic reading instruction aimed at helping children “break the phonetic code” that unlocks written language by associating letters, words and phrases with sounds, sentences and meanings. Since we do not “read reading” but rather texts of various kinds in search of meaning, it is important that forms of arts instruction promote both basic reading skills and the achievement motivation that engages young learners in the reading experience.

#### • Literacy

Young children who engage in dramatic enactments of stories and text improve their reading comprehension, story understanding and ability to read new materials which they have not seen before. The effects are even more significant for children from economically disadvantaged circumstances and those with reading difficulties in the early and middle grades.

#### • Writing

Spatial reasoning skills inherent in learning music are needed for planning and producing writing. Dramatic enactments by young children also are shown to produce more effective writing. Other arts learning experiences – in dance and drama, for instance – develop expressive and reflective skills that enhance writing proficiency.

### 2) Mathematics

Certain music instruction, including comprehensive instruction that incorporates training in keyboard skills, develops spatial reasoning and spatial-temporal reasoning skills, which are fundamental to understanding and using mathematical ideas and concepts.

### 3) Fundamental Cognitive Skills and Capacities

Learning in individual art forms as well as in multi-arts experiences engages and strengthens such fundamental cognitive capacities as spatial reasoning (the capacity for organizing and sequencing ideas); conditional reasoning (theorizing about outcomes and consequences); problem solving; and the components of creative thinking (originality, elaboration, flexibility).

### 4) Motivations to Learn

Motivation, and the attitudes and dispositions to pursue and sustain learning, are essential to achievement. Learning in the arts nurtures these capacities, including active engagement, disciplined and sustained attention, persistence and risk-taking, and increases attendance and educational aspirations.

*continued on page 5*

## Value of Membership Continues to Grow

Update from John Eller, Executive Director

The school year is off to a great start for Minnesota ASCD! Many of the projects we've been working on for the past two years are finally coming together. Our organization is

*continued from page 4*

### 5) Effective Social Behavior

Studies of students' learning experiences in drama, music, dance and multi-arts activities show student growth in self-confidence, self-control, self-identity, conflict resolution, collaboration, empathy and social tolerance.

### 6) School Environment

It is critical that a school provide a positive context for learning. Studies in *Critical Links* show that the arts help to create the kind of learning environment that is conducive to teacher and student success by fostering teacher innovation, a positive professional culture, community engagement, increased student attendance and retention, effective instructional practice, and school identity.

A powerful concluding essay by Dr. James Catterall discusses the transfer of learning from the arts to other school subjects and social behavior. This is an excellent book for educators interested in examining new ways to help students succeed.

### For more information

Consult the Critical Links section of the Arts Education Partnership's website at [www.aep-arts.org](http://www.aep-arts.org).

dedicated to providing you, our members, with beneficial services. This year, we're able to provide you with enhanced membership benefits as a result of this focus and effort.

### International ASCD Influence Grant

Minnesota ASCD received an International ASCD Influence Grant that will enable us to serve you in a variety of ways. The grant is designed to help us upgrade our membership materials, implement the Eduportal® system, and provide additional services to our members. In the future when you join Minnesota ASCD or renew your membership, you'll be mailed a comprehensive member packet with all the information you need to get full value from your Minnesota ASCD membership. The ASCD Influence Grant has also enabled us to sponsor the C.A.R.S. training at various locations around the state for just the cost of materials. The participants of this training will be able to go back and implement the components, plus help others learn these innovative and effective strategies.

### Member-Only Discounts

This year, we are offering member-only discounts for our major conferences. Minnesota ASCD members have been able to take advantage of a \$10 discount for the Carol Ann Tomlinson Differentiated Instruction conference scheduled for February 7, and a \$5

discount for the Curriculum Expos (in St. Cloud on January 29 and in Owatonna on January 30). Members will also receive comprehensive conference follow-up materials designed to assist participants in continuing their learning back at school. The materials can also be used to facilitate discussions with professional colleagues who were unable to attend. It is important to provide follow-up materials for all of our training sessions: they help our participants apply the information they have learned in our workshops.

### Curriculum Expos

Looking for instructional resources in K-12 math, language arts and the fine arts? In January, Minnesota ASCD is sponsoring two Curriculum Expos to help connect curriculum decision-making teams to educational teaching and learning materials. We have reserved large conference rooms in two regional locations for educational vendors to display their latest offerings. School curricular decision-making teams can register to attend these Expos and interact with these publishers in an informal setting.

Because of the size of our state, it can be difficult for educational publishers to get to every district interested in examining and adopting new instructional resources. As a service to educators, we have organized these publishers in locations where educators can interact with them in an efficient manner. Be sure to save these dates:

- **January 29, St. Cloud Civic Center, 8 a.m.-4 p.m.**
- **January 30, Owatonna Holiday Inn, 8 a.m.-4 p.m.**

In addition to highlighting materials in math, language arts, and the fine arts, publishers will be bringing materials suitable for students who are having difficulty learning, especially in the areas of language arts and reading. See the Curriculum Expo information on pages 8-9 for more details. If you are interested in attending one of these Expos or bringing a team, please complete the application on page 9 and return it to Lori Sandvig, our Executive Secretary (address on page 2).

Minnesota ASCD has been working to provide you, our members, with services that will help you as you work to improve the achievement of your students. Please continue to let us know what will be most beneficial to you in the future. Together, we are making a difference in the growth of our children!

**John Eller**  
*Executive Director*  
*Minnesota ASCD*



# I'm Not a Reading Teacher – What Does CARS Have to Do With Me?

By Linda Hanson and Gretchen Chilkott

*In October, the first CARS three-day workshop was held in Golden Valley at the Perpich Center for Arts Education. Since that time, three other sessions were held: in Owatonna, Little Falls, and again in Golden Valley. Two of the Golden Valley participants graciously agreed to provide members with a summary of that first workshop. They are educators from South Washington County Schools headquartered in Cottage Grove. We thank them profusely for their writing and promise to consider other members' articles for publication whenever they are submitted. —ed.*

What is the classroom teacher to do when he or she has content which students must read and students who struggle when reading it? When middle-level students struggle to read textbooks or other materials, teachers often turn for help to English teachers or reading specialists in their buildings. In October, teachers had an opportunity to receive another kind of help. Thanks to the combined efforts of Minnesota ASCD and the Department of Children, Families, and Learning, teachers from around the state were invited to attend an intensive three-day conference led by Mary Barrett, CFL Reading Coordinator.

## Reading is more than phonics instruction

When we hear the word “reading”, we often think of phonics or decoding, which is only one important component of the reading process. Phonics instruction is usually completed by second or third grade, and reading comprehension is emphasized in later grades. Participants quickly learned that “reading” is more than phonics instruction. It soon became clear that students would learn concepts better and retain information longer when explicitly taught basic reading strategies to use before, during, and after reading. As we became more comfortable using and modeling reading strategies, our excitement and enthusiasm grew. We were able to take away many practical ideas to share with our colleagues.

Students encounter a variety of texts in their subject-area classes and may be expected to apply what they read to a lesson. For example, in English classes, much of the focus is on

reading and interpreting literature. However, in many other classes, the focus is on reading non-fiction, including textbooks that are often beyond the reading level of many students. According to Willard Daggett, only ten percent of what students read after high school will be pleasure reading. Ninety percent will be informational reading (McRel, 1998). By teaching reading strategies across the curriculum, students not only will be better prepared to read assigned materials, but they also will retain more of what they read.

## How Content Area Reading Strategies (CARS) help students learn

Brain research indicates that students learn more when they are actively engaged. Students can use reading strategies before they read in order to make connections to what they know and to what they need to know. They can use strategies while they read to increase comprehension, recognize when they are confused, and access methods to deepen their understanding. After reading, students can extend their knowledge, practice critical reading skills, and react to what they have read by using additional strategies.

Three easy strategies to use before reading are establishing a purpose for the assignment, connecting the material to what students already know, and pre-teaching vocabulary that is critical to understanding the text. Mary Barrett offered a simple technique teachers can use to determine whether a selection is at an appropriate reading level. As the teacher reads through a selection, he or she counts each word that will present a challenge to his/her students. If a selection contains more than five such words on a page, it is probably too difficult for students to read independently. By pre-teaching those vocabulary words, teachers can better prepare students to understand the text. When teachers make an effort to build on students' prior knowledge, help students understand specific terms they may encounter, and explain why they are reading a given selection, students are more likely to actively participate in the lesson.

While reading, students can gain a greater understanding of key ideas and supporting details by using graphic organizers and note-taking techniques and asking questions. Teaching students to ask questions throughout the reading process actively engages

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Three easy strategies to use before reading are establishing a purpose for the assignment, connecting the material to what students already know, and pre-teaching vocabulary that is critical to understanding the text.

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students in creating meaning. For instance, a teacher and/or students can generate questions and write them on sticky notes to be placed on text as answers are found during reading. Answers to questions can be written on the reverse side and later used to summarize key ideas from the text.

Mary Barrett shared other suggestions with workshop participants that could easily be incorporated into content-

technical, opinion/reason, problem/solution, and thesis/evidence.

After reading, students can extend their understanding by using additional reading strategies to apply what they learned and/or connect it to their own experiences. When students practice critical reading skills, they can go beyond their own viewpoint to gain deeper understanding of multiple perspectives on a topic. To do this, students can

not just those going on to college. The Minnesota Comprehensive Assessment (MCA), a statewide test given to all grade ten students, measures how well students apply higher-order thinking skills. Moreover, the types of reading found in this test often match what is found in content-area classrooms. It is because of this that reading strategies must be taught across the curriculum, not just in English classrooms. As teachers weave reading

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When teachers make an effort to build on students' prior knowledge, help students understand specific terms they may encounter, and explain why they are reading a given selection, students are more likely to actively participate in the lesson.

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area lessons. Reading for details, such as facts, incidents, reasons, examples, and statistics (FIRES) can help students process information and retain it longer. Students may understand non-fiction material better if they can recognize its structure. Many non-fiction texts are organized in specific ways, such as cause/effect, chronological, compare/contrast, topical,

evaluate an author's credibility, identify fallacies in reasoning, and connect what they know to information presented. In an age where students are constantly bombarded with information, they need skills to sort important information from less important data and evaluate its validity.

Applying critical reading skills is important for all students,

strategies into their lessons and model what good readers do, students can increase their comprehension, improve participation, and become better independent readers.

By applying specific strategies as they read independently, students will be better prepared for the informational reading they will encounter after high school.

## ASCD NETWORKS

(see back cover for general information)

### 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

### Instructional Supervision Network

Devoted to the improvement of supervisory skills, the network helps members identify and study issues related to supervision and encourages research-evaluation-theory development in both supervision and instruction. To join or receive further information about activities, please contact:  
**Sally Zepeda**  
 University of Georgia  
 130 Dunwoody Drive  
 Athens, GA 30605  
 Telephone: 706.613.5245;  
 FAX: 706.613.7019;  
 e-mail: szepeda@coe.uga.edu

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# Curriculum Expos

*“A connection between curriculum decision makers  
and educational publishers.”*

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

**January 29, 2003**

9 a.m.-4 p.m.

St. Cloud Convention Center (10 Fourth Avenue South, St. Cloud)

**January 30, 2003**

9 a.m.-4 p.m.

Owatonna Holiday Inn (2365 43<sup>rd</sup> Street Northwest, Owatonna)

No charge for members of Minnesota ASCD. See registration form for details.

## A new concept in curricular materials selection

Last year Minnesota ASCD launched a new concept to help connect school districts to the latest information about textbooks and curricular-support materials.

The event was so popular that educational publishers from Minnesota have been invited back to display their newest text selections and support materials in the following areas:

- language arts
- mathematics
- fine arts

In addition to materials for mainstream K-12 students, there will also be materials for at-risk, Title I and ESL students.

Each publisher will be assigned a room to display materials and conduct presentations. 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. Minnesota ASCD will serve refreshments and coordinate the event.

## Publishers scheduled to display materials (to date):



Holt,  
Rinehart  
& Winston



World Book



SCHOLASTIC



## Presentations scheduled (to date):

**Shari Couch (Macmillan/McGraw-Hill)**  
 McGraw Hill's current research into best practices in language arts, math and music  
 11 a.m.-noon both days

**Merlin Ravndalen (Scott Foresman)**  
 Math – Scott Foresman-Addison Wesley 2004  
 1-2 p.m. (St. Cloud only)

**Charlene Schmidt (Harcourt School Publishers)**  
 Accelerated Reading Success for All Learners  
 9-10 a.m. both days

**Gary Eliason (Scott Foresman)**  
 Math – Scott Foresman-Addison Wesley 2004  
 1-2 p.m. (Owatonna only)

**Jane Dalrymple (Great Source Education Group)**  
 Reading-Writing Connection  
 10-11 a.m. both days

**Sandra Phillips (McDougal Littell)**  
 Strategies for Struggling Readers  
 10-11 a.m. both days

**Mary Pherson (Scott Foresman)**  
 Reading – Scott Foresman 2004  
 9-10 a.m. both days



### Curriculum Expo Registration Form

- Free – Minnesota ASCD member (1 free enrollment per member)
  - \$5 per team member (non-Minnesota ASCD member)
  - \$30 per team (up to 10 non-Minnesota ASCD members)
- School District number and name \_\_\_\_\_

Names of individuals attending: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Contact information *(Needed in case of emergency or severe weather conditions):*

Name	Phone	E-mail
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- Check the Expo you'll be attending:  January 29, St. Cloud Convention Center  
 January 30, Owatonna Holiday Inn

I/we would like to join Minnesota ASCD. Enclose \$35 check (payable to Minnesota ASCD).  
 Name \_\_\_\_\_  
 Phone \_\_\_\_\_ E-mail \_\_\_\_\_  
 Address \_\_\_\_\_

**Return to: Lori Sandvig, Minnesota ASCD Executive Secretary**  
 5033 West 56th Street  
 Edina, MN 55436

**MORE ASCD NETWORKS**

**Indigenous Peoples Education Network**

The network links practitioners engaged in the education of American Indian/Native American, Alaskan Native, Hawaiian Native, and Pacific Islander Children. It collaborates to build awareness of the linguistic and cultural needs of these students, and helps members share insights on critical issues, effective practices in curriculum and supervision, and staff development methods. To join or receive further information about activities, please contact: **Julie Cajune, Indian Education Coordinator**  
421 Andrew NW  
Ronan, MT 59864  
Telephone: 406.676.3390;  
FAX: 406.676.3350;  
e-mail: jcajune@ronank12.edu.or

**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, please contact: **Dr. Shirle Moone Childs Connecticut Dept. of Education**  
25 Industrial Park Road  
Middletown CT 06457.  
Telephone: 860.683.0030 (H);  
860.638.4279 (work);  
e-mail:  
shirle.moonchilds@po.state.ct.us

**Welcome New Members**

**New Minnesota ASCD Members**

- |   |  |   |
|---|--|---|
| Allen, Sheri L.<br>Owatonna, MN                               | Huberty, Steve<br>Sauk Rapids, MN                                      | Noble, Larry<br>St. Paul, MN                                |
| Beach, John N.<br>Princeton, MN                               | Hundeby, Joseph<br>Bug O Nay Ge Shiy School<br>Bena, MN                | Parks, Wayne<br>Minnetonka Schools<br>Excelsior, MN         |
| Berkvam, Marne<br>Lakeville, MN                               | Iverson, Jeanne<br>Perpich Ctr. For Arts Educ.<br>Golden Valley, MN    | Pattison, Gail<br>North Branch, MN                          |
| Besel, Paul<br>Austin, MN                                     | James, Dr. Judith<br>Fairview Community Ctr.<br>St. Paul, MN           | Perrine, Mitch<br>Pearson Elementary School<br>Shakopee, MN |
| Blattner, Dr. Ken<br>St. Cloud, MN                            | Jensen, Craig<br>Valley View Middle School<br>Edina, MN                | Pulliam, Dr. Barbara<br>St. Louis Park, MN                  |
| Brennan, Dr. John<br>Red Rock CSD 2884<br>Lamberton, MN       | Jenum, Dorothy<br>E N Nordgaard Elem. School<br>Glenwood, MN           | Reimer, Tracy<br>Annandale, MN                              |
| Buerkley, Warren<br>Andersen Elementary School<br>Bayport, MN | Johnson, Dr. Jill<br>Richfield, MN                                     | Root, Steve<br>Plymouth, MN                                 |
| Burke, Dr. Michael A.<br>Edina, MN                            | Kaiser, Kathleen<br>Minneapolis, MN                                    | Rubin, Rita<br>Lake Mills, WI                               |
| Byrne, Jane<br>Neill Elementary School<br>Crystal, MN         | Kocinski, Roger<br>Crosswinds Middle School<br>St. Paul, MN            | Smith, Mike<br>Grantsburg, WI                               |
| Dolan, Margaret<br>Osseo, MN                                  | Kreger, Mary M.<br>St. Paul, MN  | Te Brake, Laurie<br>Shakopee, MN                            |
| Eager, Johanna<br>Roseville, MN                               | Larkin, Susan<br>Bemidji, MN   | Thomas, Kathy<br>Edina, MN                                  |
| Furness, Stacy M.<br>Minneapolis, MN                          | McCoy, Nancy<br>Plymouth, MN   | Thompson, Dr. Rod K.<br>Greenway HS<br>Coleraine, MN        |
| Glenn, Nancy<br>McGuire Junior HS<br>Lakeville, MN            | Miller, Julie Ann<br>American Indian Magnet<br>School, Minneapolis, MN | Weinger, Diane K.<br>Blaine, MN                             |
| Goldstein, Jody<br>Rochester, MN                              | Moersch, Alice<br>Northfield, MN                                       | Weller, Cathryn C.<br>Bloomington, MN                       |
| Hair, Jean K.<br>Rochester, MN                                | Nelson, Betty J.<br>St. Cloud, MN                                      | Wilke, Mary<br>Longville Elementary School<br>Longville, MN |
| Hopke-Almer, Jan<br>St. Paul, MN                              |  |   |



## 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 typically have no membership fees for their activities, but may share costs for postage, printing, etc., depending on network member needs and available resources. For a complete list of ASCD networks, go to [www.ascd.org/aboutascd/cr/networks/network.html](http://www.ascd.org/aboutascd/cr/networks/network.html)>>

### 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 or both of the following:

- **Karen Bohlin, Center for the Advancement of Ethics and Character, Boston University**  
605 Commonwealth Ave., Boston MA 02215  
Telephone: 617.353.3262; FAX: 617.353.4351;  
e-mail: caec@bu.edu
- **Mary Worlton (same address)**  
Telephone: 617.353.4794; FAX: 617.353.4351;  
e-mail: mworlton@bu.edu

### 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



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

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