

Vol. 20, No. 2

# THE LINK

A PUBLICATION FOR EDUCATION PRACTITIONERS

## IAETE: Shaping Future Technologies for Today's Students

AEL was recently awarded the 2001-2005 national leadership designation for educational technology in the U.S. Department of Education contract to serve as the regional educational laboratory for Kentucky, Tennessee, Virginia, and West Virginia.

The leadership area award fit hand-in-glove with AEL's plan to establish the Institute for the Advancement of Emerging Technologies in Education (IAETE), a bridge to unite the organization's initiatives around new and emerging technologies and their applications to education.

Fittingly, the technology leadership award takes the lab back to its roots. In the 1960s AEL pioneered the use of broadcast technology as a way to reach young children and their families. A daily television program called "Around the Bend" led young viewers through learning activities much like those advocated by recent brain research. Other early children's

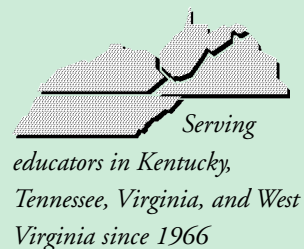
programmers—Bob Keeshan of "Captain Kangaroo," the producers of "Sesame Street," and Fred Rogers—all visited AEL.

Today, many innovations offer opportunities for interactive learning. Exploring these new and emerging technology possibilities will be part of AEL's work through the new Institute, opening in Charleston, West Virginia, on May 11, 2001.

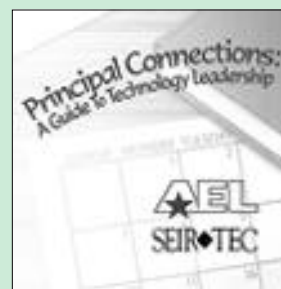
To provide an understanding of what the Institute is all about, executive director Tammy McGraw and associate director John Ross share their plans and hopes for the coming months.

McGraw. The Institute's mission statement will guide our work. It is "to promote the purposeful use of new and emerging technologies to improve teaching, learning, and school management." Too often, educational uses for new technologies come

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With the opening of IAETE (see story at left), we're thinking instructional technology. Look for AEL's technology-related products on these pages and find ordering information in the insert/order form at the center of this issue.

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*The Link* is free to educators in the AEL region.

Readers are encouraged to reproduce its contents, giving proper credit.

On request, AEL will provide camera-ready copy on white paper. Current and many back issues are available in PDF at <http://www.ael.org>.

## IAETE: Shaping Future Technologies

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**"We hope to form partnerships with companies and researchers who are creating the technologies of the future to help them think about potential classroom applications."**

—Tammy McGraw  
IAETE executive director



See how 12 schools—large and small, well-to-do and low-income, urban and rural—take creative and innovative approaches to funding and using technology.

after the fact and aren't nearly as efficient or effective as their business uses. At the Institute, we intend to look early, zero in on technologies that hold promise, and help shape their development to make them effective in schools.

**Ross.** Some of the technologies we'll explore are already familiar, by name at least, but haven't really been looked at from the K-12 perspective. Virtual reality is a good example of a tool that's being used by business, the military, and higher education to train engineers, pilots, and doctors, among others. But right now when you think about virtual reality and young people, you think of entertainment uses, not education ones. My work includes taking a look at virtual reality with K-12 uses in mind.

**McGraw.** John and I both have backgrounds in education and technology. Our classroom experiences and knowledge of curriculum design help us look at technology innovations in a way that people outside education can't. We hope to form partnerships with companies and researchers who are creating the technologies of the future to help them think about potential classroom applications.

Obviously, with the Institute just getting off the ground, we have only a few partners right now. The virtual reality work John mentioned is being done in conjunction with Virginia Tech, with whom we're also working on an Internet2 project. Also, the U.S. Department of Education has asked us to report on the first three years of the Technology Innovation Challenge Grant program, to look at those projects with an eye to capturing successes and identifying practices and components that could be replicated in other schools.

**Ross.** Although the Institute is an affiliate of AEL, we also consider AEL to be a partner. For 35 years AEL has been working with schools, districts, and states helping educators transform the knowledge from research into practice—and learning from practitioners at the same time. This deep relationship with schools will be invaluable to the Institute's work.

And we should be sure to say that, although much of our work sounds theoretical, we fully intend to be practical as well. The Challenge Grant work is something that will have immediate application for schools, but we're also committed to developing products that can go into schools or classrooms in the near, rather than far, future. Last year, Tammy and I worked together on *Principal Connections*, AEL's interactive CD-ROM and companion Web site to help school principals build technology leadership skills. It's now being used in more than 16 states and in several large training efforts. Educators can expect more work like that from the Institute.

**McGraw.** As anyone who visits our office will see, part of IAETE's work is to model the use of state-of-the-art technology. We plan to provide opportunities for educators in the AEL region to see these technologies and help them think about what is or is not appropriate for their needs as they work with technology. We're establishing partnerships with vendors and service providers, such as Seneca Communications, to launch this element of our work.

**Ross.** Once we have that equipment in place, we'll be announcing more about the demonstration site, so we invite everyone to watch our new Web site for information. It's still under construction, like everything else, but some pages are up and running and we're issuing news releases regularly. So, for now, please visit us at <http://www.iaete.org> and we'll hope to see you in person before too much longer.

# Announcements

## Thinker of the Year Award

In honor of Brain Awareness Week (March 12-18), Brain Channels awarded its first annual "Thinker of the Year" award. The site (<http://www.BrainChannels.com>) has won awards for its interactive design and thought-provoking content related to the human brain, evolution, and memory topics. The Thinker of the Year-2000 is Mihaly Csikszentmihalyi of the Department of Psychology at the University of Chicago. He has devoted his life's work to the study of what makes people truly happy, satisfied, and fulfilled.

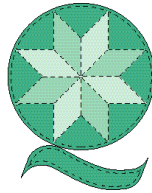
Csikszentmihalyi is chiefly renowned for the notion of "flow" in creativity; people enter a flow state when they are fully absorbed in activity during which they lose their sense of time and have feelings of great satisfaction.

Mihaly Csikszentmihalyi is the author of many books, including *The Evolving Self: A Psychology for the Third Millennium*; *Finding Flow: The Psychology of Engagement With Everyday Life*; *Creativity: Flow and the Psychology of Discovery and Invention*; and *Flow: The Psychology of Optimal Experience*.

More information on Csikszentmihalyi's theories and work can be found online at <http://www.brainchannels.com/thinker/mihaly.html>.

## QUILT National Training-for-Trainers

June 17-22, 2001  
Ramada Inn and Convention Center  
Lexington, Kentucky



### Questioning and Understanding to Improve Learning and Thinking

Learn to use questioning to improve student achievement and build a learning culture in your school. The QUILT training-for-trainers approach helps school districts prepare local teachers who then train their colleagues.

QUILT focuses on effective questioning and incorporates practices linked to higher levels of student achievement. QUILT works at all grade levels, in all content areas, and in all settings.

A school training team generally consists of two or three teachers and the principal. Registration fee for the weeklong training is \$675. Get more information at <http://www.ael.org/rel/quilt/meeting.htm> or call Shirley Keene at 800-624-9120.

Csikszentmihalyi describes flow as "being completely involved in an activity for its own sake. The ego falls away. Time flies. Every action, movement, and thought follows inevitably from the previous one, like playing jazz. Your whole being is involved, and you're using your skills to the utmost."

## 2001 Improving America's Schools Conferences

The U.S. Department of Education has announced the following dates for *No Child Left Behind*:

### East

October 17-19

Mobile, AL

### West

November 13-15

Reno, NV

### Midwest

December 17-19

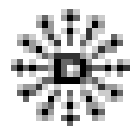
San Antonio, TX

Watch the Web site at <http://www.ncbe.gwu.edu/iasconferences> for more information.

Recently, AEL became the first education institution in the world to use new Digimarc MediaBridge technology, which employs digital watermarks to instantly link printed materials with the World Wide Web. You can recognize an Internet-enabled page by the symbol you see at the right and in the green bar below.

Most pages of *The Link* contain an image (a star) embedded with a Digimarc. When you hold the star up to a digital camera that is connected to your desktop computer, the Digimarc MediaBridge software reads the watermark, activates your Web browser, and delivers AEL's Web site to your screen. From there, you will be able to launch related Web sites and access a wealth of information—without typing long URLs.

Please join us in exploring the benefits of this evolutionary technology. Go to <http://www.LookForTheD.com> to download and install the free Digimarc MediaBridge software. This technology is new and glitches may occur, but it promises to expand the way we read and use printed materials.



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*The U.S. Department of Education's Office of Educational Research and Improvement funds research through regional laboratories, national centers, and field studies.*

*Research from the nation's 10 regional laboratories can be found on the Internet at <http://www.relnetwork.org>. The work of the 12 national centers is available at <http://research.cse.ucla.edu>.*

## Research Notes

### From the Regional Educational Laboratories

In a three-phase study, the nation's 10 regional educational laboratories validated widespread perceptions that implementation of standards-based education reform is a complex endeavor. Researchers interviewed key leaders and practitioners about implementation strategies they found to be most successful. Phase 1 looked at the 50 states and the District of Columbia. Phase 2 narrowed the view to 16 school districts, and phase 3 focused on 18 schools. Results from all phases are summarized in the study's six publications. Now educators at all levels can learn key findings in briefs available in print and online.

The most recent product of the study, a 17-page issue brief titled *Implementing Education Reform: Strategies Used by States, Districts, and Schools*, provides 12 recommendations of methods (four at each level—state, district, and school) that practitioners used effectively. AEL led data collection in its region and coauthored the six publications. Educators from all four state departments of education (Kentucky, Tennessee, Virginia, and West Virginia) and Barren County and Oldham County Schools (KY) contributed to on-site interviews and document reviews during the five-year study.

Issues common across all levels of the system are using student learning standards as a foundation for reform work, enhancing teachers' capacity to provide effective instruction, and providing meaningful assessment of student achievement. The study's findings suggest that system levels influence each other to a large degree, and implementation of education reform requires attention to systemic alignment, consistent collaborative relationships, leadership, and ongoing review of progress. The key elements of approaches to education reform are

identified as activities or characteristics of effective programs at each level.

#### State

- Align state assessment and accountability programs with standards.
- Focus state work on instruction and professional development.
- Involve all constituencies in development and review of state standards.
- Review state education reform policies and progress.

#### District

- Align district curriculum, instruction, and assessment to standards.
- Build capacity of district staff.
- Foster relations with district stakeholders.
- Attend to the allocation of district resources.

#### School

- Approach school reform systemically.
- Create collaborative school culture focused on instruction.
- Maintain constant leadership toward a shared vision.
- Monitor student learning for school improvement.

*Implementing Education Reform and Schools Engaged in Education Reform*, a phase 3 report with vignettes from reforming schools, are available now from AEL at no cost. Also available are a limited number of print copies of phase 2 (district findings) products—an issues brief, *Education Reform: What Works for Districts*, and a report, *District Approaches to Education Reform*.

The study's issue briefs are also available online and may be downloaded free. For phase 1 publications, go to <http://www.mcrel.org/products/standards/curriculum.asp>. Phase 2 publications are at <http://www.mcrel.org/products/standards/issues.asp> and total study findings at <http://www.mcrel.org/products/standards/edreform.asp>.

Contact Jane Hange ([hangej@ael.org](mailto:hangej@ael.org), 800-624-9120) to request print copies or more information.

## From the Kentucky Institute for Education Research (KIER)

*2000 Review of Research on the Kentucky Education Reform Act* by the University of Kentucky/University of Louisville Joint Center for the Study of Educational Policy (2000)

Ten years after the passage of the Kentucky Education Reform Act (KERA), this review of research is the fifth such report produced for KIER. It seeks to answer the question *Is KERA working?* and focuses on the effects of implementation and their implications on future policy and practice.

Editors Joseph M. Petrosko and Jane Clark Lindle have incorporated pieces on assessment and accountability, the primary program, family resource and youth services centers, school-based decision making, and other components of KERA. The high school restructuring section includes information from principals of developmental sites, where elements of that component were implemented to various degrees. The principals discussed their experiences as follows.

*What are some decisions and/or changes we've made?*

- moving to block scheduling
- adding the High Schools That Work program
- establishing an advisor/advisee program
- increasing the emphasis on technology
- requiring culminating projects
- instituting a rigorous core curriculum
- establishing the Tech-Prep Program
- promoting curriculum redesign
- increasing community participation
- increasing the emphasis on professional development

*How did we make these decisions?*

Most schools worked through a committee system in which committees took recommendations to the faculty and then to the school council. The School-Based Decision-Making process thus played a major role in restructuring the schools.

*What information did we use to document our needs?*

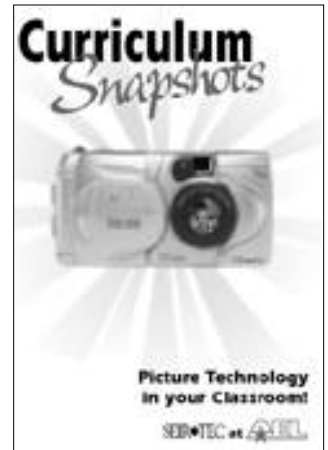
Kentucky Instructional Results Information System (KIRIS) results were the driving force behind many of the decisions. Surveys were conducted with students and parents to gauge restructuring efforts. Needs assessments associated with the consolidated planning process played a role in many schools.

*What lessons have we learned that would help others in similar efforts?*

- Faculty buy-in is key to the success and implementation of any program or change.
- Professional development is crucial, especially with a change to block scheduling.
- Willingness to try new things is important. A fear of failure is not effective.
- Public engagement is crucial prior to implementation.
- Multiple site visits should be conducted prior to moving in a new direction.
- The restructuring effort should always be student focused.
- Advisor/advisee programs are essential for completion of core components.
- Leadership and vision are key to success.
- Instructional leaders must be patient.
- Too many changes should not be attempted at one time.
- All stakeholders must be kept informed.
- Restructuring must be organized. The Consolidated Planning process is the best avenue to accomplish this.
- A working relationship should be developed with feeder schools.

The report is available free online at <http://www.kier.org/2000Research.html> or in print from the Kentucky Institute for Education Research, University of Kentucky, 101 Taylor Education Building, Lexington, KY 40506-0001. Send e-mail requests to [sjack2@pop.uky.edu](mailto:sjack2@pop.uky.edu) or phone 859-257-9789.

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Visit classrooms where technology is being effectively used. Get more lesson ideas—and submit your own—at the companion Web site. Visit <http://www.ael.org/snapshot>.

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## Publications of Interest

### Beliefs that Drive Successful Schools

ASCD research on developing potential solutions to closing America's achievement gap shows that schools that succeed at educating everybody's children believe that all children can learn.

A new video series called *Educating Everybody's Children* takes viewers to schools where educators have embraced diversity and developed positive attitudes and beliefs. The three-tape series shows how teachers set high expectations for learning, respond to the cultural differences of students, and create classroom environments that serve students' diverse learning styles. Interviews with teachers explain the reasons to use different strategies. An accompanying facilitator's guide helps users create effective workshops for new and experienced teachers in every grade level. Each tape addresses a different topic: Tape 1: Attitudes and Beliefs: Overview; Tape 2: Capitalizing on Students' Strengths; Tape 3: Matching Instructional Methods to Students' Instructional Needs.

The set costs \$410 for members, \$520 for nonmembers. To order, or to see a sample clip from the video series, go to <http://shop.ascd.org> and select the Video tab.

### ISTE Publication Helps Bridge the "Digital Divide"

*Learning & Leading with Technology* (*L&L*), an International Society for Technology in Education (ISTE) publication, has released a special issue focused on the "digital divide" (the social distance between technology "haves" and "have-nots"). The special issue builds on ISTE's efforts in other forums and emphasizes the society's commitment to resolving inequalities in technology access and literacy. Featured articles document programs for migrant and ESL students and offer practical teaching strategies for all K-12 classrooms.

*L&L* is a resource for educators interested in research and policy, as well as for classroom teachers. The magazine may be purchased online at <http://www.iste.org/> bookstore or by calling 800-336-5191.

### New Math and Science Resource

A new site focused on the needs and interests of those involved in professional development for math and science teachers recently arrived on the Web. TE-MAT (<http://www.te-mat.org>) provides access to carefully selected materials.

In addition to the database of materials, the site provides a conceptual framework for professional development, a section of essays, and information about the site in a question-and-answer format.

The site was developed by the Teacher Education Materials Project and funded by a grant from the National Science Foundation. The Eisenhower National Clearinghouse was involved in constructing the site and will maintain it when the project is completed. The National Center for Improving Science Education also contributed to the project.

In the remaining year of the project, TE-MAT staff will continue to identify, review, and enter materials. Site users are invited to recommend materials for review.

### Advice for Students Cyberseries

Online advice on some of the problems teens face—such as low self-esteem, perfectionism, competition, and stress—is available through a free cyberseries called *Click*, in which fictional teens deal with real-life situations. *Click* is part of the Life's Playbook Program created by members of the Verizon Academic All-America Hall of Fame®, former scholar-athletes who have also excelled in their professional lives.

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## Publications of Interest

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Each episode of the 20-week series combines text, photography, weekly cliff-hanger endings, and interactivity.

Story-specific educational vignettes, accessible through hyperlinks in the text, give students extra information about topics ranging from grammar and vocabulary to decision making and reading comprehension.

In order to provide access for a wide range of users, *Click* is not streaming video and does not involve MP3 audio. Find *Click* at <http://www.lifesplaybook.com/click>.

## Every Child a Reader

This innovative series of six-page pamphlets summarizes the state of current research in reading education for teachers and teacher educators. From the Center for the Improvement of Early Reading Achievement (CIERA), this series presents research-based knowledge from a wide variety of sources. It includes effective, research-based strategies to implement in any classroom.

Printed copies of the overview and eight topics in a self-closing folder cost \$10 and can be ordered by fax at 734-763-1229 or by mail from CIERA, University of Michigan School of Education, 610 E. University Ave., Room 1600 SEB, Ann Arbor, MI 48109-1259. The complete series can be downloaded free from the CIERA Web site at <http://www.ciera.org/ciera/every-child-a-reader/getting>.

## Captioned Media Program

For teachers with students who are deaf or hard-of-hearing, this program offers help. It provides free-loan, open-captioned videos from a collection of more than 4,000 titles including classic movies, educational videos, and special-interest videos. Open-captioned videos, like subtitles, provide the viewer all

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## New Emphasis on Reading

Recently, First Lady Laura Bush announced plans to focus America's attention on recruiting the best and brightest to the teaching profession and ensuring that all young children are ready to read and learn when they enter the classroom.

Mrs. Bush's initiatives appear in *Ready to Read, Ready to Learn*, which is available online at <http://www.ed.gov/rrrl/inits.html>. A new guide for parents appears below and online at <http://www.ed.gov/inits/rrrl/guide.html>.

### A Guide for Parents:

#### How Do I Know a Good Early Reading Program When I See One?

- Every teacher is excited about reading and promotes the value and fun of reading to students.
- All students are carefully evaluated, beginning in kindergarten, to see what they know and what they need to become good readers.
- Reading instruction and practice lasts 90 minutes or more a day in first, second, and third grades and 60 minutes a day in kindergarten.
- All students in first, second, and third grades who are behind in reading get special instruction and practice. These students receive, throughout the day, a total of 60 extra minutes of instruction.
- Before- or after-school help is given to all students beyond first grade who need extra instruction or who need to review skills. Summer school is available for students who are behind at the end of the year.
- Reading instruction and practice include work on letters, sounds, and blending sounds. Students learn to blend letters and sounds to form new words.
- Learning new words and their meanings is an important part of instruction.
- Students have daily spelling practice and weekly spelling tests.
- The connection between reading and writing is taught on a daily basis. Students write daily. Papers are corrected and returned to the students. By the end of second grade, students write final copies of corrected papers. Corrected papers are sent home for parents to see.
- All students are read to each day from different kinds of books. Students discuss what they read with teachers and other students.
- All students have a chance to read both silently and aloud in school each day and at home every night.
- Every classroom has a library of books that children want to read. This includes easy books and books that are more difficult.
- The school library is used often and has many books. Students may check books out during the summer and over holidays.

# Grant Opportunities

## President's Student Service Awards

Every student from kindergarten through college who contributes at least 100 hours (50 hours for younger students) of service to the community is eligible for this award. The award consists of a lapel pin and a certificate and letter signed by the President.

## President's Student Service Scholarships

Through this program, each high school in the country may select two students to receive \$1,000 in recognition of outstanding service to their community.

For more information, go to <http://www.nationalservice.org> or phone toll-free 866-550-PSSA.

## Federal Programs

### Department of Housing and Urban Development: Youthbuild Grants

**Purpose:** To combat both high drop-out rates and the shortage of housing for low-income families.

Grants are designed to teach low-income students leadership skills and provide construction skills to improve their employability and prospects for self-sufficiency. Projects should provide education, job training, counseling, and employment and leadership development services to low-income, high school dropouts ages 16 to 24.

Three funding categories will award grants of up to \$400,000 or \$500,000; one category is designated specifically to rural and underserved areas.

**Deadline:** May 30, 2001

Application and information available online at <http://www.hud.gov> or by phone at 800-HUD-8929.

### National Science Foundation: Connections to the Internet

**Purpose:** To support highly innovative and replicable projects for Internet network connections designed to link educational facilities and provide educators, researchers, and students with the Internet capabilities necessary to succeed.

K-12 will receive up to \$15,000 for each of two years; higher education institutions will be awarded up to \$20,000. Usually a dollar-for-dollar match is required.

**Deadline:** July 31, 2001

Application and information available from Division of Advanced Networking Infrastructure and Research, NSF, 4201 Wilson Blvd., Room 1175, Arlington, VA 22230; phone 703-306-1949.

## Foundations

### Delta Foundation: Youth Leadership Development and Youth Wellness Grants

**Purpose:** To enhance the quality of life in communities served by Delta Air Lines

through programs that address one of two focus areas.

Youth Leadership Development supports programs that help young people develop strong character, leadership skills, positive personal development, conflict resolution, team building, and other skills for leadership in a global community.

Youth Wellness supports programs that promote the physical and/or mental health of youth (ages 18 and below).

**Deadline:** Open

Application and information available online at [http://www.delta.com/inside/community/Resources/foundation\\_guide/index.jsp](http://www.delta.com/inside/community/Resources/foundation_guide/index.jsp) or from Delta Air Lines Community Affairs, Department 979, P.O. Box 20706, Atlanta, GA 30320-6001.

### American Honda Foundation

**Purpose:** To support youth education projects that include a focus on job training, math, science, or environmental education.

Eligible applicants include K-12 schools and districts, nonprofit scientific and education organizations, and national programs that encourage innovative education methods and techniques.

**Deadlines:** Quarterly, with next dates being August 1 and November 1

For guidelines, visit <http://www.hondacorporate.com/community/index.html?subsection=foundation> or send an SASE to American Honda Foundation, P.O. Box 2205, Torrance, CA 90509. Contact Kathy Carey, 310-781-4090.

### Citigroup Foundation

**Purpose:** To support educational and community development organizations that contribute to the vitality of communities.

The Foundation supports a range of educational programs that start with an interest in early childhood learning, pre-K education, and child care. Eligible applicants include organizations that are concerned with the early development of the child and that address issues of standards, curriculum, training, and availability of day care.

Technology has opened up a new world of educational opportunities. Many Foundation grants will support the local development and use of new technologies in grades K-12, particularly for schools in low- and moderate-income neighborhoods.

**Deadline:** Open; start with letter of inquiry. Application and information available online at <http://www.citigroup.com/citigroup/homepage/foundation/guide.htm>.

### **The Educational Foundation of America**

Areas of interest include the environment, arts, education, and human services.

**Deadline:** Open

Due to the volume of requests, applicants are required to send a letter of inquiry (no more than two sides of one sheet of paper) as the first step. Contact Diane M. Allison, Executive Director, The Educational Foundation of America, 35 Church Lane, Westport, CT 06880-3515, phone 203-226-6498, e-mail: [efa@efaw.org](mailto:efa@efaw.org). More information available online at <http://www.efaw.org>.

### **The J.C. Downing Foundation**

**Purpose:** To support innovative efforts and original projects that offer far-reaching gains and widespread results.

Areas of support include education and human development, fine arts, sports and athletics, and technology and communications. Awards range from \$5,000 to \$50,000.

**Deadline:** Open

Application and information available online at <http://www.jcdowning.org/funding/grantmaking.htm>.

## **Other**

### **The Dirksen Congressional Center: Robert H. Michel Civic Education Grants**

**Purpose:** To help teachers, curriculum developers, and others improve the quality of civics instruction, with priority on the role of Congress in our federal government.

Areas of interest include designing lesson plans, creating student activities, and applying instructional technology in the

classroom. Teachers (grades 4-12) and postsecondary faculty are eligible, as are teacher-led student teams and individuals who develop curriculum. Priority will be given to the disciplines of history, government, social studies, political science, and education. Past grant awards have ranged from \$100 to \$5,500.

**Deadline:** October 1, 2001

Application and information available online at <http://www.pekin.net/dirksen/grantmichelcived.htm>.

### **National Weather Association: Sol Hirsch Education Fund Grants**

**Purpose:** To help K-12 teachers improve the education of their students in meteorology.

Grant monies may be used to take an accredited course in atmospheric sciences, attend a relevant workshop or conference, or purchase scientific materials or equipment for the classroom.

**Deadline:** August 1, 2001

Application and information available online at <http://www.nwas.org/solhirsch.html> or by mail from NWA Education Committee, 3809 Clarks Lane, Suite 007, Baltimore, MD 21215.

### **The Christensen Fund**

**Purpose:** To support programs in public and independent schools, museums, and other nonprofit institutions related to activities in the visual arts and conservation.

The Fund has provided grants for such projects as support for high school computer graphics courses and renovation of a high school art studio. It has also funded primary school arts education in conjunction with a major urban museum and with an art school.

Proposals requesting substantial funding are generally developed in collaboration with the Fund; projects of more limited scale are also funded on a regular basis.

**Deadline:** Open; submit a single-page abstract of your proposal first.

Application and information available online at <http://www.christensenfund.org>.

### **The James R. Dougherty Jr. Foundation**

This foundation awards approximately \$1 million a year nationwide and grantees include schools and projects for youth.

To apply, send a brief letter that describes your project and the funding requested. Send your IRS determination letter along with the request to James R. Dougherty Jr. Foundation, P. O. Box 640, Beeville, TX 78104-0640. The foundation has no Web site.

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## Publications of Interest

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### Curriculum + Standards = Confusion?

AEL's Web-based Curriculum Mapping and Design Tool helps teachers and administrators create and align curriculum to standards.

the information contained in the audio track.

The Captioned Media Program invites parents and teachers of deaf children to set up free accounts to check out videos online. Educational videos have lesson guides that teachers can use in the classroom, where open-captioned videos may enhance the literacy value to all students, even if only one child has a hearing loss.

The program is funded by the U.S. Department of Education and administered by the National Association of the Deaf. To learn more, visit <http://www.cfv.org>.

## Unlocking CSRD Components

The Comprehensive School Reform Demonstration program funded by the U.S. Department of Education requires that participating schools develop and implement school improvement plans with the following nine components: goals, supportive staff members, research-based methods, external assistance, parent and community involvement, staff development, coordination of resources, evaluation, and comprehensive approach.

*Unlocking the 9 Components of CSRD*, by the National Clearinghouse for Comprehensive School Reform, provides dozens of online resources on these components to help educators create effective schoolwide improvement plans. A guide is available at <http://www.goodschools.gwu.edu/PUBS/CSRD9.pdf>. For a free print copy, contact the Clearinghouse at 877-766-4277 or [AskNCCSR@goodschools.gwu.edu](mailto:AskNCCSR@goodschools.gwu.edu).

## Standards for English as a Second Language

As the number of students from non-English-speaking backgrounds increases, schools in the United States now have guidance on setting expectations for these students' command of English and for their overall academic achievement. Teachers of

English to Speakers of Other Languages (TESOL) has developed a set of standards for Pre-K-12 students and a companion parent guide, and is developing standards for ESL teacher education.

Visit the Web (<http://www.tesol.org>) for links to the student standards, an electronic discussion list, and other information and publications.

## Education Data Resource

The Education Trust works to distill education data to make patterns clear and understandable. It has focused especially on achievement gaps separating low-income and minority students from other young Americans and on what schools can do to close those gaps.

Trust data summaries might be used by school leaders to help kick off discussions of strategies to raise student achievement, by parent and community groups as guidance in collecting and understanding local data, and by policymakers and journalists.

These titles are presently available:

- *Achievement in America 2000*. This presentation shows achievement patterns among students from different racial and economic groups. It documents critical differences in the way schools educate students and concludes with examples from states and school systems that are attacking those differences and getting results.
- *Dispelling the Myth: High Poverty Schools Exceeding Expectations*. In 1998, the Education Trust and the Council of Chief State Schools Officers collaborated to identify high-poverty schools that were among either the highest performing or biggest gaining schools in their states.

The summaries are available online at <http://www.edtrust.org>. Simply click on the data button in the left column of the home page. Text and PowerPoint presentations can be downloaded for free or purchased on CD-ROM.

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## Research Notes

(continued from page 5)

### From the Education Trust

*Creating an Appetite for Change: Leaders' Perspectives on Promoting K-16 Reform Through Community Collaboration* by Policy Studies Associates, Inc. (2000)

From 1991 through 1999, The Pew Charitable Trusts supported the Community Compacts for Student Success initiative. With technical support from the Education Trust, the initiative included three education collaborations—El Paso, Texas; Pueblo, Colorado; and Philadelphia, Pennsylvania.

The purpose of the initiative was to improve the educational performance of all students, particularly those held back by poverty and race, through systematic, large-scale improvement efforts guided by coalitions of local leaders from education, business, and the community. The initiative emphasized involving higher education.

This report draws from a facilitated discussion among the directors of the three Community Compacts after eight years of working together. It presents “lessons learned,” grouping them into such topic areas as motivation to collaborate, involving higher education, organizational issues in promoting collaboration, measuring success, taking K-16 improvement and integration to scale, and advice to others.

For example, measuring success was described by one director as “constantly looking for evidence of change, [not just] in test scores but also in the way the schools look and feel.” Another described a breakthrough moment as “when I realized that educators were finally welcoming the availability of accurate data on student progress.”

Discussions around taking improvement to scale mentioned that “policies are never enough. Policies must be tightly linked

“Policies must be tightly linked to the practices that support them in order to make a difference.”

to the practices that support them in order to make a difference.” One director mentioned a school quality review that “focuses on the school’s capacity and commitment to support all students in achieving high standards. The school system says that it lacks the resources to conduct the review for all schools, however. This is a good example of the type of problem that prevents us from moving to scale with high standards and first-rate instruction for all children.”

Advice for others addressed several areas. To community collaborations that are just forming, they suggest that “change agents need to hit the ground running. The public constituency for a major reform, such as K-16 collaboration, needs to know that a particular proposed effort is going to deliver quickly.” And they worried about sustaining change. “A continuing problem . . . is the pall cast by the entrenched methods of every school system’s central office. New superintendents typically come in and want to clear out the central office, but, more often than not, they end up replacing one set of bureaucrats with another.”

When asked what they would do differently if they could start over, one director explained that the Community Compact “devoted major attention to CEOs and to teachers. Given the chance to make some changes, I would give the same attention to principals, department heads, and guidance counselors.”

The complete report is available free at <http://www.edtrust.org>.

**The Community Compact “devoted major attention to CEOs and to teachers. Given the chance to make some changes, I would give the same attention to principals, department heads, and guidance counselors.”**



A follow-up survey of teachers in the AEL region on technology training, beliefs about the importance of software use, and more.

# The Internet and Learning

“The power of the Internet to transform the educational experience is awe-inspiring, but it is also fraught with risk.” So states the foreword of *The Power of the Internet for Learning: Moving from Promise to Practice*, the recently published report of the Web-Based Education Commission established by Congress.

Over the course of a year, commission members “heard from hundreds of educators, policymakers, Internet pioneers, education researchers, and ordinary citizens.” What they learned demonstrated the promise of the Internet to center learning around the student instead of the classroom, to focus on the strengths and needs of individual learners, and to make lifelong learning a practical reality.

To move from promise to practice, the commission calls for a national mobilization similar to those that occurred around the race to the moon and finding a cure for

polio. It urges governments, the education community, the private sector, and parents to invest time, energy, and money in helping to develop and shape the e-learning agenda.

The commission’s recommendations include the following:

- Make powerful new Internet resources, especially broadband access, widely and equitably available and affordable for all learners.
- Provide continuous and relevant training and support for educators and administrators at all levels.
- Build a new research framework of how people learn in the Internet age.

The report is available online at <http://www.ed.gov/offices/AC/WBEC/FinalReport>. Print copies are available from the U.S. Department of Education’s publication service. Phone 877-4-ED-PUBS or send e-mail to [edpubs@inet.ed.gov](mailto:edpubs@inet.ed.gov).

AEL is a private, nonprofit corporation. AEL serves as the regional educational laboratory for Kentucky, Tennessee, Virginia, and West Virginia. For these same four states, it operates the Eisenhower Regional Consortium for Mathematics and Science Education. In addition, it serves as the Region IV Comprehensive Center and operates the ERIC Clearinghouse on Rural Education and Small Schools. AEL’s primary source of funding is the Office of Educational Research and Improvement (OERI), U.S. Department of Education. This publication is produced with funds from OERI contract number ED-01-CO-0016. The contents herein do not necessarily reflect AEL or OERI policies or views.



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