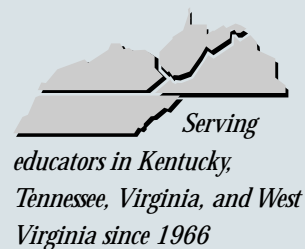


Vol. 22, No. 2

# THE LINK

A PUBLICATION FOR EDUCATION PRACTITIONERS



## Leadership for High-Performance Learning

A high-performance learning culture is one that expects each individual member to perform to high standards. Colleagues and peers support one another's efforts, and resources and structures are aligned with expected behaviors.

To achieve such a culture, school leaders must take an action-oriented approach. Based on a review of the research on creating high-performing learning communities, a dynamic and interactive conceptual framework for accomplishing this work would embody five components: (1) vision, (2) mission, (3) core beliefs, (4) strategic structures, and (5) distributed accountability.

While this article acknowledges the importance of vision and mission, it focuses attention on three spheres for action and change: core beliefs, strategic structures, and distributed accountability. The theory underpinning the approach posits that, while individuals' behaviors are guided initially by

intrinsic personal beliefs, their behaviors can be modified by strategic structures designed to reinforce organizational core beliefs as stated in the vision/mission. Over time, changes in behaviors can lead to changes in beliefs and can foster distributed accountability—a state wherein each member of a school's faculty assumes responsibility for the academic progress of every student.

Distributed accountability is the defining feature of a high-performance learning culture. A review of the literature revealed that beliefs in three critical areas relate to distributed accountability: ability and achievement, efficacy and effort, and power and control. Likewise, research and literature pointed to structures in three critical arenas: physical environment, rules and procedures, and relationships.

This approach to creating a culture that supports high levels of student achievement is neither simple nor linear. The components are dynamic and interactive; the conceptual

(continued on page 2)

### IN THIS ISSUE

#### School Leadership

Leadership for High-Performance Learning, p. 1

#### Research Notes

Teacher Preparation; Teacher Retention; District-Level Improvement; The Arts Affect Academics, p. 4

#### Resources from AEL

See the catalog insert in the center of this issue.

#### Resources of Interest

PBS Video Tool; Find Out What Works; Connecting with Family; Guideposts for Smaller High Schools; Continuing Education; Becoming a "Smart District"; How Do You Say That?; Exploring Assessment; Fighting Bias; Demystifying Scientifically Based Research; Desktop Reference to *No Child Left Behind*; Web-Based Reading, p. 7

#### Grant Opportunities

Federal and More, p. 10



Telephone:  
304-347-0400  
800-624-9120  
E-mail:  
link@ael.org

*The Link* is free to educators in the AEL region. Readers are encouraged to reproduce its contents, giving proper credit.

Current and many back issues are available in PDF at [www.ael.org](http://www.ael.org).

Print copies of some back issues are available; please inquire by e-mail to [link@ael.org](mailto:link@ael.org).



# Leadership

(continued from page 1)

## Vision

The vision of a school seeking to create a high-performance learning culture encompasses the following dimensions:

- All students are engaged in learning, and all are achieving at high levels.
- Members of the faculty and staff are accepting collective responsibility for the achievement of all students—and all adults are working together to ensure that each student receives appropriate instruction and support in a learning-enriched environment.
- Both students and adults behave as if they believe their individual and collective efforts will improve performance.

*The concept paper summarized here was developed by four members of the AEL staff: Jackie A. Walsh, Beth D. Sattes, Christopher Corallo, and Deborah H. McDonald. The ideas contained herein have been incorporated into a professional development module. Creating a High Performance Learning Culture helps school staff develop the knowledge, skills, and commitment to create and sustain a learning culture that supports high levels of student achievement. For more information, visit [www.ael.org/culture](http://www.ael.org/culture).*

framework suggested by the research organizes the elements to facilitate school leaders' understanding of the interconnectedness of the components. The framework also serves as "scaffolding" to guide and support strategic interventions intended to strengthen school culture. This is not a neutral or value-free framework; rather, it is an action-oriented blueprint for use by leaders who are committed to nurturing a culture that supports learning.

Descriptions of the vision and mission components of this framework appear in shaded boxes on this page and the next. The remainder of this article describes the action components: core beliefs, strategic structures, and distributed accountability.

## Core Beliefs

Central to most definitions of culture are the shared beliefs and values that bind a community together.<sup>1</sup> The foundation for the proposed framework is a specific set of core beliefs, which have been associated with high levels of student achievement. These core beliefs concern three areas: (1) ability and achievement, (2) efficacy and effort, and (3) power and control.

**Ability and achievement.** Among the issues embedded in these beliefs are

- Can all students learn and succeed in school?
- Do most teachers in our school believe that ability is related to background factors such as race, ethnicity, home environment, or other demographic factors?
- Are there a disproportionate number of students of poverty and of color assigned to special education in our school?
- Does our school organize students homogeneously for instruction (i.e., through use of tracking or other ability grouping)?

**Efficacy and effort.** This sphere of beliefs includes the following kinds of issues:

- Do teachers believe that good teaching is the primary determinant of achievement for all students?

- Do individual teachers believe they can make a difference in the learning of all students—that is, do they have the skill and the will to teach every child?
- Do all students believe they can learn and that the effort they put forth will contribute to their learning and success in school?
- Does the school communicate to all parents that their children can learn—and that they, as parents, can make a difference in the amount of effort their children expend?
- Is there a "no excuses" approach to teaching and learning?

**Power and control.** Beliefs about power and control operate on different stages of school life: schoolwide, within classrooms, across classrooms, and between home and school.

### Schoolwide

- Are there mechanisms for distributing leadership across the faculty and staff?
- Are students and parents engaged in planning and decision making?
- Are the school mission and vision known by all stakeholder groups?

### Within Classrooms

- Is there a learning community in which students learn with and from one another and their teacher?
- Are students involved in setting goals for their learning?
- Are students authentically engaged in learning?

### Across Classrooms

- Is there a professional learning community whereby teachers learn with and from one another?
- Do teachers collaborate to plan and improve instruction?
- Are all school staff—including noncertificated—working to help students achieve shared (and public) goals for learning?

### Between Home and School

- Does the school involve family in school improvement planning and governance?



- Do parents feel they have a say in their children’s schooling?
- Do teachers welcome parents into their classrooms?

Substantial research literature links these core beliefs to increased student performance. Corbett, Wilson, and Williams, for example, argue that “a fundamental shift in beliefs” is essential for schools to provide experiences that enable all students to learn.<sup>2</sup>

Each of these beliefs is also associated with a strong culture for learning. Fullan argues that successful school reform requires reculturing or “transforming the culture—the way we do things around here.” He sees the real challenge of reculturing as activating and deepening moral purpose in a setting where “professionals work collaboratively with a respect for individual differences and a level of trust that enables the continual building and testing of knowledge against measurable results.”<sup>3</sup>

How can a leadership team promote these core beliefs? First, leaders need to reflect on where they stand personally on such questions as *What would I be doing differently if I truly embraced the belief of high expectations for all?* and *How would our school be different for students and adults if we lived this belief?* Leaders then use the research and knowledge base that link beliefs to improved student achievement and performance to facilitate reflection, inquiry, dialogue, and ongoing conversations. Finally, leaders can hold these beliefs in front of community members by modeling them daily and by sending appropriate messages to the community—through both the spoken and the written word.

### Strategic Structures

Structures can activate core beliefs and values so they are manifest in the observable, documentable physical realm. Three critical cultural venues for the translation of values into action are (1) the physical environment;

- (2) rules, procedures, and policies; and  
(3) relationships.

**Physical environment.** The physical environment in which learning occurs—including school grounds, hallways, restrooms, office space, the gymnasium, and, most of all, classrooms—is a highly visible arena in which to address “the way things are done around here.” Certainly, logical beginning points for the expression of high expectations, for example, are the safety, security, cleanliness, orderliness, and aesthetics of the physical environment. These environmental factors are strong drivers of a school’s culture.

**Rules, procedures, and policies.** Both the written and the understood *modus operandi* are outward expressions of beliefs. Leaders can engage the broader community in reflecting on many categories of rules, procedures, and policies—including instructional, behavioral, extracurricular, attendance, personnel, and so forth. Are these written and unwritten norms and standards aligned with espoused core beliefs? If not, how might current practices be “challenged” in view of the core values and beliefs?

**Relationships.** Core beliefs manifest themselves in the quality of connections between and among individuals and groups within a school. A recent study concluded that the “resources and structures [necessary] to establish critical relationships” are essential components to sustainable school reform. Kouzes and Posner write about leadership as a relationship and contend that “success in leading will be wholly dependent upon the capacity to build and sustain those human relationships that enable people to get extraordinary things done on a regular basis.”<sup>4</sup>

An important role of leadership is to create structures through which individuals in the school community can “live out” the school’s core beliefs in the physical environ-

## Leadership

(continued from page 2)

### Mission

The mission, reinforced by the vision, exhorts faculty and staff to set high expectations for all students and to provide the environment, instruction, and support to ensure that all students are learning and achieving as measured by rigorous standards. Individuals are guided by values, beliefs, and norms that are congruent with the vision and mission. Their behaviors align with these beliefs and are facilitated and supported by structures the school leadership has strategically designed to reinforce the beliefs.

School leaders who commit to creating a high-performance learning culture enlist their colleagues and mobilize the entire school community in an effort to make this a reality.

(continued on page 12)



# Research Notes

*The U.S. Department of Education's Institute of Education Sciences 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 [www.relnetwork.org](http://www.relnetwork.org).*

*The work of the 12 national centers is available at <http://research.cse.ucla.edu>.*

## Teacher Preparation

*From the Center for the Study of Teaching and Policy*

In a report prepared for the U.S. Department of Education, researchers and advisors reviewed more than 300 published research reports about teacher preparation. Although the focus was on preservice preparation, much of the discussion might apply to in-service professional development.

Overall, the researchers found the research base to be relatively thin, leading them to suggest more directions for future research than conclusions about what works. However, they did find some pointers toward improving teacher preparation. Brief summaries, organized by research questions, are presented here.

**Question 1:** What kinds of subject matter preparation, and how much of it, do prospective teachers need?

- Research shows a positive connection between subject matter preparation and performance in the classroom.
- Subject-specific methods courses have value.
- Academic coursework is not the only effective route for acquiring subject matter knowledge.
- Good teaching demands deep understanding of basic concepts; therefore, more subject matter courses may not improve teacher quality. Rather, different approaches to learning the subject matter may be needed.

**Question 2:** What kinds of pedagogical preparation, and how much of it, do prospective teachers need?

- Pedagogical aspects of teacher preparation—instructional methods, learning theories, foundations of education, and classroom management—matter. However, existing research does not point to which aspects are most critical.

**Question 3:** What kinds, timing, and amount of clinical training (“student

teaching”) best equip prospective teachers for classroom practice?

- Research documents the power of working in real classrooms.
- The norms of the schools in which prospective teachers are placed are crucial to shaping the experience.
- Focused, well-structured field experiences make for more significant learning.
- Cooperating teachers powerfully influence the student teaching experience.

**Question 4:** What policies and strategies have been used successfully to improve and sustain the quality of preservice teacher education?

- Strategies that hold promise include research-based examination of accountability systems, collaborative partnerships with K-12 schools, school district incentives, and involvement of arts and science faculty as part of program policy.

**Question 5:** What are the components and characteristics of high-quality alternative certification programs?

- Background in subject matter alone does not seem to be enough to prepare new teachers for contemporary classrooms.
- The most successful programs set high entry standards and require pedagogical training, mentoring, and evaluation.

*Teacher Preparation Research: Current Knowledge, Gaps, and Recommendations* by Suzanne M. Wilson, Robert E. Floden, and Joan Ferrini-Mundy is available in PDF at <http://depts.washington.edu/ctpmail/PDFs/TeacherPrep-WFFM-02-2001.pdf>.

## Teacher Retention

*From the National Commission on Teaching and America's Future*

According to a new report, the nation's teacher shortage has more to do with retention than with recruitment. With almost a third of all new teachers leaving the classroom after three years, and close to half leaving after five years, keeping high-quality teachers appears to be the big challenge.



This report looks at conditions that contribute to chronic teacher shortages and calls for a national effort to improve teacher retention. It proposes three strategies to meet this goal, each of which is followed by action steps for implementing it. Brief summaries are provided here.

**1. Organize schools for teaching and learning success** by creating small professional communities of teachers focused on what research tells us about how children learn.

- Allocate funds to provide the time, flexibility, and resources to create and sustain professional learning communities.
- Adopt modern technologies and use research findings that enable teachers to diagnose student learning needs and deploy appropriate teaching strategies.
- Use multiple assessments and accountability indicators to get a clear and continuing picture of progress.

**2. Insist on high-quality teacher preparation**, accreditation, and licensure.

- Establish and fund strong K-16 partnerships that closely align teacher preparation to school and student needs.
- Establish institutionwide and programwide leadership responsibility for the quality of teacher preparation.
- Collect and use data on student achievement, teacher licensure, and teacher retention to improve the teacher preparation and licensure system.

**3. Create rewarding professional career paths** that include mentored induction of novice teachers and recognition and rewards for accomplished teaching.

- Create federal, state, and district incentives to hire teachers in high-need disciplines and areas.
- Eliminate barriers to teacher mobility by creating portable licensure and making pension systems more uniform across states.
- Provide flexible professional development opportunities.

- Establish pay incentives that reward teachers for improving their practice, and create rewarding leadership positions for accomplished educators.

To get a copy of *No Dream Denied: A Pledge to America's Children*, go to [www.nctaf.org/dream/dream.html](http://www.nctaf.org/dream/dream.html) to download a free PDF or order a \$10 print copy. Or, contact Roberta Salvador by e-mail at [Rsalvador@nctaf.org](mailto:Rsalvador@nctaf.org) or by phone at 732-667-0901.

## District-Level Improvement

### *From the Learning First Alliance*

Though stories of individual school improvement provide inspiration, they affect relatively few of our nation's students. To make substantial gains, whole systems need to focus on improving learning opportunities for all children. To learn how successful districts do that, the Learning First Alliance studied five districts across the country, all of which demonstrated at least three years of improvement in student achievement in mathematics and/or reading across multiple grades and across all races and ethnicities. The districts spanned a cross section of characteristics and ranged in size from fewer than 3,000 students to more than 50,000.

Visits of several days in each district were used to conduct interviews and focus groups and to make school visits. Researchers found that these districts used similar strategies to improve instruction. Of these, seven emerged as essential to improvement.

1. **Districts had the courage to acknowledge poor performance and the will to seek solutions.** Leaders stopped assuming that their systems were effective and that all participants were doing their best.
2. **Districts put in place a systemwide approach to improving instruction—one that articulated curricular content and provided instructional supports.** Components of these systems included use of high-quality research to inform decision

(continued on page 6)

## Research Notes

(continued from page 5)

- making and practice, strategic allocation of resources, and school-level flexibility.
3. **Districts instilled visions that focused on student learning and guided instructional improvement.** Districts succeeded in embedding their visions into the actions of stakeholders, particularly at the administrative level.
  4. **Districts made decisions based on data, not instinct.** The districts made data safe and usable, then trained principals and teachers to use them.
  5. **Districts adopted new approaches to professional development that involved a coherent and district-organized set of strategies to improve instruction.** Strategies included using research-based principles, building cadres of instructional experts among the staffs, and carefully designing professional development over the course of a year.
  6. **Districts redefined leadership roles.** Gradually, districts extended leadership to include assistant principals, teacher leaders, central office staff, union leaders, and school board members. These groups took on the elements of reform they were best positioned to lead.
  7. **Districts committed to sustaining reform over the long haul.** One indicator of commitment was stability among top-level leadership. The districts also paid attention to leadership succession, particularly at the central office level.

*Beyond Islands of Excellence: What Districts Can Do to Improve Instruction and Achievement in All Schools*, by Wendy Togneri, is available in print and electronic formats, as is a Leadership Brief that presents the key findings and recommendations of the full report. Electronic copies of these are available at [www.learningfirst.org](http://www.learningfirst.org), where detailed case studies of the districts can also be found. Print copies (full report, \$10; brief, \$3; plus shipping) can be purchased from the Association for Supervision and Curriculum Development, 800-933-ASCD.

## The Arts Affect Academics

### *From the Arts Education Partnership*

A recent report presents reviews of 62 arts education studies to 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. Major areas where these effects appear are reading and language development, mathematics, fundamental cognitive skills and capacities, motivations to learn, effective social behavior, and school environment.

Each study was reviewed by two researchers who created a dialogue from different perspectives about its implications, strengths, and weaknesses. Interpretive essays explore the implications of the studies. A concluding essay discusses the transfer of learning from the arts to other subjects and social behavior. The report concludes with suggestions for future research.

To get *Critical Links: Learning in the Arts and Student Academic and Social Development*, visit the Arts Education Partnership Web site at [www.aep-arts.org](http://www.aep-arts.org). In addition to a free PDF version of the report, look for a tool kit that includes information about the researchers, charts that present the report's major findings, and more. Print copies cost \$25 plus \$4 shipping, and can be ordered from the Council of Chief State School Officers, One Massachusetts Ave., NW, Suite 700, Washington, DC 2001-1431, phone 202-336-7016.



# Resources of Interest

## PBS Video Tool

PBS recently unveiled the PBS VIDEOindex Web site (<http://videoindex.pbs.org>). This free online service provides teachers and students with an easy way to locate people, places, events, issues, and other topics captured in more than 500 hours of award-winning PBS content in American and world history, science, economics, government, and the arts.

The online index makes it possible to search for video clips by keyword, date range, academic area, grade level, and other criteria so users can obtain the videos that best meet their needs. The site's database also includes program, chapter, and segment descriptions, for even more context.

The site also offers extensive educational resources, such as primary source documents, lesson plans, maps, and time lines that can be downloaded and printed out. Other key features include state and national curriculum standards correlators and an index-generating tool that allows users to create customized directories for their own video collections.

The VIDEOindex also provides access to other PBS online services for educators, including TeacherSource ([www.pbs.org/teachersource](http://www.pbs.org/teachersource)).

## Connecting with Family

*Connection Clips* comes from the National Center for Family & Community Connections with Schools ([www.sedl.org/connections](http://www.sedl.org/connections)) at the Southwest Educational Development Laboratory (SEDL). This e-mail bulletin presents research-based information and resources to help schools promote meaningful family and community connections. Each issue includes simple ideas for linking school, family, and community to improve student learning. For example,

here's an idea clip from one issue:

"Engage parents and students in math and reading games at Family Nights. Use scoring guides or rubrics to explain how students are doing and where their skills need to be stronger. Help parents understand what a scoring guide or rubric is and how to use it when helping their children with homework or other school projects."

To sign up, send an e-mail to [connections@sedl.org](mailto:connections@sedl.org) with "subscribe to Connection Clips" in the subject line. Include your name, title, organization, and e-mail address in the body of the message. Include your mailing address if you wish to be part of the mailing list.

## Guideposts for Smaller High Schools

Many communities have been converting large high schools into small, focused learning environments as a strategy to reform and improve education. A new publication from Jobs for the Future and the Northeast and Islands Regional Educational Laboratory at Brown University offers concrete guideposts for those who seek to implement a small school/small learning community.

*From Large to Small: Strategies for Personalizing the High School* presents preliminary lessons emerging from schools and districts that have begun exploring the challenges involved in converting large high schools into smaller communities. According to this report, eight strategies for accomplishing the change are emerging:

1. Develop and communicate a clear vision and mission for the reform work.
2. Begin planning with the data.
3. Engage the district office and the teachers' union in the reform process.
4. Build community support/mobilize community resources.
5. Tackle the difficult issues of autonomy.
6. Address the equity issues for bilingual and special education students.
7. Create a school schedule that supports the

(continued on page 8)

## Find Out What Works

The U.S. Department of Education's Institute of Education Sciences established the What Works Clearinghouse to provide educators, policymakers, and the public with a central source of scientific evidence of what works in education. Still in a formative stage, the clearinghouse is beginning to "stock" its Web site.

To consult the clearinghouse, and to nominate areas the clearinghouse should review, go to [www.w-w-c.org](http://www.w-w-c.org). Or, send e-mail to [wwcinfo@w-w-c.org](mailto:wwcinfo@w-w-c.org), phone 866-WWC-9799, fax 301-519-6760, or write to What Works Clearinghouse, 2277 Research Blvd., MS 6M, Rockville, MD 20850.

## Resources of Interest

(continued from page 7)

### How Do You Say That?

Current headlines bring plenty of unfamiliar names and words into the classroom. Don't hesitate to discuss a story simply because you don't know how to pronounce a word. Instead, go to the Voice of America Web site at [www.voa.gov](http://www.voa.gov). Look under Press Room on the home page and select Pronunciation Guide.

Enter the word or name and, if it's in the database, you'll see a phonetic spelling and can listen to audio of the correct way to say it.

- goals of personalization for students and increased collaboration for teachers
8. Develop a process for continual improvement.

This publication grew out of a Jobs for the Future initiative, *From the Margins to the Mainstream*, which created a tool that codifies the blending of youth development approaches with contextual and authentic learning. Called The Five C's, it describes how to put effective principles into practice through (1) caring relationships, (2) cognitive challenges, (3) culture of support, (4) community that youth feel is worth belonging to, and (5) connections to high-quality postsecondary learning and career opportunities.

Get a free PDF version of the publication at [www.jff.org/jff/kc/library/0156](http://www.jff.org/jff/kc/library/0156) or at [www.alliance.brown.edu/pubs/targetosmall.pdf](http://www.alliance.brown.edu/pubs/targetosmall.pdf).

### Continuing Education

Master's degrees, teaching licensure and endorsements, associate's degrees, and bachelor's degrees are now available from the Teachers College of Western Governor's University (WGU). This competency-based, online university makes it possible for busy educators to go to school while they continue to work.

At a March press conference, U.S. Secretary of Education Rod Paige announced the availability of WGU as a way for schools to work toward meeting *No Child Left Behind* requirements for teachers and paraprofessionals. WGU offers a two-year associate's degree for paraprofessionals, which

can lead into a bachelor's degree program.

For more information, visit the WGU Web site at [www.wgu.edu](http://www.wgu.edu).

### Becoming a "Smart District"

A task force of the Annenberg Institute for School Reform has created a tool kit to help a local education system become a "smart district." Such a district is a high-performing community of schools that ensures both equity of opportunity and high-level achievement across all groups of students.

According to the researchers, by the time test scores and graduation rates can be determined, it is already too late to take action. Rather than looking at these "lagging" indicators, schools and districts need to look at such "leading" indicators as evaluating teachers' work and mapping curricula to standards. *School Communities that Work for Results and Equity: A Portfolio for District Redesign* contains eight tools that offer strategies and support for improvement. Titles include Central Office Review for Results and Equity; Developing Effective Partnerships to Support Local Education; and Find, Deploy, Support, and Keep the Best Teachers and School Leaders.

Information about the \$35 portfolio is available at [www.annenberginstitute.org/publications/list.html](http://www.annenberginstitute.org/publications/list.html). To order, phone 401-863-2018, fax 401-863-1290, e-mail [aisrpubs@brown.edu](mailto:aisrpubs@brown.edu), or mail Annenberg Institute, Brown University, Box 1985, Providence, RI 02912.

(continued on page 9)

AEL is the first education institution in the world to use 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 blue 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 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.

To explore this technology, go to [www.digimarc.com](http://www.digimarc.com) to download the free Digimarc MediaBridge software.



## Exploring Assessment

Educators, policymakers, and others who want to understand the variety of perspectives and opinions that surround the topics of testing and assessment can consult this product from the North Central Regional Educational Laboratory. *Viewpoints—Beyond Testing: Assessment for Teaching and Learning* contains two audio CDs and a short booklet. The CDs provide the viewpoints of education professionals, while the booklet includes interviews complemented by research about the increasing importance of testing and assessment in school improvement.

This edition of *Viewpoints* is free while supplies last. To order, go to [www.ncrel.org/catalog](http://www.ncrel.org/catalog) or phone 800-356-2735.

## Fighting Bias

The Gay, Lesbian, and Straight Education Network (GLSEN) believes schools should be safe for all students. Toward that end, it develops and reviews resources, including curriculum and training materials, videos, books, and a Web site. Materials target various age groups—primary students (K-6), secondary students (grades 7-12), and adults.

GLSEN's National School Climate Survey, conducted in 1999 and 2001, found that harassment—verbal, sexual, and/or physical—is a common experience for lesbian, gay, bisexual, and transgender students. Many students reported skipping class because of feeling unsafe, underscoring the need for schools to work toward creating a more supportive school climate.

To learn more, visit [www.glsen.org](http://www.glsen.org) or write GLSEN, 121 W. 27th Street, Suite 804, New York, NY 10001.

## Desktop Reference to No Child Left Behind

The U.S. Department of Education has produced a 180-page desktop reference manual to the *No Child Left Behind Act of 2001* (NCLB). The guide is a clear and

straightforward, program-by-program look at the major reforms under the new law.

NCLB is built on four key principles: accountability for results, flexibility and local control, enhanced parental choice, and instruction based on scientific research.

For each section of NCLB, the manual details the purpose, what's new in the law, how the program works, key requirements, how to achieve quality, how performance is measured, and key activities and responsibilities for state education departments.

Copies are free—call 877-4ED-PUBS or visit [www.ed.gov/pubs/edpubs.html](http://www.ed.gov/pubs/edpubs.html). The report can also be found on the Department of Education Web site at [www.ed.gov/offices/OESE/reference.html](http://www.ed.gov/offices/OESE/reference.html).

## Web-Based Reading

In an independent evaluation, the new Web-based reading program NEARStar showed gains in achievement for all student groups tested. NEARStar (the Network for English Acquisition and Reading Star Schools Program) provides a supplementary early reading curriculum for English Language Learners (ELLs). Through animated learning activities, online storybooks, and catchy songs, it engages K-3 ELLs while monitoring and assessing their progress.

Students engage in Web-delivered lessons with instructional activities. Their teachers have access to the NEARStar professional Web site, which organizes and makes available more than 600 resources correlated to the student program.

A product of Pacific Resources for Education and Learning (PREL), NEARStar is funded by the U.S. Department of Education's Star Schools program and meets federal criteria for research- and standards-based instruction.

In spring 2003, a limited number of site licenses will be available for an operational period that ends in June 2004. Cost is \$500 per school. For additional information, visit [www.nearstar.org](http://www.nearstar.org) or contact Eunice Leung toll free at 866-NEARStar.

## Resources of Interest

(continued from page 8)

### Demystifying Scientifically Based Research

The National Clearinghouse for Comprehensive School Reform (NCCSR), in collaboration with the Network of Regional Educational Laboratories, has created a free workshop for educators. Identifying Research-Based Solutions for School Improvement presents a “crash course” in research analysis—professional development in how to assess research quality and use research in decision making.

The workshop includes a PowerPoint presentation, a facilitator's guide, handouts for activities, and resources that support the information. Everything can be downloaded from the NCCSR Web site at [www.goodschools.gwu.edu](http://www.goodschools.gwu.edu). Or, order the materials on CD-ROM through the online registration form; by phone: toll free, 877-766-4277; or by mail: NCCSR, Suite 250, 2121 K Street, NW, Washington, DC 20037-1801.

# Grant Opportunities

*For information on grant programs, funding sources, and technology funding, visit the eSchool News School Funding Center at [www.eschoolnews.com/resources/funding](http://www.eschoolnews.com/resources/funding).*

*Consider also watching the Federal Register, published every weekday, at [www.access.gpo.gov/su\\_docs/fedreg/frcont01.html](http://www.access.gpo.gov/su_docs/fedreg/frcont01.html).*

## Federal Programs

### **NASA: Initiative to Develop Education through Astronomy and Space Science (IDEAS) Grants**

**Purposes:** To enhance science, mathematics, and/or technology education for U.S. K-14 students and the general public by promoting partnerships between scientists and educators; and to cultivate innovation and creativity in education using astronomy/space science as the underlying concept.

Proposals should translate astronomy/space science into education contexts that stimulate the interest of students and help them understand the information.

**Deadline:** October 24

Application and information available online at <http://ideas.stsci.edu/CallforProposal.shtml> or send e-mail to [ideas@stsci.edu](mailto:ideas@stsci.edu).

## Foundations

### **National Geographic Society Education Foundation: Teacher Grants**

**Purpose:** To facilitate educators' work in the classroom, school, district, and community through innovative geography education projects.

Any current teacher or administrator in an accredited K-12 school within the United States may apply. Projects that have outreach to urban areas are particularly encouraged. All applicants should submit high-impact projects with potential to reach as many teachers and students as possible. Projects should directly engage students and encourage them to understand the power and relevancy of geographic skills, the uses of geography, and a spatial perspective.

The foundation plans to award more than \$100,000 in grants of up to \$5,000 each to help teachers—or groups of educators—make an even greater impact through projects in either of two broad categories: (1) promoting geographic knowledge

through education, and (2) promoting stewardship of natural and cultural resources.

**Deadline:** June 12

Application and information available online at [www.nationalgeographic.com/education/teacher\\_community/get\\_grant.html](http://www.nationalgeographic.com/education/teacher_community/get_grant.html) or by mail from National Geographic Society Education Foundation, Attn: Grants Manager/Teacher Grant Proposals, 1145 17th Street, NW, Washington, DC 20036.

### **United States-Japan Foundation: Precollege Education Program**

**Purpose:** To involve precollege teachers in the U.S. and Japan in study and learning on topics related to the U.S.-Japan relationship, including in-depth study of the culture, society, and history of both countries.

Through these teachers, as well as through a variety of curriculum materials, Web-based activities, and partnerships between U.S. and Japanese schools, young people in both countries can study and understand the connections, friendships, and partnerships that bind the two nations.

Applicants are encouraged to contact the staff of the foundation early in the proposal development process for feedback and guidance.

**Deadline:** July 15

Application and information available online at [www.us-jf.org/edu.htm](http://www.us-jf.org/edu.htm) or from David Janes at [djanes@us-jf.org](mailto:djanes@us-jf.org) or 212-481-8757.

### **Appalachian Education Initiative: Arts Education Grants**

**Purpose:** To foster education in the Central Appalachian region by supplementing funding directly to public school and community programs that seek to enhance the arts and arts in education.

The initiative raises funds from private sources and the federal government to endow programs, equipment requirements, staffing needs, and the like in public schools with social emphasis on arts education and performance programs, and to fund public school programs in other academic disci-



plines. Eligible schools will be located in West Virginia or in one of the Appalachian counties of Pennsylvania, Ohio, Virginia, or Kentucky.

Grant size is not restricted; however, the proposal should leverage the grant with other sources of support and/or funding.

**Deadline:** Open

Application and information available online at [www.appalachianeducationinitiative.org](http://www.appalachianeducationinitiative.org) or by mail from Appalachian Education Initiative, 686 Fairchance Road, Morgantown, WV 26508. Potential applicants may also send e-mail to [jfrancis@francisarts.org](mailto:jfrancis@francisarts.org) or phone 304-594-0101.

## Other

### **Nike: Jordan Fundamentals Grants**

**Purpose:** To encourage teachers or paraprofessionals who work with students in grades 6 through 12 in U.S. public schools to demonstrate instructional creativity and exemplify high learning expectations for economically disadvantaged students.

Each applicant must develop an original lesson plan or thematic unit. Unique teaching methods and projects are encouraged. Grant funds may be used for resource materials, supplies, equipment, transportation, or other costs related to field trips. Applicants must work at schools where at least 40% of the students are eligible for the free or reduced-price school lunch program.

**Deadline:** June 15

Application and information available online at [www.nike.com/nikebiz/nikebiz.jhtml?page=26&item=jordan](http://www.nike.com/nikebiz/nikebiz.jhtml?page=26&item=jordan).

### **Nike: Bowerman Track Renovation Program**

**Purpose:** To provide matching cash grants to community-based, youth-oriented organizations that seek to refurbish or construct running tracks.

This program provides matching funds of up to \$50,000 to youth-oriented non-profit organizations. Organizations must

demonstrate a need and agree to provide track access to neighboring communities. Program funds must be matched in some amount by other contributors.

Grant recipients are encouraged, but not required, to use Nike Grind technology to resurface their tracks. This material is made of recycled athletic shoes and each track uses approximately 75,000 shoes.

**Deadline:** May 31, 2004 (quarterly reviews between now and then)

Application and information available online at [www.nike.com/nikebiz/nikebiz.jhtml?page=26&item=bowerman](http://www.nike.com/nikebiz/nikebiz.jhtml?page=26&item=bowerman).

### **Young Adult Library Services Association: YALSA Awards**

**Purpose:** To support librarians and authors who serve young adults, the association makes several awards, including

- Book Wholesalers Inc./Collection Development Grant. This grant awards \$1,000 for collection development to YALSA members who represent a public library and work directly with young adults ages 12 to 18.
- Sagebrush Award for a Young Adult Reading or Literature Program. This award honors a YALSA member(s) who has developed an outstanding reading or literature program for young adults. The grant of \$1,000 supports attendance at the American Library Association annual conference.
- Great Book Giveaway Competition VII. Each year YALSA receives for review approximately 1,200 books, videos, CD's, and audio cassettes for children, young adults, and adults. YALSA and cooperating publishers are offering one year's worth of review materials to a library in need. The estimated value is \$25,000.

**Deadline:** December 1

Application and information available online at [www.ala.org/content/navigationmenu/yalsa/awards\\_and\\_grants/yalsa\\_awards\\_and\\_grants](http://www.ala.org/content/navigationmenu/yalsa/awards_and_grants/yalsa_awards_and_grants) and from YALSA, 50 E. Huron, Chicago, IL 60611.

## Win Technology Tools

Have you been wishing for a wireless computer lab? Maybe a printer, a projector, or a software library?

CDW-G and Discovery Channel School invite you to enter for a chance to win one of these prizes. To enter, go to [www.school.discovery.com/cdwg](http://www.school.discovery.com/cdwg).

## Notes

1. See T. Deal and A. Kennedy, *Corporate Cultures: The Rites and Rituals of Corporate Life* (Reading, MA: Addison-Wesley, 1982).
2. See D. Corbett, B. Wilson, and B. Williams, *Effort and Excellence in Urban Classrooms: Expecting—and Getting—Success with All Students* (New York: Teachers College Press, 2002).
3. M. Fullan, *Leading in a Culture of Change* (San Francisco: Jossey-Bass, 2001), 44.
4. M. A. Gallego, S. Hollingsworth, & D. A. Whitenack, “Relational Knowing in the Reform of Educational Cultures,” *Teachers College Record*, 103(2), 240-66 (2001); and J. M. Kouzes and B. Z. Posner, *The Leadership Challenge*, 3<sup>rd</sup> ed. (San Francisco: Jossey-Bass, 2002), 21.
5. V. E. Lee with J. B. Smith, *Restructuring High Schools for Equity and Excellence: What Works* (New York: Teachers College Press, 2001); and D. H. McDonald, *Principal and Teacher Shared Leadership in Kentucky Low-Income High-Achievement Schools: Accountability in a High-Stakes Environment* (Ph.D. diss, University of Louisville, 2001).

## Leadership

(continued from page 3)

ment; its rules, procedures, and policies; and individual and group relationships.

Research literature suggests that it is easier, and perhaps less threatening to stakeholders, to first target the physical environment; then move to examine rules, procedures, and policies; and finally focus on relationships. In reality, however, all components are interconnected. By engaging the community in an alignment of the physical environment with core beliefs, leaders involve individuals with one another in a manner that will positively influence both procedures and relationships.

### Distributed Accountability

One of the more significant findings of research on successful school reform relates to the value of adults within a school community sharing responsibility for the

achievement of each and every student. A longitudinal study of high schools found that collective responsibility for learning was the single most important variable separating high schools that were continually increasing student achievement from those that were not. Principals and teachers in the high-accountability environment of Kentucky found that by “distributing accountability” they could move even schools with the most challenging circumstances to top financial rewards levels.<sup>5</sup>

This framework for strengthening school culture argues that leaders can create conditions for the emergence of distributed accountability by fostering a widely shared commitment to core beliefs and by developing and nurturing the structures through which these beliefs can be actualized. This can lead to distributed accountability and a culture that supports high levels of student achievement.

AEL is a not-for-profit corporation that delivers products and services that integrate research and development, evaluation, professional development, technology, and diverse perspectives. AEL operates several contracts funded by the U.S. Department of Education: a Regional Educational Laboratory, the Region IV Comprehensive Center, an Eisenhower Regional Consortium for Mathematics and Science Education, and the ERIC Clearinghouse on Rural Education and Small Schools. AEL houses the Institute for the Advancement of Emerging Technologies in Education (IAETE) and the Institute for the Advancement of Research in Education (IARE). This publication is funded by the Institute of Education Sciences (IES), U.S. Department of Education, under contract number ED-01-CO-0016. Its contents do not necessarily reflect the views of IES, the Department, or any other agency of the U.S. government.



Appalachia Educational Laboratory  
P.O. Box 1348  
Charleston, WV 25325-1348

**Address Service Requested**

Nonprofit Org.  
U.S. Postage Paid  
Cleveland, OH  
Permit No. 1920

AEL is an Equal Opportunity/Affirmative Action Employer

