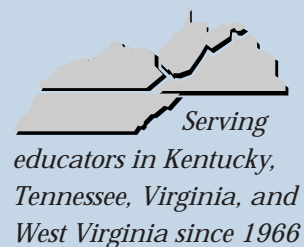


Vol. 22, No. 3

THE LINK

A PUBLICATION FOR EDUCATION PRACTITIONERS



Training Leaders for High-Performance Learning

A strong learning culture is at the heart of every high-performing school. Creating this culture is hard, important work, and little training has been available—until now. A new professional development module combines theory and common sense with strategies schools can use to examine themselves and take action.

Developed by a team at AEL in cooperation with the Southern Regional Education Board (SREB), *Creating a High Performance Learning Culture* helps school leaders develop the knowledge, skills, and commitment necessary to create and sustain learning cultures that support high levels of student achievement.

Building on many years of education experience—in schools, in professional development, and in research—Jackie A. Walsh, Beth Sattes, Christopher Corallo, and Deborah H. McDonald created an

intensive learning experience for school leaders. This module provides tools and techniques that a school faculty can use to talk and think together about culture.

By addressing beliefs (the “soft” side) and structures (the action-oriented side), the workshop’s conceptual framework helps to demonstrate how both are essential. Ideally, school teams of principals, aspiring leaders, teacher leaders, and others learn together and transfer knowledge to colleagues in their home schools. As Walsh explains, “This training does more than just describe learning culture. It answers the what can we do to effect change? question. School leaders value this approach.”

Corallo, a former principal and assistant superintendent, agrees. “Structures are where principals focus a great deal of attention,” he says. “This training

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Training Leaders

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To Get the Training

School leaders who want to know more about SREB's full series of leadership training modules can visit the SREB Web site at www.sreb.org/main/Leadership/leadindex.asp or contact David Hill. Phone 404-875-9211, ext. 248, or send e-mail to david.hill@sreb.org.

For information on the AEL section of the training, *Creating a High Performance Learning Culture*, contact Charlotte Blane. Phone 800-624-9120 or send e-mail to blanec@ael.org. Read about the module and its conceptual framework at www.ael.org/culture.

helps them see how structures can be examined concurrently with beliefs so they enable the beliefs to become practice."

"It's more than just saying 'all children can learn,'" adds McDonald. "It's a matter of distributed accountability, of everyone at a school taking responsibility for the learning of every student. It's saying 'all children can learn and it's our job to see that they do.'"

"To work on aligning beliefs and structures, school leaders need ways to talk about them," Sattes says. "We designed the workshop to include tools and techniques that build dialogue skills, so participants can discuss their beliefs, probe assumptions, and discover whether their school structures and beliefs agree."

Following this training, school leaders will be able to

- better understand the relationship between school culture and student achievement
- identify the components of a high-performance learning culture
- understand the concept of distributed accountability and its role in promoting high levels of student achievement
- explore and recognize three areas of beliefs: (1) ability and achievement, (2) efficacy and effort, and (3) power and control
- identify structures specific to three contexts: (1) physical environment, (2) policies and procedures, and (3) group relationships
- identify and apply specific ways school leaders can create a high-performance learning culture

The AEL module on school culture is part of a research-based professional development curriculum for school leaders developed by SREB. The SREB State Leadership Academy Network, funded in part by a Wallace-Reader's Digest grant, aims to strengthen and

enlarge the pool of able principals and superintendents and to create conditions that facilitate and support leadership for successful schools.

SREB's David Hill, himself a former school leader, describes the need this way: "School leaders are ill-equipped to make fundamental improvements that will result in improved student achievement. Most universities don't spend much time on organizational culture, so leaders lack the knowledge and skills to work on belief systems that so profoundly impact what happens to kids in schools."

In June, SREB pilot tested the culture module with nine school teams from three districts in Florida. One participant commented, "Our leadership team started planning at the end of the first day of training how we will use this training in our school. We've never had these kinds of conversations at our school." Another reflected, "This training has made me really think about how we organize school. . . . No university course or professional development course I've taken has ever covered these issues."

In July, SREB introduced the AEL module with five others during a training of trainers in Nashville. Attendees from several states included state department and higher education representatives and members of the SREB leadership academy. Said one, "Focusing on school culture is the logical starting point for schools that are ready to . . . get down to the business of improving student achievement. This module provides so many tools leaders can use to get the discussion started and then follow that discussion with concrete actions. We will put this to use immediately in our school district."

"This culture module can make a difference in schools," says Hill, who conducted the training. "It equips school teams with enough knowledge and skills to get started."



Back-to-School Anxiety

From Smith College

A child who performs well in school and has good academic focus isn't usually a cause for concern. But even kids with stellar report cards can find the start of school stressful, cautions a Smith College psychologist and expert on social anxiety disorders.

When children set very high standards for themselves, they may see any mistakes or shortfalls as evidence of personal failure. This can put them at increased risk of emotional distress when the demands of school return. Patricia DiBartolo's current research examines the rarely explored issue of perfectionism in children and its implications for children's responses to school. She emphasizes that setting high standards is not the problem. Rather, the distress arises when kids can't accept inevitable mistakes in the course of learning.

Children who set high standards but tolerate their own less-than-perfect performance are "achievement strivers," in DiBartolo's terms, and she doesn't worry much about them. They tend to have a healthy sense of self. But she's finding that perfectionistic kids, like their adult counterparts, are vulnerable to anxiety, depression, and low self-esteem.

For a summary of the research, see *Back-to-School Anxiety: Not Just for Poor Achievers*, available online at www.smith.edu/newsoffice/Releases/03-004.html.

Getting Students to College

From the Institute for Higher Education Policy

According to recent research, financial aid cannot, by itself, ensure that all students have access to higher education. A range of variables, including academic preparation and student aspirations, affects decisions to attend college.

And, despite years of trying to reduce the college-going gaps between groups from different incomes and different racial/ethnic backgrounds, educators and parents don't always know how to make a difference.

In a recent meta-analysis, researchers examined state-sponsored early intervention programs in a dozen states—those with the longest-running intervention programs—to discover effective practices. The studied programs offered various services designed to give disadvantaged students information and support to enter the path to postsecondary education. The services included academic enrichment and support, parent involvement, mentoring, and more.

The analysis enabled several conclusions:

- State programs that combine multiple components—such as college awareness, financial aid counseling, and academic support—appear to be more effective than those that focus on a single component.
- Tutoring, mentoring, and academic enrichment are important aspects of many programs and appear to be most effective when delivered one-on-one in an ongoing relationship.
- The timing of interventions is important, and many programs tie the content and intensity of services to the grade levels of participants.
- Ongoing contact between program staff and students is essential—both throughout the year and extending from middle school into high school and beyond.
- It is important for state early intervention programs to (1) create partnerships with other education and community organizations and (2) coordinate their efforts with other higher education initiatives such as curriculum reform,

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

Research Notes

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needs-based financial aid, and admissions policies.

Investing Early: Intervention Programs in Selected U.S. States by Alisa Cunningham, Christina Redmond, and Jamie Merisotis, published in 2003, is part of the Does Money Matter: Millennium Research Series. To get a free PDF copy, go to www.millenniumscholarships.ca/en/research/archive For more information, contact The Canada Millennium Scholarship Foundation, 1000 Sherbrooke St. W., Suite 800, Montreal, Canada H3A 3R2, phone 877-786-3999.

Writing to Learn

From the National Research Center on English Learning and Achievement (CELA)

Over the past 30 years, educators have proposed and tested the efficacy of using writing to enhance academic learning. Recently, CELA researchers conducted a meta-analysis of school-based writing-to-learn programs to determine whether and how they affect academic achievement. Overall, they found that writing can have a positive impact on student achievement.

The researchers identified 45 studies that compared normal classroom instruction to writing-intensive instruction. These studies looked at all grade levels, elementary through college, and many subject areas. When the CELA researchers analyzed the studies, they teased out relationships between study features and study outcomes and determined the effect sizes of various strategies.

According to the CELA analysis, one factor stood out as being especially important. Although teachers in the studied classrooms assigned writing tasks of greatly different lengths and devoted very different portions of classroom time to writing, more time did not seem to produce more effect. Rather, the effects of writing-to-learn “substantially improved”

when students received prompts that caused them to reflect on their learning processes, that is, to consider the challenges they faced and the strategies they employed. This led researchers to the conclusion that writing benefits learning “because it scaffolds metacognitive reflection on learning processes.”

A summary of *How Does Writing Affect Learning? A Review of the Research* by Robert L. Bangert-Drowns, Marlene M. Hurley, and Barbara Wilkinson appears in the Spring 2003 issue of the CELA newsletter, available online at <http://cela.albany.edu/newslet/spring03/howdoes.htm> For more information about the study, contact Bangert-Drowns at rbangert@albany.edu.

Learning to Write

From the National Commission on Writing in America's Schools and Colleges

“Writing is how students connect the dots in their knowledge.” That statement from the executive summary of a recent national report aligns with the research mentioned in the preceding research note (Writing to Learn). Its focus, however, is on improving the quality of student writing rather than using writing to improve achievement. The report was produced by a blue-ribbon group of university leaders, public school superintendents, and teachers, assisted by an advisory panel of writing experts. The commission’s proposals include these:

- The amount of time students spend writing (and the financial resources devoted to writing) should be at least doubled.
- Writing should be assigned across the curriculum.
- Every student should have developmentally appropriate opportunities to write.
- Universities should require all prospec-

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tive teachers to take courses in how to teach writing.

- Technology to support assessing writing should be a focus of public and private ventures.

The commission proposes a five-year writing challenge for the nation. The report calls for support from leaders in education, government, business, and the philanthropic world. *The Neglected 'R': The Need for a Writing Revolution*, published in 2003, is available at www.writingcommission.org or by calling 212-713-8240. Ask for item number 997548

On Hiring and Supporting Teachers

From the Harvard Graduate School of Education (HGSE)

New research reveals that many districts and schools are not organized to hire and support new teachers in ways that help them enter the profession smoothly and attain early success. Researchers surveyed a random sample of 486 new (first- and second-year) K-12 teachers in California, Florida, Massachusetts, and Michigan to learn about the hiring practices and professional cultures of the 186 schools where they work. The states were chosen because they share some policy features and because they are diverse in terms of size, population, and geographic location. Because of its size, California exerts the strongest influence on the four-state averages. Because of this, the full research report breaks out state-by-state figures.

Researchers found that new teachers in these four states are entering the profession by different routes and at different stages in their careers. These variations mean districts and schools should review their hiring and support practices to ensure they fit the new teacher demographics.

For example, well-designed hiring

practices might help to ensure better initial matches between new teachers and their schools. Yet, the hiring process relies heavily on paper credentials and interviews by administrators, and schools make very little use of observations. Only 7.5 percent of the new teachers in the four-state pool teach a sample lesson as part of the hiring process, suggesting that few hiring decisions relate to an authentic demonstration of teaching ability.

Findings from the study also reveal that many schools disregard the developmental needs of new teachers and treat all teachers the same. The professional culture of most schools does not provide a “novice status” for new teachers, offering little or no additional support. Highlights of findings are listed below.

Age and Career Stage at Entry

- 46 percent of new teachers in the four states enter teaching from another line of work; their average age is 38
- 54 percent of new teachers in the four states enter teaching as a first career; their average age is 26

Hiring Process

Most new teachers (77 percent) are hired through a decentralized process in which they interact mainly with individual schools rather than with district central offices.

Most new teachers have limited interactions with future colleagues, students, or parents as part of the hiring process, and thus have few opportunities to learn about the school.

Professional Culture and Support in Schools

- 56 percent of new teachers report that no extra assistance is available to them
- 43 percent of new teachers go through the first year of teaching without being observed by a mentor or a more experienced teacher

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Research Notes

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- 77 percent of new teachers carry the same load of academic and administrative responsibilities as their veteran colleagues

Implications

According to the researchers, these and other findings suggest that many schools are not taking full advantage of decentralized hiring and its potential for improving the amount and quality of information exchanged between teaching candidates and those who do the hiring. As a result, new teachers in California, Florida, Massachusetts, and Michigan form only moderately accurate pictures of their schools prior to accepting their initial teaching positions.

When schools organize their hiring well, it can be the first step of teacher induction. They can set expectations about standards, norms, pedagogical approach, and school culture.

Once they begin work, new teachers need ongoing support. Without appropriate school-site support, they will not have success with their students, and could become frustrated and dissatisfied.

About the Research

This research is part of the Project on the Next Generation of Teachers, a multiyear research project addressing critical questions about the future of our nation's teaching force by studying how best to attract, support, and retain quality teachers in U.S. public schools. Susan Moore Johnson, Pforzheimer Professor of Learning and Teaching at HGSE, oversees the project, and researchers Susan M. Kardos and Edward Liu carried out this part of the project. For more information, visit www.gse.harvard.edu/news/features/ngt04222003.html or contact Margaret R. Haas at 617-496-1884 or margaret_haas@harvard.edu.

Resources of Interest

Veterans History Project

To honor U.S. war veterans for their service and to collect their stories and experiences while they are still among us, Congress created the Veterans History Project. Public Law 106-380 calls on the American Folklife Center at the Library of Congress to collect and preserve audio- and videotaped oral histories, along with documentary materials such as letters, diaries, maps, photographs, and home movies, of America's war veterans and those who served in support of them.

The Veterans History Project covers World War I, World War II, and the Korean, Vietnam, and Persian Gulf wars. It includes all participants in those wars—men and women, civilian and military. It documents the contributions of civilian volunteers, support staff, and war industry workers as well as the experiences of

military personnel from all ranks and all branches of service.

Teachers and students can participate in developing an archive of veterans' experiences. The American Folklife Center has an online kit to guide volunteers in collecting and submitting materials. The kit includes all the information and forms needed to participate as a volunteer interviewer in the Veterans History Project. Because the interviews and other documentation will become part of the permanent, national historical record, the center provides instructions to ensure that the recordings last and will be accessible to researchers and the public, now and in the future. To find out how to join in organizing and cataloging this important collection, visit www.loc.gov/folklife/vets.

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Classics for Kids

Classical music may stimulate the mind, enrich the heart, and soothe the soul; it may also help teachers meet the educational objectives of their students.

This radio show and Web site can help introduce classical music to grade-school-age children in an interactive and entertaining way. Created by public radio station WGUC in Cincinnati, this site is designed to help teachers use classical music as part of their daily classroom activities.

The lesson plans were developed by experienced elementary music educators and can be used by both music and classroom teachers. Some have a strictly musical focus and some are based on specific nonmusic subjects. The site offers audio archives of Classics for Kids radio programs, as well as a selection of classical music pieces. Other resources include training to acquaint teachers with music education methodologies and musical terms. Educators can keep up to date on the national standards for the arts and find out about learning outcomes and more.

Go to www.classicsforkids.com and look for the Teachers button.

TIMSS Benchmarking Opportunity

The TIMSS International Study Center at Boston College is offering an opportunity for states and districts to administer the Third International Mathematics and Science Study (TIMSS) 2003 math and science tests to fourth- and eighth-grade students. Participants can benchmark their achievement against 50 countries at eighth grade and 27 countries at fourth grade. TIMSS also collects extensive information from students, teachers, and school principals about math and science curricula, instruction, home contexts, and school characteristics.

The tests will be administered to representative samples of students in April 2004. The cost is \$300,000 for state and \$175,000 for district for either grade 8 or grade 4; participation in both grades costs \$500,000 for states and \$300,000 for districts. For more information, visit <http://timss.bc.edu>, or contact Steven Chrostowski at 617-552-6256 or chrostow@bc.edu. A decision to participate is requested by September 2003.

Science Digital Library

The National Science Digital Library (NSDL), a National Science Foundation (NSF) Web site, offers free science-related resources, including text, graphics, interactive video, links, and other resources pertinent to computing, engineering, global mapping, physics, mathematics, earth science, paleontology, and more. By 2007, plans call for the site to house the largest collection of science-related materials available on the Internet, and it will include three portals—mega Web sites that can personalize a broad array of Internet functions. The portals will be titled Using Data in the Classroom, NSDL Educators Portal, and Science Pictures.

The digital library opened to the public in December 2002, and NSF continues to accept proposals for projects that enhance the quality and widen the scope of the site. Currently, 119 projects have received NSF funding for inclusion on the site. These projects consist of smaller-scope digital libraries (such as the Digital Library for Earth System Education), message boards that link visitors with experts, collections of news articles, and more.

For more information, visit the library at <http://nsdl.org>.

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Resources of Interest

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The Best on the Web

Webby Awards for the five best education sites of 2003 were given by members of the International Academy of Digital Arts and Sciences. According to the academy, these sites exemplify the very best the Internet has to offer:

- BrainPOP: www.brainpop.com
- NASA Earth Observatory: <http://earthobservatory.nasa.gov>
- Plumb Design Visual Thesaurus: www.visualthesaurus.com
- sodaplay: www.sodaplay.com
- The New York Times Learning Network: www.nytimes.com/learning

Find out more at www.webbyawards.com.

Resources of Interest

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Condition of Education 2003

This report from the U.S. Department of Education summarizes important developments and trends in education using the latest available data and is intended for readers who are interested in education. It identifies indicators that represent the condition and progress of education.

The 2003 print edition includes 44 indicators in six main areas. This edition also includes a special analysis on the reading achievement and classroom experiences of kindergartners and first graders. To get the report, visit <http://nces.ed.gov> and search for ID number 2003067 or phone 877-4ED-Pubs.

Info about Science Teaching Materials

The National Science Teachers Association (NSTA) has opened a new section on its Web site. NSTA Recommends (www.nsta.org/recommends), a free service, offers a place to search out the new as well as the tried and true in science teaching materials. NSTA's panel of reviewers—highly regarded teachers and science educators—has determined that the books, kits, software, and video products recommended in the constantly expanding database are among the best available for science teaching. Search the site by title/key word, author, grade level, category, review text, or any of 46 subjects—from Administration to Genetics to Oceanography to Technology. Users can add comments to those of the reviewers, and publishers can submit products for review by the NSTA Recommends panel.

Children's Digital Library

The International Children's Digital Library (ICDL) recently unveiled a basic version of its interface software. This joint effort by the University of Maryland's Human-Computer Interaction Lab and The Internet Archive (www.archive.org) works to create an extensive library of international children's literature and make it available worldwide.

The new HTML-based interface software substantially increases the accessibility of the collection and comple-

ments the Java-based version of the Web site. Now, users on dial-up connections, slow international links, or older PCs can easily access the collection. The technology is being developed with a team of interdisciplinary and intergenerational researchers, and children ages 7-11 years old are a critical part of the design process.

Since its launch in November 2002, the ICDL has served up 200,000 digital books from 21 countries. Supported by the National Science Foundation, the Institute of Museum and Library Services, and the Kahle/Austin Foundation, the ICDL is a five-year research project that will ultimately provide access to 10,000 children's books, drawn from 100 different languages, and to new technology that supports children's access to digital materials.

For more information or to start reading, visit the ICDL Web site at www.icdlbooks.org.

Standards for College Success

Many students entering college are surprised by what university professors expect of them. To help smooth the transition between high school and college, the Standards for Success (S4S) project is providing high schools with the knowledge and skill standards students will need to succeed at America's research universities.

To ensure that the material is widely

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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 to download the free Digimarc MediaBridge software.



available, the project is mailing an *Understanding University Success* booklet and CD-ROM to every public high school in the nation, as well as to state education departments and university leaders. Recipients are encouraged to use the S4S materials to help align their curriculum, standards, and assessments with university expectations. To get a free copy of the S4S materials, visit the Web site at www.s4s.org.

Middle School Preparation Connects to College Access

Statistics show that first-generation, low-income, and some minority students are underrepresented at the college level. Better instruction and advising are critical factors in improving access for these underserved groups. In *The Middle Grades: Putting All Students on Track for College*, Sharon J. Camblin provides reasons for the “opportunity gap” and examples of effective practices that middle school educators can adopt to provide equal postsecondary opportunities and choices for all students.

Effective practices and strategies include holding high expectations for all students, utilizing small teams of teachers, practicing interdisciplinary teaching, expanding support programs, and varying instructional techniques. Building school capacity also matters, and Camblin’s suggestions include creating schoolwide knowledge and focus, reflecting on beliefs and evaluating teaching practices, and including all students and families.

The paper comes from Pacific Resources for Education and Learning and the Pathways to College Network. It is available online at www.prel.org/products/pcn_/middle-grades.htm.

New and FREE

New learning resources in the arts, math, science, and social studies have been added to the FREE (Federal Resources for Educational Excellence) Web site. FREE makes it easy for teachers, parents, and students to find learning resources from more than 40 federal organizations. Visit the site at www.ed.gov/free.

Recent additions include

- **Frederic Remington: The Color of Night**, from the National Gallery of Art. This is the first exhibition devoted to the nocturnes, or night paintings, of one of America’s interpreters of the Frontier West. These works explore the challenges of painting darkness yet are filled with color and light—moonlight, firelight, and candlelight. Go to www.nga.gov/exhibitions/remingtoninfo.htm.
- **Exploring Earth: Visualizations**, from the National Science Foundation. This site features more than 100 animations and images that illuminate key concepts in earth science. Animations show coal forming, nuclear fission, the growth of a continent, volcanoes and earthquakes, the formation of the Himalayas, how waves move, tornadoes, and more. Students can observe a single place on earth from multiple views, 3-D models of common molecules, and images of different climate zones. Go to <http://earthsci.terc.edu/navigation/visualization.cfm>.
- **Our Documents: Teacher Sourcebook**, from the National Archives and Records Administration. This is designed to help teachers use 100 of the most important documents in our nation’s history. Key themes are discussed and guidelines suggest ways to use primary sources as teaching tools. Go to www.ourdocuments.gov/content.php?page=download_sourcebook.

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Resources of Interest

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New ED Pubs Ordering System

The U.S. Department of Education has redesigned its ED Pubs Online Ordering System. Enhancements include a state-of-the-art search engine, access to real-time inventory updates and availability, one-click access to online versions of most products, flexibility to order multiple titles and up to the maximum limit of each product, and ability to access the history and status of an order. As before, phone orders can be placed by calling the U.S. Department of Education’s Publications Center at 877-433-7827. To order online, visit www.edpubs.org.

Grant Opportunities

For information on funding sources, visit School Funding Services Grant of the Week. Each week this division of New American Schools features a grant at www.schoolfundingservices.org/newsViewer.asp?docId=2546.

Consider also watching the Federal Register, published every weekday, at www.access.gpo.gov/su_docs/fedreg/frcont01.html.

Grant Resources

The National Science Teachers Association has a Web page for education-related grant information. The page includes information about individual grants and links to other sites that provide collections of grant information, including guides to planning and writing grant proposals. To visit, go to http://science.nsta.org/nstaexpress/nstaexpress_2003_06_23_extra.htm.

Federal Programs

United States Mint: Coins in the Classroom Lesson Plan Contest

Purpose:To maximize the quality of educational resources on the U.S. Mint H.I.P. Pocket Change Web site.

This contest is for teachers who have a creative coin-centric lesson idea (one that involves the use or history of coins). The lesson plan should teach children about coins or use coins in a teaching and learning activity (lessons that teach about coins are preferred). It should also be innovative, clearly written, replicable in other classrooms, and consistent with national learning standards. Lesson plans should focus on one or more of the following areas: language arts, social studies, science, or math.

Three prizes will be awarded, each a 2003 American Eagle Gold Bullion Coin.

Deadline:October 15

Application and information available online at www.usmint.gov/kids/index.cfm?fileContents=/kids/teachers/CoinsInTheClassroom.cfm.

Foundations

National Geographic Society Education Foundation: Grosvenor Grants

Purpose:To support education projects in K-12 classrooms that engage students in real-world geographic issues, support the professional development of geography educators, and promote the importance of geography in the academic curriculum.

Eligible applicants include state geographic alliances and partnerships involving schools, community colleges, universities, businesses, governmental agencies, and other nonprofits. Grants range from \$50,000 to \$70,000. Partnerships are encouraged.

Deadline:Letter of intent (first-time applicants): August 18

Full applications: September 29

Application and information available

online at www.nationalgeographic.com/foundation; by e-mail at grosvenorgrants@ngs.org; or by phone at 800-638-6400, ext. 7186.

The Gleitsman Foundation: 2004 Citizen Activist Award

Purpose:To focus on those working to improve K-12 public education.

The foundation encourages individual commitment and leadership by recognizing individuals who have initiated positive social change, that is, those whose vision and courage have inspired others to join them in confronting and challenging inequities. Candidates could be social entrepreneurs who have started an organization; people who work alone or through an existing organization; or professional teachers, educators, or administrators working in a creative way.

Honorees will share the \$100,000 award, and each will also receive a sculpture designed by Maya Lin.

Deadline:November 12

Nomination information available online at www.gleitsman.org/citizen/nomination.html or by mail from The Gleitsman Foundation, P.O. Box 6888, Malibu, CA 90264.

Tiger Woods Foundation: Grant Program

Purpose:To initiate and support community-based programs that promote the health, education, and welfare of all of America's children.

The foundation focuses on opportunities for underserved children and families, particularly those in urban areas. Approved areas for funding include school programs and projects that enhance the learning process, transitional school programs for young adults, volunteer-based mentoring programs and community service projects, and programs that strengthen communication between parents and children.

Deadline:There are four grant cycles per year. Closing dates are February 1, May 1,



August 1, and November 1.

Application and information available from Tiger Woods Foundation, Attn: Grants, 4281 Katella Ave, Suite 111, Los Alamitos, CA 90720; phone 714-816-1806; fax 714-816-1869; e-mail grants@twfound.org; and online at www.twfound.org.

Robert Wood Johnson Foundation: YES Competitions

Purpose: Young Epidemiology Scholars (YES) offers two national competitions designed to inspire high school students and teachers to learn about epidemiology and public health issues.

Teacher Competition YES invites high school teachers, individually or in teams, to submit models for innovative classroom curricula that incorporate epidemiological methods. Winners will receive awards ranging from \$5,000 to \$15,000. Winning curricula will be posted to the YES Web site and will be widely available to teachers. High school teachers of any subject working fulltime in the United States are eligible.

Deadline: October 15

Student Competition This competition invites original student research from talented and creative high school students. The competition is open to high school juniors and seniors who apply epidemiological principles to a specified area of health. Judges will award scholarships ranging from \$1,000 to \$50,000.

Deadline: February 6, 2004

Application and information available online at www.collegeboard.com/yes.

Other

National Gardening Association: Youth Grants

Purpose: To actively engage kids in the garden. To be eligible, a school or organization must plan to garden with at least 15 kids between the ages of 3 and 18.

Healthy Sprouts Award This award

supports schools and community organizations that use gardens to teach about nutrition and explore the issue of hunger in the United States. Each of 25 programs will receive an award of seeds, tools, and educational resources for a vegetable garden. Five programs will receive \$500 cash and a \$200 gift certificate. Selection of winners is based on the demonstrated relationship between the garden and nutrition education and hunger awareness. At least 10 percent of the food produced from the program should be donated.

Deadline: February 28, 2004

Youth Garden Grants Each year, 500 schools and community organizations with child-centered outdoor garden programs receive seeds, tools, products, and educational resources donated by lawn and garden companies. Selection criteria include leadership; sustainability; community support; and educational, environmental, or social programming.

Deadline: November 1

Application and information available online at www.kidsgardening.com/grants.asp#landscapes.

NASDAQ Educational Foundation: Financial Literacy Grants

Purpose: To promote innovative thinking and learning about the role of capital formation and financial markets in a free enterprise system.

The foundation supports the creation of programs that help students, particularly those from underserved areas, move toward higher education and financial market careers. It also supports professional development for teachers, policymakers, and others.

Deadline: Four times per year, approximately one month before each board meeting.

Application and information available online at www.nasdaq.com/services/education_initiatives.stm.

Sydney's Star Invention Contest

Peter H. Reynolds tells the story of Sydney, a young mouse whose wonderful—and unpredictable—invention has amazing results. Inspired by *Sydney's Star* publisher Simon & Schuster created a contest that asks kids to come up with an invention that would change our world.

The invention or idea must solve a problem. Submissions may be descriptions, sketches/designs, or prototypes created by individual students or by groups of students. Prizes include a one-year subscription to *Science Weekly* autographed copies of *Sydney's Star* for each winner and the winners' school libraries, and a visit to the school by author and illustrator Peter H. Reynolds.

The deadline is December 1. Get official rules and other information online at www.fablevision.com/sydney.



Resources of Interest

(continued from page 9)

Join SETI@home

Scientists at UC Berkeley invite schools, teachers, and students to join the search for extraterrestrial intelligence (SETI). They're looking for help as they analyze the large amount of data collected at the Arecibo radio telescope in Puerto Rico. Because scientists don't have enough money to build the supercomputer they would need to handle all the data, they solve the problem by using many small, Internet-connected computers to work separately and in parallel. Scientists break the data into chunks small enough for desktop computers to handle and send it out to the volunteers' computers.

What does it take to join the search? Visit the SETI@home Web site to get a free program that downloads and analyzes data. When your computer is running but not being used, the screen saver will analyze the data work-unit it receives and automatically return the results to

Berkeley. Whether or not your class participates in this scientific experiment, the Web site offers educational information that may contribute to classroom activities. Check it out at <http://setiathome.ssl.berkeley.edu>.

National Center on AD/HD

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD), the national advocacy organization, has officially opened the doors of its National Resource Center on AD/HD. This is the country's only national clearinghouse dedicated to the evidence-based science and treatment of AD/HD.

For information about AD/HD or CHADD, contact the National Resource Center at 800-233-4050 or visit the Web site at www.chadd.org.

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