

THE REPORT

News from the Michigan Association for
Supervision and Curriculum Development



Winter 2007-08



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Middle School Summit 3

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Technology in our schools

By Lee Schleicher

I am one of those “digital immigrants” that many futurists point to when they talk about the impact of Millennials (children born between 1980 and 2000), on our society and our schools. The Millennials have never experienced life without computers, digital communications or the Internet. Most have never used a phone with a dial or listened to their music coming from a vinyl record. Now many of those students are moving beyond email and web surfing into a realm called social networking.

To understand and make use of the new web applications that support social networking, we must learn how to integrate them into our lives in some way, just as we have done with email and PowerPoint presentations. Exploring and using new applications in the areas of social networking, collaboration, and publishing should be something that all of us are doing on a regular basis.

Social networking:

Simply put, sites such as My Space and the college-oriented Facebook are not just for kids any longer. Adults are being invited into the world of social networking through similar sites such as Yahoo Mash (currently by member invitation only) or LinkedIn. The benefits of social networking are apparent once you begin to form a network of your own and have access to others on the site. Be it personal, professional or entrepreneurial, the links that you can form with others will allow you wide access to people who have similar interests or goals. This is a definite opportunity for educators from various locations to join in a learning community to share best practices. These associations are not limited by time or distance.

Visit YouTube and find the video Social Networking in Plain English by leelefever

continued on page 2...



Look inside for details on the upcoming Middle School Summit to be held February 27 at Kent ISD

Flanagan Receives Technology Award



State Superintendent Mike Flanagan received the State and Federal Policy Makers Award from the national organization, State Education Technology Directors Association (SETDA). In offering the award, Mary Ann Wolf, PhD, SETDA's Executive Director said, "Mr. Flanagan has made education technology a priority that supports increased interest in math and science, training and retention of high quality teachers, and the engagement of Michigan's students in life-long learning that will serve them well in the global marketplace."

...continued from cover

to get the whole story on social networking. Then check out his videos featuring other applications and related topics.

Social Collaboration:

Wikipedia is the best known of the collaborative documentation applications known as "wikis." A wiki is a website where users can add, remove, and edit pages of a document using a web browser. They can be set up to allow open access or to limit who is able to make changes.

Teachers are using them as simple websites, for project development with peer review, for group authoring, and in a variety of other ways. Educators can use wikis to work on collaborative projects such as policy writing, curriculum development, or evaluation of prospective employees.

New on the scene is "Google docs," a suite of applications that will allow real time collaboration on documents, charts and PowerPoint-like presentations. The entire package appears to be a social network answer to restrictions placed on collaborative efforts by software that serves a single computer.

Social Publishing:

Blogs are used to publish written and visual messages on the web, many providing information on topics that can apply directly to the classroom. Blogs are personal internet journals that individuals use to write on topics of importance to them, urge others to action, or report on an event, allowing anyone to become a published author on the web. Readers can respond or react to what they have read. For more information and directions on blogs, visit wiseGEEK.com.

If you wish to read rather than write, find a blog catalog and begin browsing. You might begin your search at digg.com or Google "how to find blogs."

For enhancing lessons:

Flickr and You Tube are valuable resources for finding videos, animations, and pictures. They are also a great method for you or your students to share materials with others. If you don't find something you like, you can move on to Eye Spot, Google video, jump-cut, and many others for millions of choices.

Through applications such as Searchles.com or Digg.com, users are able to create lists of "tagged" items such as videos, blogs, wikis, etc. These tagged lists take the place of the favorites/bookmarks on our browsers and allow much more flexibility. Because your lists exist at a website, you can work with them from any computer with internet access. Many people can work on the web-based site at one time as opposed to having to send work from one computer to

another. Educators first experienced this type of interactivity through the use of web-based student management systems. Lists can easily be shared with others. Groups interested in the same topics can be formed and information shared with all members. While you're tagging items visit StudyTag, an interactive site that can help students study material by quizzing them in a variety of different ways.

If you have begun your trip into the realm of social networking, share your experiences with others through blogs, wikis, and social network sites. If you are just beginning, learn from the "digital natives" around you. Jump in and enjoy the fun of creating!



Middle School Summit will focus on student success and high school prep

February 27, 2008, Kent ISD

Bring your whole middle school team to this unique opportunity to meet with educators who are facing the same challenges as you and seeking answers to those challenges. Superintendents, curriculum directors, principals, teachers, school board members, counselors, and other interested educators are invited.

This workshop will address:

- The priority steps that middle school faculty and administrators should be taking NOW to ensure student success in both middle school and high school.
- How the Michigan Merit Curriculum's success is linked to the middle schools.
- Proven middle school practices that impact student learning and quality teaching.

The workshop includes:

- Keynote speakers who will share what works in middle schools for students, staff, and administration.
- A knowledgeable panel of Michigan Educators who will address the challenges and solutions in middle school education.
- 12 breakout sessions of PROVEN middle school practices that lead to student and staff success.
- Quality reference resources.

Participants can earn .5 CEUs for attending the event and walk away armed with practical information that can be put to use immediately back in your district.

For details and registration information, please visit michigan.ascd.org.



Tentative presentations include:

Keynote

Pat Benson, Director of the Center for Excellence in Education, nationally recognized expert on middle school-aged school research and best practices.

Five Functions of a Team

David Nizinski,
Center for Excellence in Education

No School Counseling Programs Left Behind

Mary Alice Krajenta,
Krejenta & Associates

Blogging 101

Susan Roustan,
Forest Hills Eastern Middle School

No Choice But Success - how to create conditions where all students succeed

Steve Hoelscher,
Center for Excellence in Education

Beyond Podcasting - iPods in the Classroom

Susan Roustan,
Forest Hills Eastern Middle School

Engaging Students Through Instructional Strategies

Polly Matyorauta,
Center for Excellence in Education

Top Ten Tools of Web 2.0

Susan Roustan,
Forest Hills Eastern Middle School

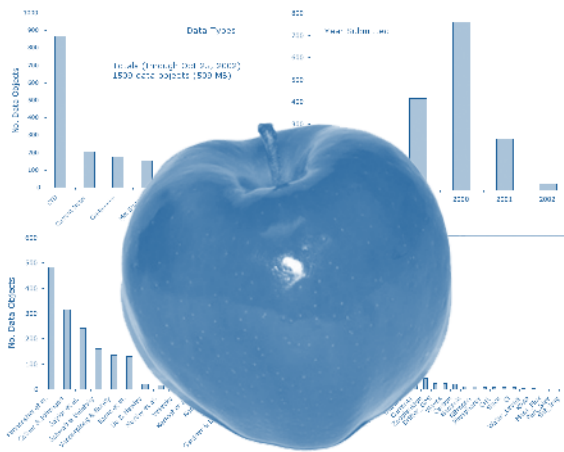
Nominations now accepted for Closing the Technology Gap in Education program

The Chrysler Foundation has announced the continuation of the Walter P. Chrysler Closing the Technology Gap in Education Awards program honoring exemplary and inspirational educators. This program honors innovative educators who stimulate their students to pursue a career in science, technology, engineering or math, thereby helping to secure the economic vitality of our state and nation.

The competition, with \$87,000 in prize money, selects 30 Michigan public school teachers. Awards are presented to the schools to further promote interest in professions that require technical backgrounds.

Complete information and an application can be found online at: www.chryslerteacherawards.com/submit.htm.

The deadline for submission of entries is February 8, 2008.



Bringing curriculum and technology together – formally and finally

By Nancy Davis

About one year ago, the Michigan Department of Education (MDE) created a new office, the Educational Technology and Data Coordination Office (ETDC), in order to better coordinate and promote the integration of technology into curriculum, instruction, and professional development. Uniquely conceived of and designed by both State Superintendent of Public Instruction Mike Flanagan, and former Deputy Superintendent for Academics, Jeremy Hughes, the office is intended to put technology ‘at the table’ both at the state level and at the decision making tables of Intermediate School Districts (ISDs) and local school districts. Director Bruce Umpstead, hired in 2007 to lead the new office, recently spoke to the Michigan ASCD Board of Directors in Lansing to describe the many initiatives that the ETDC office is supporting in order to better coordinate the efforts of curriculum leaders with technology leaders in our schools.

One of the major areas of collaboration is a strong focus on increased opportunities for ALL students to experience online learning. With the new state board of education graduation requirements, which include an ‘online learning experience,’ the ETDC office is funding a grant with the REMC Association and the MDE to expand opportunities to students throughout the state.

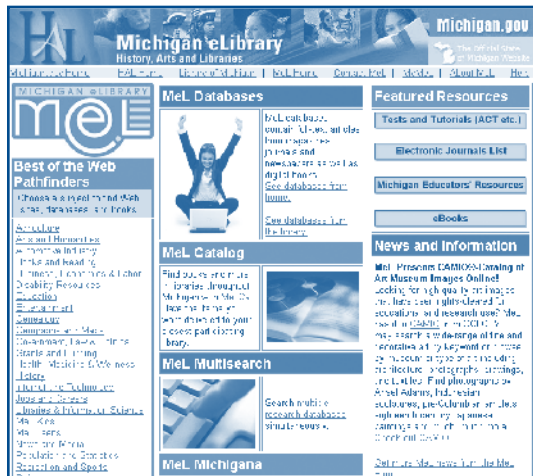
The project, called ‘Michigan Schools Online,’ focuses on increased professional development so that teachers may become more comfortable and more proficient in online instruction, the use of online tools and resources in their classrooms with students, and to expand online curriculum resources to all schools in the state at NO cost.

This project, which is fiscally administered through Genesee ISD, will provide statewide opportunities for teachers and administrators to access free online curriculum materials, participate in high quality professional development in integrating online resources and tools within the classroom and school, and do so at little or no cost.

The ETDC Office has also developed a new “Michigan Educator Resources Portal.” This is a project with the Library of Michigan, Wayne State University, and the MDE and is in the process of moving resources from the Michigan Teacher Network (formerly known as MTN) to the MeL.org website and update the contents so that curriculum materials are aligned with the new GLCEs and HSCEs.

“Michigan Schools Online focuses on helping teachers become more comfortable and more proficient in online instruction and to expand online curriculum resources to all schools in the state at NO cost.”

Additional lesson plans, developed by Michigan teachers over the past two years, will also be housed at the MEL website, www.mel.org/SPT--BrowseResourcesNewMeL.php,



including a strong focus on concepts from “Universal Design for Learning” (UDL), an increasingly valuable resource for addressing differentiation in classroom instruction and individual student learning needs (for more information on UDL, go to www.cast.org).

Another approach to meeting the online learning requirement is being provided to secondary level teachers who are eligible for a support grant of \$1000 per school to utilize Career Forward (“cFWD”) to meet the online requirement. This project is housed at the web site of the Michigan Association of Secondary School Principals (MASSP), where a simple application is available for the project. Visit this site at <http://mymassp.com/> for details.

Continued EETT federal funds are also being deployed to continue with the “One-to-One” laptop initiative; provide support to schools to meet the requirements for the 8th Grade Technology Literacy Assessment, to support online tools for writing instruction, and to create more ‘technology champions’ who can become local resources to teachers, students, and others in the district for technology integration.

Five projects have also been funded by the ETDC to create “Digital Storybooks” that will focus on the preschool and elementary technology standards. These five projects will be designed and created by high school students, for elementary students, and will be featured at the March, 2008 MACUL conference in Grand Rapids.

Coordinating the work of Michigan Virtual University, LearnPort, and the MDE will also be a strong effort of the ETDC office, promoting the increased use of virtual learning for teacher professional development and online learning opportunities. A new series of online professional development courses that are designed to correlate directly with the new high school graduation requirements (HSCEs) is available now and are all FREE.

Finally, the ETDC office hopes to coordinate, for the first time ever, a statewide meeting that will bring together Technology Directors and Curriculum Directors, to learn together new ways of leveraging resources and integrating instructional technology throughout the PreK-12th grade levels.

As a testimony to the work of the ETDC office and the strong focus on coordinating technology and instruction, the State Educational Technology Director’s Association (SETDA) recently awarded the national “Champion to the Cause” award to State Superintendent, Mike Flanagan. Technology now has become an integral part of the work of curriculum leaders statewide and nationally. To see the importance of technology integration into teaching and learning, check out these videos on You Tube:

www.youtube.com/atc?v=dGCJ46vyR9o

www.youtube.com/watch?v=Fnh9q_cQcUE

Author: Nancy Davis, Michigan ASCD Board of Directors, and Consultant to the MDE Office of Educational Technology and Data Coordination (517)241-3629 or davisn2@michigan.gov

“A new series of online courses that are designed to correlate directly with the new high school graduation requirements is available now and are all FREE.”

One-to-one model transforms classrooms into 21st century learning environments

For digital learners, it is all about the environment and the inclusion of 21st century attributes. Technology has caused us to leap frog into a quickly changing information-based society. Students need different skills for success. Incorporating digital age classrooms is mandatory. Ensuring students' attainment of enhanced achievements in academics, technology and multicultural valuing in addition to acquiring a deep understanding of multiple forms of information is essential.



“One-to-one” teaching and learning is an effective means of transforming classrooms into 21st century learning environ-

ments. Common in these classrooms are small student groups actively collaborating on projects and solving problems with real information. Students are researchers having to develop an inquiry and discovery approach to learning. Teachers do not give students information. Students learn through looking at teacher-established situations that they must investigate. Through this process, students must learn the key principles and concepts in the content areas. To solve problems, they must use research strategies or the scientific method.

In one-to-one classrooms, there is an increase in student achievement, problem-solving, research skills, initiative, motivation and use of technology tools – skills for this century (Lowther et al., 2005, 2006). Teachers' roles shift in one-to-one classrooms. They become facilitators and coaches, increasing opportunities for constructiv-

ist approaches. These classrooms demonstrate an increase in project and problem-based activities, research, student discovery and technology integration with multi-disciplinary content (Lowther et al, 2005, 2006).



One-to-one classrooms cause the engagement of the complete learning experience, moving from teacher-focused to student-centered pedagogy. Development of higher order thought, reflection, analysis and synthesis, problem-solving, and independent inquiry are facilitated. This happens by design when teachers understand the computer functions and how those operations can aid students. For example, when students analyze a self-created database, they are able to manipulate information to find patterns providing a basis for more questioning, related discovery, and new information.



The University of Memphis's Center for Research and Educational Policy (CREP) is Michigan's one-to-one teaching and learning initiative's program

evaluator. To obtain baseline student achievement data, CREP completed a statewide analysis of one-to-one students' MEAP scores in the first two years of the program. Although the results were mixed, they found a number of instances where one-to-one students' MEAP achievement significantly surpassed comparable control group students' achievement in spite of the fact that one-to-one was in its earliest stages. CREP predicts that with continuation of the program these results will increase and become even

“Students are researchers having to develop an inquiry and discovery approach to learning.”

more pronounced. More significantly, CREP found quantifiable data indicating an incredible change in the culture of learning and teaching in one-to-one classrooms.



According to project director, Dr. Steven Ross, also editor of the international journal, *Educational Technology Research and Development*, the most

impressive aspect of the one-to-one program findings was the high level of proficiency in which Michigan students, at all socioeconomic levels, were using state-of-the-art technology to solve meaningful and authentic learning tasks which are essential for today's workforce and economic development. According to Dr. Ross, these students are being very well prepared with the skills, information, and tools demanded by today's workforce.

Following are the main goals of the Michigan's one-to-one teaching and learning initiative program and related results. Findings were garnered from all Michigan's one-to-one participating schools/districts.

- **Enhance student engagement in the learning process**
- **Enhance student learning and achievement in the core academic areas with an emphasis on developing the knowledge and skills requisite to the establishment of a 21st century workforce in Michigan**
- **Provide greater access to equal educational opportunities statewide through ubiquitous access to technology**



- **Foster effective wireless technology through systematic professional development for teachers, administrators and technology staff**
- **Empower parents and caregivers with the tools to become more involved with their child's education**
- **Support school transformation through a student-centered, constructivist learning environment and sharing those best practices across the state**
- **Create educational environments that integrate technology, curriculum and instruction in meaningful ways – rather than investing in technology that sits at the back of a classroom or in a lab down the hallway.**

For a full version of this article including research evidence supporting one-to-one goals, go to michigan.ascd.org, Affiliate Publications, The Report.

To learn more about one-to-one learning and how to develop this strategy for your district, contact Kate Kennedy at katek@one-to-oneinstitute.org, 517.335.0449, or visit www.one-to-oneinstitute.org.

If you would like to contribute material to the Michigan ASCD Report, please contact Jason O'Donnell at 517.327.9224 or jodonnell@michiganascd.org

“Michigan students, at all socioeconomic levels, were using state-of-the-art technology to solve meaningful and authentic learning tasks which are essential for today's workforce and economic development.”

Technology Conference designed for curriculum directors!

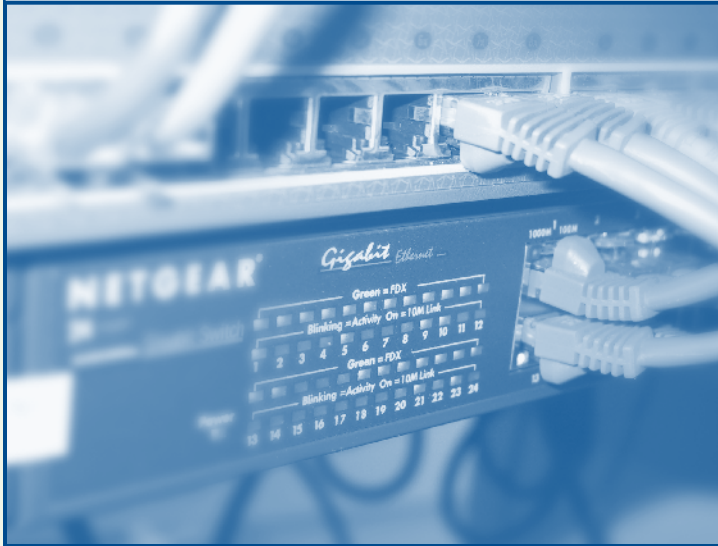
January 30-February 1
Dearborn Inn

The 17th Annual MIEM Technology Conference and Expo is being cosponsored by Michigan ASCD this year to bring greater focus to the areas where **curriculum and technology overlap** and how to coordinate your district's learning goals with the various options in delivery, tracking, assessment, planning, and communication.

Pick a topic of your choice and follow it through the 31 breakout sessions of this conference to get the information you need to succeed in your position.

- Policies/Leadership
- Research/Practices that Work
- Managing Resources
- Digital Age Literacy
- Managing Data for Success

For details and information, go to <http://michigan.ascd.org>



Data-driven decision making

Five questions to help make sense of your data

By Lane Rankin, President, and Linda Ricchiuti, Vice President of DataDirector Solutions, Harcourt Connected Learning

During these times of high stakes accountability, understanding data has never been more important.

There is no shortage of data in education.

Administrators and teachers are asked to use all types of data to increase student achievement. Wading through all of the data is time-consuming and often confusing. How can we make sense of data and use it on a daily basis to inform our practice and increase student achievement? If data makes change visible, then data must become the central element in every conversation about assessment.

Question 1:

What is data-driven decision making?

In the simplest terms, data-driven decision making is the process of using various forms of data to drive decisions related to district, school, classroom, and student achievement.

Leaders in the field of educational data characterize the process of using data to inform practice and create change in different ways.



In his book, *Results: The Key to Continuous School Improvement*, Mike Schmoker talks about tangible, measurable

results. In his work, Richard DuFour uses the framework of Professional Learning Communities to establish processes and practices driven by teachers and administrators to support school change using data. In her book, *Data Analysis for Comprehensive Schoolwide Improvement*, Victoria Bernhardt provides a series of practical tools to help teachers and administrators make better decisions with data. Robert Marzano challenges teachers and administrators to use the data they have to set important goals and ask data-related questions focusing on all aspects of learning. Finally, Doug Reeves focuses on creating, administering, and analyzing common assessments directly linked to standards to provide critical data to inform practice and instruction. Though the details vary, the works of these experts indicate that a foundation of using data effectively starts with the ability to develop strong questions that, when answered, lead to additional questions. These series of questions are the foundation for using data in an ongoing manner to examine patterns and make sound decisions driven by the data.

Question 2:

Why is data-driven decision making important?

Data-driven decision making uses data to build a more complete and accurate reflection of student performance in your district, school, or classroom. Data-driven decision making is a powerful tool in revealing change, questioning long-held assumptions, and in facilitating com-

munication with students and colleagues.

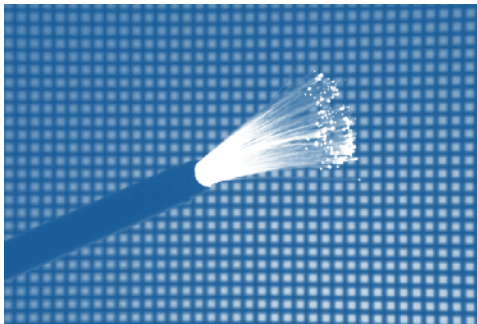
Revealing Positive or Negative Change

New programs and initiatives are common in education. In fact, many educators resist the new “innovation of the month.” Data reveals if an innovation has impacted teachers and students.

What is the justification for focusing resources on one program versus another? How do we know if that program is effective in increasing student achievement? Where do we focus our professional development resources? What program will provide the best support for our teachers? Without data, the answers to these questions are generated by opinion or instinct.

Questioning Our Assumptions

Data itself is a neutral entity. Once analyzed it may reveal certain issues that are not visible. For example, a district may put in place a specific intervention program because scores on the state tests indicated that reading levels are low. Teachers are asked to recommend students into the program based on who the teacher believes needs the program, not based on any quantitative data. Once the students are placed in the intervention program, the data reveals that 94 percent of the recommended students represent only two ethnic groups and that 70 percent of those students are male. More data reveals that 69 percent of these male students have poor attendance and multiple discipline referrals. Now the question becomes, are these students appropriately placed in this reading intervention program? What evidence and assessment data indicates that these students need and will benefit from this program? Accurate data is critical in ensuring that the correct students are receiving and succeeding in targeted intervention programs.



Facilitating Communication

Establishing conversations around the data is critical to the data-driven decision making process and requires time, training, practice, supervision, and leadership. Conversations about data will lead back to individual classroom practices or administrative decisions. By developing this common language and culture around the data, it allows for professional conversation that stays focused on the data-related questions and not on personal opinion or personal justification.

Question 3:

How can data-driven decision making be implemented effectively?

Implementing data-driven decision making is not an overnight project. It is a thoughtful process where the results only become visible over time. Building a culture and a school environment around the use of data takes time, patience, communication, and vision. Critical elements, such as leadership, access to data, as well as understanding how to build data-focused questions all contribute to an effective data-driven decision making implementation.

Leadership

Strong leadership at the district and school site is critical in data-driven decision making implementation. Leaders who model the use of data and who build an environment where the use of data is expected and supported will have a much easier time implementing the process. Leaders must establish a common time for teachers to meet and discuss data, as well as set clear expectations that data will be examined at every level.

Leaders at the district and site levels have

Leaders who model the use of data and who build an environment where the use of data is expected and supported will have a much easier time implementing the process.

In Memory of...

Rita Foote, former President of Michigan ASCD (1980-81) passed away on September 30, 2007, in Florida.



Rita was a former Michigan educator and administrator. She dedicated her life to education and the success of all learners. Rita provided our organization many years of devoted leadership for which Michigan ASCD will always be grateful.

the ability to show how data can be and should be used to make decisions around improving student achievement.

Access to the Right Data

As mentioned earlier, there is no shortage of data in education. The challenge comes in accessing the right types of data in a format that is easy to use and understand. Currently, most data are stored in multiple places and inside parallel systems. For example, information about teachers (including credentialing and professional development history) often resides within the human resources department. Student achievement data resides within the evaluation and research department. Information about student attendance and programs is often found in the student information system. These discrete pockets of information make it difficult to see patterns across data.

For the data-driven decision making process to be implemented, all types of data must be readily accessible to administrators and teachers. Data must also be standardized across the system so that it is more manageable and understandable. The data must be high-quality to ensure that the users are confident in what the data indicates. Data must be accurate, relevant, useful, and sufficient.

This is a possible question series utilizing a variety of disaggregated data:

- *Who are my students that performed poorly on the state assessment in mathematics?*
- *How have these student performed on the state mathematics assessment for the past three years?*
- *What grades are these students receiving in their math classes?*
- *For these students, what specific strand or area of the state mathematics assessment was the weakest?*
- *How are these students performing on all three of the district common assessments in the identified mathematics strand?*

- *Once a teacher re-teaches specific standards within that strand and reassesses the students, do the students show growth?*

- *Are these students in any intervention or special program for mathematics?*

Disaggregated data can also reveal whether student mobility, professional development for teachers, or parental involvement is affecting student performance. Use the data to conduct analysis by classrooms in a school, by grade levels within a school or district, by schools within a district, or by the amount of training a teacher has received.

Focused Questions Around Student Achievement

Once access to high-quality data is made available, it is critical to teach the data users how to develop strong focused questions around teacher and student performance.

Developing a common set of initial questions is a great strategy to help administrators and teachers begin conversations around the data. Once a series of foundational questions has been developed, use the data to drive the next set of subquestions.

This process of continually revisiting and refining questions is critical to the data-driven decision making process.

Question 4:

What tools help implement the data-driven decision making process?

The good news about data-driven decision making implementation is that there are many tools available to make accessing, analyzing, and reporting data easier for everyone.

Understanding your needs and understanding what each tool is designed to do will help you make good decisions. The purpose of an electronic data system is to help you examine all types of data to identify patterns over time, make instructional and program changes, and monitor progress.

Data Warehouse

A data warehouse is a large relational database that allows the importing of all types of data into one location where it can store data over time. The design of these powerful systems typically make them extremely complex to use. They require technical expertise to extract data and they lack a user-friendly interface that would allow administrators and teachers to access them directly.

Assessment Systems

Assessment systems generally let you create, administer, and score tests. These systems may contain some limited demographic data and limited historic data. Assessment systems are usually designed to be used at the site level by administrators and teachers to build frequent assessments and analyze the results of the tests. The biggest limitation of these systems is their inability to store all types of data over time.

Student Information Systems

The student information systems track attendance, health, discipline, and limited assessment data. Access to these systems is often limited to administrators and support staff. These systems are often complex and are limited by their lack of ability to hold longitudinal data. It is difficult, if not impossible, to look at any patterns or trends over time in these systems because they are designed to focus on each academic year independently.

Data and Assessment Management Systems

The most effective solution for data-driven decision making is the data and assessment management systems. These systems are designed to hold all types of data in unlimited amounts over time. These systems are the single point of access for a variety of data including state assessment data, common assessments, teacher-made tests, all demographic data, attendance, and discipline data. The strongest feature of these systems is that they are designed to be accessed by administrators and teachers usually via the Internet. Their interface is friendly and makes it easy to access, analyze, and report on good data efficiently and accurately.

Question 5:

How does data-driven decision making increase student achievement?

After examining the data, if gaps in achievement or other discrepancies arise, the next step is to take appropriate action. Whether the decision for change is big or small, the key is to make the most informed decision possible given the available data. It is important to realize that once you begin the data-driven decision making process you will never stop analyzing the data. Data-driven decision making forces us to review answers to old questions, include new information as it becomes available, and make new, more informed decisions. Once these decisions are made, the process of identifying gaps, refining questions, monitoring change, and taking action begins again.

Identifying Issues and Making Changes

Data-driven decision making is an effective process for supporting administrators and teachers in identifying issues and making necessary changes to increase student achievement. Data makes change visible but to make the data visible requires building critical questions and accessing data through tools designed to be used by the people who need them. Once the data is made visible, it falls to the teachers and administrators to discuss the data and to take action. Once the action has been taken, review the results, make changes, and take action again. It is the process of questioning, acting, monitoring, and revising that is the heart of the data-driven decision making process.

This information provided by Jeff Cachur, Harcourt Connected Learning, jeff.cachur@harcourt.com



Additional Resources

Harcourt Connected Learning
www.harcourtcl.com

Achieve! Data Solutions, LLC
www.achievedata.com

Electronic Learning Assessment Resources (ELAR)
www.clrn.org/elar

Center on Educational Governance
www.usc.edu/dept/education/cegov/reform_publications.html#data

School Improvement Network
www.schoolimprovement.com

NCREL: School Improvement Through Data-Driven Decision Making
www.ncrel.org/datause

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Upcoming Events

Classroom Assessment for Michigan Practitioners



February 5, 2008 - Macomb ISD

Assessments provide feedback to students on how well they are meeting expectations, to teachers on how well the students are learning, and to the administrators on the effectiveness of their programs. This feedback stimulates changes and promotes continuous learning.

This workshop will address:

- How to develop/use quality classroom assessment
- How to use formative and summative assessment
- How different achievement targets are assessed

Second Annual Middle School Summit



Pat Benson, Director, Center for Excellence in Education

February 27, 2008, Kent ISD

(see page 3 for details)

Site Based Professional Development: "On a Shoe String"

May 7, 2008 - Kent ISD



This workshop will show participants how to successfully plan, implement



and utilize study groups, school improvement teams and professional learning communities to collectively address the most pressing educational needs in their own settings.

These models are backed by research and they address:

- Using reality to identify real teaching and learning needs
- The support for continuous improvement
- Collective team work and accountability
- The change process
- The use of systems thinking

For details and registration:

<http://michigan.ascd.org>

Name: _____ District/Company _____

Mailing Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Position Title: _____

E-Mail Address: _____

Regular Membership: \$75 Full-Time Student or Retiree: \$20

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