



2013-2014 Annual Report

The Grants and Research Office (GRO) is a dynamic and successful partnership between Intermediate District 287 and Northeast Metro 916. These intermediate districts partner with their member K-12 school districts to meet more effectively the unique learning needs of every student. In order to achieve this mission, GRO helps districts stay on the cutting edge of educational research, share effective practice and learn from successful grants.

***Applying Research to Practice** – a resource for best practice applications of research based teaching and learning, including 1) Differentiated Instruction; 2) Secondary School Redesign; 3) Evidence Based Education and 4) Learnings from Grants.*

***Grant Seeking Resources** – a resource for GRO member districts and their staffs to write proposals and research funding prospects for projects they seek to fund.*

***Professional Learning Opportunities** – a resource for professional development offered by 287/916 such as training events, seminars and workshops, on-line learning, and idea sharing in repositories for curricula and what other districts are doing.*

Applying Research to Practice

Differentiated Instruction for All (DIAL) Project

Rhonda Mason facilitated a workshop entitled 3-12 Literacy: Making Challenging Text Accessible to Struggling Students.

- *The overall goal of this two day literacy workshop was to increase each participant's ability to meet the expectations of the Common Core and Career and College Readiness Anchor Standards for English Language Arts and Content Literacy for ELL, Special Populations, and struggling students by focusing on very specific ways to differentiate and scaffold instruction.*

Kelley King facilitated a workshop entitled Lost Boys: Strategies for Re-Engaging Males in Learning and Life.

- *The workshop focused on re-engage boys and young men through creating a supportive school culture and climate that embraces the very nature of boys and young men. The workshop provided the building blocks of success through a powerful examination of male-female brain differences. Participants learned the practical strengths-based strategies for increasing boys' sense of connectedness, competency, and confidence in school.*

Exemplary programs and resources gathered from other schools and institutions are hot-linked to the website.

Differentiated strategies focusing on reading/language arts/English, math, science, and social studies for elementary, junior high/middle school and high school are provided.



Secondary School Redesign Project

Rhonda Mason facilitated a workshop entitled Rigor in Action.

- *The overall goal of this workshop was to work together to build a common language and skill set to ensure that students receive rigorous instruction every day. Participants connected the theory and research of quality questioning to specific strategies to engage students, increase rigor, and increase the number of students formatively assessed.*

Resources included on the website to enhance academic rigor were updated.

Evidence Based Education Research Project

Tina Boogren facilitated a workshop entitled Becoming a Reflective Teacher in a Highly Engaged Classroom.

- *Participants learned to facilitate emotions for students such as enthusiasm, interest, enjoyment, satisfaction, and pride. Additionally, participants worked on developing their own teaching expertise by learning how to implement reflective processes in order to examine their own practices, set growth goals, and use focused practice to achieve these goals.*

Allyson Burnett facilitated two literacy workshops entitled Using the New English Language Arts Standards to Build Content Rigor, Grades 6–12.

- *The overall goal of this workshop was to increase participant's ability to respond to the expectations of the Common Core College and Career Readiness Anchor Standards for English Language Arts and Content Literacy, with a focus on specific strategies that "show students how" to read and process at the rigorous levels required by the standards.*

Jon Voss and Scott Schwister and a team of educators facilitated a workshop entitled Claiming Your Place in the Digital Future: Implementing Digital Curriculum and Instruction in Your District for educators.

- *This day-long workshop was facilitated for a team of district or school leaders to learn about the most important facets of developing or expanding an online program. Participants worked with their team and the facilitators on how their local needs would inform their plan for online learning.*

Jon Voss and Scott Schwister facilitated the four part Online Learning Leadership Network 2013-2014.

- *The network was a supportive community of colleagues who shared ideas and resources, participated in collaborative problem-solving, and developed strategies to implement online learning opportunities in their setting. Participants networked with other district leaders and teams, and engaged in focused small group conversations around special interest topics. Participants worked with network members and facilitators to design and develop projects that met next-phase implementation needs in their district.*



Bruce Wellman was scheduled to facilitate Pathways to Understanding: Patterns and Practices in the Learning Focused Classroom and we did not attain enough participants to offer.

- *This workshop presents concepts, approaches and practical tools that develop students' thinking, problem-solving and decision-making skills. This workshop offers classroom-tested strategies for teaching the skills and dispositions for higher level thinking with and about important content ideas and concepts in any content area.*

The PLC Summit Hybrid was offered in collaboration with Solution Tree and did not attain enough participants to offer.

- *The PLC Summit Hybrid was an opportunity for a large school team to experience a major conference without traveling or incurring food and lodging costs. Instead, at a convenient location, participants view a live video stream of keynote and breakout sessions and panel discussions, while enjoying expert on-site facilitation from a trained associate.*

Evidence based education, research, literacy curriculum, assessment, and instructional resources on the website were updated.

Evidence based education, research science, math and social studies curriculum, assessment, and instructional resources on the website were updated.

Learnings from Grants

The Learnings from Grants section is included on the website to share significant outcomes of grants received. Included are:

- Math and Science Teacher Academy Partnership
- ACE V (Academics in Career Education)
- Alternatives to Suspension
- CAREI: PLC Sustainability Project
- Transforming School Counseling
- ACE: Improving Academic Achievement for EBD Students through Career and Technology Training Program
- EngrTEAMS (GRO is a partner with Metro ECSU and the U)

Grant Seeking Resources

The Grants section of the website provides grant writing information for member districts.

The US Department of Education Grants and the MDE Contract Registry were monitored.

Grants attained include:

- Continuation of the Region 11 Math and Science Teacher Partnership Academy: Earth Science, Middle and High School, Math Reasoning Grades 3-5, and Number Sense, K-2.



- Partnering with the University of Minnesota and Metro ECSU to administer the EngrTEAMS - Engineering to Advance the Education of Analysis, Measurement, and Science; a NSF (National Science Foundation) grant, \$8 million over a 5 year period. School district partners are North St. Paul, St. Paul, and South Washington County. Year one concludes at the end of May, 2014. Year two begins in June with the 2nd Summer Institute and curriculum pilots. Four teachers from Northeast Metro 916 will be teacher Fellows in the 2nd year.

Professional Learning Opportunities

3-12 Literacy: Making Challenging Text Accessible to Struggling Students was facilitated for 25 participants.

Lost Boys: Strategies for Re-Engaging Males in Learning and Life was facilitated for 94 participants.

Rigor in Action was facilitated for 40 participants.

Becoming a Reflective Teacher in a Highly Engaged Classroom was facilitated for 86 participants.

Using the New English Language Arts Standards to Build Content Rigor, Grades 6–12 was facilitated for 89 participants.

Claiming Your Place in the Digital Future: Implementing Digital Curriculum and Instruction in Your District was facilitated for a total of 77 participants

The Online Learning Leadership Network 2012-2013 served 21 participants through four sessions.

Grants and Research Office Communications

GRO information was electronically distributed to over 1600 people. The distribution list is compiled from member district administrators, GRO workshop participants, and those requesting to be included on all updates.

Options for using social networking to promote GRO continue to be explored.

Curriculum review process resources and resources for evaluating curricular areas are provided on the website.

Professional Learning Community resources are provided on the website.



The Curriculum Repository on the website includes a process for soliciting exemplary curriculum, assessment, and instructional procedures, practices, programs, policies and projects from district leadership.

Materials associated with GRO initiatives are frequently distributed at professional meetings and to intermediate district advisory groups.

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