



April 2008

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Note: If you are a member of one of the 26 School Districts represented by Intermediate Districts 287 or NE Metro 916, you are automatically eligible for member discounts on the professional development classes offered below and full use of the GRO website resources:

<http://www.grantsandresearchhelp.us/research/>

Professional Development

1. BRIDGING MATH AND SCIENCE RESEARCH AND PRACTICE

What We Know About Learning, Instruction, and Assessment

How We Know It

What to Do With That Knowledge

Registration Deadline: April 22, 2008

In these sessions, we will examine what we know about learning, instruction, and assessment; the

nature of that knowledge; and how it can be used to transform educational practice. Consideration will be given to what makes the information trustworthy in comparison to other sources and claims about educational practice.

The content the symposium will be derived from a series of recent reports and research syntheses, facilitated by: Dr. James W. Pellegrino, University of Illinois at Chicago

BRIDGING MATH RESEARCH AND PRACTICE

Tuesday, May 6, 2008 9:00 am – 3:30 pm
ID 287 Service Center, Rm 321, 1820 Xenium Lane, Plymouth
Cost: \$125 (members); \$150 (non-members), includes lunch

This session will provide an in-depth exploration of research-based examples of well-designed curriculum and learning experiences for mathematics. An overview of what we know about learning and its implications for the design of powerful learning environments for children and adults will be integrated into this session.

BRIDGING SCIENCE RESEARCH AND PRACTICE

Wednesday, May 7, 2008 9:00 am – 3:30 pm
ID 287 Service Center, Rm 321, 1820 Xenium Lane, Plymouth
Cost: \$125 (members); \$150 (non-members), includes lunch
Credits: 6 hours of CEU's

This session will provide in-depth exploration of research-based examples of well-designed curriculum learning experiences for science. An overview of what we know about learning and its implications for the design of powerful learning environments for children and adults will be integrated into this session.

TO PARTICIPATE IN EITHER OF THE ABOVE TWO WORKSHOPS:

For further information, directions or to register online, go to

<http://www.prepcenter.org/index.php?src=events&srctype=profile&refno=304&category=PREP%20Events>

QUESTIONS:

Contact Duane Udstuen, Research-to-Practice Consultant: dhudstuen@district287.org

2. NORTHWEST EVALUATION ASSOCIATION (NWEA)

MAPS TESTS STEP 3 - CLIMBING THE DATA LADDER: BUILDING LOCAL EXPERTISE WORKSHOP

Registration Deadline: April 22, 2008

Thursday, May 8, 2008 8:30 am – 3:30 pm
ID 287 Service Center, Rm 321, 1820 Xenium Lane, Plymouth
COST: \$250.00 (includes lunch)
Credits: 6 hours of CEU's

FOCUS

This workshop includes a focus on three sections: instructional ladders, differentiated instruction, and lexiles.

The **instructional ladders section** will address laddered instruction; assessing student readiness, learning styles, and interest; zone of proximal development; designing instructional ladders; and assessing student progress.

The **differentiated instruction section** will focus on basic concepts of differentiation: flexible grouping, respectful tasks, ongoing assessment/adjustment/differentiation by content, process, and product; strategies for differentiation; grading in the differentiated classroom; and managing the differentiated classroom.

The **final section on lexiles** will address what lexile measures; using lexile in the content areas; creating a lexile breakdown chart; and lexile ladders.

INTENDED AUDIENCE

This workshop is designed for instructional coaches, lead teachers, and others who will be responsible for training district staff.

Register online at

<http://www.prepcenter.org/index.php?src=events&srctype=profile&refno=250&category=PREP%20Events>

QUESTIONS:

Contact Duane Udstuen, Research-to-Practice Consultant: dhudstuen@district287.org

3. HIGH SCHOOL SUCCESS EMPORIUM

Monday, August 11, 2008 8:30 am - 3:30 pm
District 287 Intermediate District Service Center, Plymouth

Much has been written about high school redesign and many high school educators have been actively engaged in high school redesign work for several years.

There are many success stories to share.

Now is the time to make plans to share high school redesign success stories with other high school educators.

The Grants and Research Office (GRO) is inviting high schools to facilitate a session at the High School Success Emporium in August showcasing your high school redesign success story. Each session will be one hour in length for approximately 30 educators. High schools that facilitate a session will be able to send up to 6 people to the August session without paying a registration fee.

Invitations to participate have been sent to all member district high school principals.

Watch for more details in mid-May about registering for this upcoming GRO event.

4. MATH LESSON STUDY PILOT

Meeting the Challenge of Preparing Students in Grades Five and Six Mathematics for Grade 8 Algebra I

The Grants and Research Office (GRO) has selected Grades 5 and 6 math teachers from Robbinsdale, Centennial, St. Louis Park, and Chaska to pilot lesson study groups during the 2008-2009 school year.

This very effective model of professional development consists of a team of teachers who work together throughout the year to refine instruction related to a math concept that is difficult for their students to learn or that is difficult to teach.

GRO will support the training and coaching costs for the participants using this model in 2008-2009. GRO will pilot a variety of grade 5 and 6 math teacher lesson study groups including a grade level group of teachers from the same school; a grade level group of teachers from multiple schools within a district; and/or a grade level group of teachers from multiple districts.

Watch for updates on this pilot and additional opportunities to participate in lesson study groups later in the 2008-2009 school year.

A Brief Description of Lesson Study: The Japanese have been collaboratively developing mathematics lessons for over 100 years. The lesson study model of professional development consists of a team of teachers who identify a concept that is difficult for their students to learn or that is difficult to teach. As a team they research and study the issues related to this unit of instruction. Together they develop a key lesson in this unit. One of the team members teaches the lesson while other teachers gather data by observing the students. When the lesson is over they meet to discuss their findings. Using the information they have gained, the team revises the lesson making improvements that they believe will lead to better instruction and learning. Another teacher will teach the revised lesson to another group of students while the team gathers more data on student learning. Once again they meet to discuss and revise the lesson. This cycle is done two to three times a year leading to mathematics lessons that address the needs of the students and teachers.

Grantseeking Assistance

It's not too early to be thinking about SY 2008-09 projects you'd like to explore funding for. For ideas or to brainstorm funding prospects, contact Marlin at gro-guy@comcast.net

5. ING Unsung Heroes®

Accepting applications for the 2008 awards

Are you an educator with a class project that is short on funding but long on potential? Do you know a teacher looking for grant dollars? ING Unsung Heroes® could help you turn great ideas into reality for students.

For more than 10 years, and with \$2.8 million in awarded grants, ING Unsung Heroes has proven to be an A+ program with educators. The program's "alumni" have inspired success in the classroom and impacted countless numbers of students.

Each year, 100 educators are selected to receive \$2,000 to help fund their innovative class projects. Three of those are chosen to receive the top awards of an additional \$5,000, \$10,000 and \$25,000

Applications for the [2008 awards](#) are now available. **The application deadline is April 30, 2008.**

[ING Unsung Heroes Video](#) 

6. SCHOOL LEADERSHIP GRANT PROGRAM

Grants to Attract, Develop and Retain Principals

Funded by: U.S. Department of Education

Description: The School Leadership program is designed to support high-need local Educational

agencies (LEAs) in the development, enhancement, or expansion of innovative programs to recruit, train, and retain principals (including assistant principals) through such activities as: providing financial incentives to aspiring new principals, providing stipends to principals who mentor new principals, carrying out professional development programs in instructional leadership and management, and providing incentives that are appropriate for teachers or individuals from other fields who want to become principals and that are effective in retaining new principals.

Program Areas: Professional Development

Recipients: Public School, Private/Charter School, Higher Education |

Proposal **Deadline: 5/2/2008**

Total Amount: \$13.5 million

Average Amount: \$500,000.00

Contact Person: Beatriz Ceja

Address: 400 Maryland Avenue, SW., Room 4W210, Washington, DC 20202-5960

Telephone: 202-205-5009

Email: SLP@ed.gov

Weblink: <http://a257.g.akamaitech.net/7/257/2422/01jan20081800/edocket.access.gpo.gov/2008/E8-4044.htm>

7. **\$100,000 OHE Grant Awarded to GRO**

The GRO program recently received confirmation of an award from the MDE Office of Higher Education that it was one of 23 statewide recipients of a \$100,000 grant to counsel students to set their sights on and plan to achieve a post-secondary education prospect, such as college. This program has two goals: (1) Train and coach staff members to effectively counsel students to access post-secondary education and (2) Enhance existing structures for supporting students in their post-high school planning, emphasizing the education needed to participate in career pathways. A licensed counselor will be retained as project coordinator and work with staff and students at two Area Learning Centers to expand the students' vision and planning for future higher ed during their first year of high school. The project commences in the fall of 2008 and runs through December, 2009

The GRO office has established a database of approximately 120 funders with interest in K-12 education or youth development. Most of these consider funding projects in the metro geographic area; some only fund east or west metro.