

## **CASN News November 2010**

CASN News is supported by the Career Academy Support Network. CASN is based in the Graduate School of Education at the University of California Berkeley and works primarily with high schools and districts engaged in high school redesign.

To learn more about CASN and for free, down-loadable resources; videos about academy practices; an academy forms bank; and more, visit <http://casn.berkeley.edu> We also invite you to visit our new College Going Culture/College Access website at <http://collegetools.berkeley.edu>

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### **ANNOUNCEMENT: CASN SEEKS NEW EXECUTIVE DIRECTOR**

Executive Director Career Academy Support Network University of California, Berkeley  
The Career Academy Support Network (CASN), a project of the Graduate School of Education at UC Berkeley, seeks an Executive Director. Since 1998 CASN has provided technical assistance, research, and policy analysis to help high schools implement and improve career academies and other small learning communities (see <http://casn.berkeley.edu>). Unusually strong research evidence indicates that career academies can contribute to students' success in high school and beyond. CASN funding comes from foundation grants and from contracts with local, state, and federal education agencies.

Duties of the Executive Director include: (1) developing new funding and taking the lead in writing and submitting proposals; (2) overseeing contract management, project

budgets and the allocation of staff time to projects; (3) providing direction and ongoing guidance for CASN staff; (4) writing and submitting reports to funders; (5) managing CASN communications including the web site and CASN reports; (6) conducting research and professional development and writing reports; (7) maintaining and developing relationships with other organizations and agencies in the field; (8) making presentations at meetings and conferences; (9) taking the lead in strategic planning; and (10) carrying out individual projects and project tasks.

Applicants should have experience organizing and operating career academies or other small learning communities in high schools; a successful record of writing proposals and carrying out funded projects in education; demonstrated ability to coordinate a team of professionals who work independently; and experience managing complex projects in districts and schools. Desirable qualifications also include an administrative credential, or a masters or doctoral degree in education or a related field; experience working with schools both within and outside California; and some familiarity with the University of California.

Applications are due by January 31, 2011. The appointment may start as early as March, 2011. Salary range is \$98,900 to \$109,900 depending on prior experience and qualifications. Applicants should email a statement explaining interest and qualifications, with an attached vita or resume, to Carrie Collins [ccollins@berkeley.edu](mailto:ccollins@berkeley.edu).

### **FEATURED CASN RESOURCE: NEW TEACHER EXTERNSHIP GUIDE**

See the Resources section at <http://casn.berkeley.edu>

### **IN THE HEADLINES: ALABAMA MAKES 42 STATES THAT HAVE SIGNED ON TO THE NATIONAL CORE STANDARDS**

#### **GEORGIA FOCUSES ON COLLEGE-READINESS**

Georgia education officials are working on a strategy to ensure students are ready for college-level work when they graduate from high school. An index of college-readiness skills is in the works, and officials are developing methods to assess such knowledge and offer students extra help while they are still in high school. "We're doing a lot of work so our students are ready to enter college without any remediation," a state education official said.

#### **PBS "NEWSHOUR" MENTORING PROGRAM HAS STUDENTS PRODUCING THE NEWS**

A mentoring program sponsored by "PBS NewsHour" that pairs students with professionals in public news broadcasting is expanding to include more students, particularly those who are at risk. In its first year, 230 students produced 15 news reports on subjects such as climate change and constitutional law as part of the Student

Reporting Labs program. The curriculum focuses on 21st-century skills and collaboration.

### **NAEP RESULTS SHOW SLIGHT GAINS FOR HS SENIORS**

High-school seniors taking the National Assessment of Educational Progress in reading and math increased their scores slightly, but officials say greater improvement is needed. Average reading scores were up two points between 2005 and 2009, and average math scores rose three points in that same time period. "Overall, the results are still disappointing, especially in comparison to the big gains at fourth and eighth grade," said Tom Loveless, a Brookings Institution senior fellow.

### **REPORT: FEW TOP COLLEGE GRADUATES PURSUE TEACHING PROFESSION**

A lack of prestige associated with the teaching profession combined with low pay are contributing factors to why less than a quarter of U.S. teachers fall within the top third of their college class. Some countries with top-performing schools draw all of their educators from the top third of graduates. The report, from the management-consulting firm McKinsey & Co., also found that increased opportunities for professional growth could help attract top talent to teaching.

### **NEW REPORT FROM JOBS FOR THE FUTURE: COLLEGE SUCCESS FOR ALL: HOW THE HIDALGO INDEPENDENT SCHOOL DISTRICT IS ADOPTING EARLY COLLEGE AS A DISTRICT-WIDE STRATEGY**

The Hidalgo Independent School District in Texas has raised the bar on what it means for a school system to focus on college readiness. *College Success for All* tells the story of how Hidalgo ISD, located in one of the most economically depressed metropolitan areas with one of the lowest number of college-educated adults, is preparing all of its students to earn college credits while in high school.

Hidalgo ISD serves a student body that is 99.5 percent Hispanic, 90 percent economically disadvantaged, and 53 percent limited English proficient. Preliminary data shows enviable results: This past June, more than 95 percent of the Class of 2010 graduated with college credits. Two-thirds of the graduating seniors had earned at least a full semester of credit for a college degree.

*College Success for All* describes how Hidalgo ISD took the early college concept and adopted it as a district-wide strategy: By embedding a college and career culture and focus in everyday activities, from elementary school through middle school and into high school, the school system now motivates and prepares all of its students for success in higher education. To download the full report, see <http://www.jff.org/publications/education/college-success-all-how-hidalgo-independ/1144>

## **ACTION PLAN: TRANSFORMING AMERICAN EDUCATION: LEARNING POWERED BY TECHNOLOGY: NATIONAL EDUCATION TECHNOLOGY PLAN 2010**

The U.S. Department of Education Office of Educational Technology just recently released a new education technology plan designed to encourage the application of "the advanced technologies used in our daily personal and professional lives to our entire education system to improve student learning, accelerate and scale up the adoption of effective practices, and use data and information for continuous improvement."

U.S. Releases National Ed-Tech Action Plan <[http://www.edweek.org/ew/articles/2010/11/09/12edtech\\_h30.html](http://www.edweek.org/ew/articles/2010/11/09/12edtech_h30.html)

[http://www.edweek.org/ew/articles/2010/11/09/12edtech\\_h30.html](http://www.edweek.org/ew/articles/2010/11/09/12edtech_h30.html) The report is also available on the Department's website at <http://www.ed.gov/about/offices/list/opepd/ppss/reports.html>

## **REPORT: PUTTING THE COLLEGE ADMISSION 'ARMS RACE' IN CONTEXT**

A new report describes how more applications than ever are pouring into admissions offices at the nation's colleges.

Overall, there are more students aspiring to college, and many institutions are fueling the influx with widespread recruiting materials that pump up interest in their schools. That growing pool of interest is also raising questions and concerns about access to higher education, the National Association for College Admission Counseling writes in "Putting the College Admission 'Arms Race' in Context."

Among the findings of the report:

- From 2001 to 2008, average annual increases in the median number of applications at public four-year institutions increased about 6 percent a year, or 47 percent growth overall. The increase was 8 percent a year at private not-for-profit institutions for an overall 70 percent increase over this period.
- The greatest growth in the number of applications has taken place at less selective for-profit and not-for-profit private four-year colleges and universities, where many students are commuters.
- The proportion of ethnic minorities and lower-income students submitting applications to more than one institution has increased in this decade, suggesting more competition for local commuting students.

- Across all sectors of four-year institutions—public, private for-profit, and private not-for-profit—acceptance rates declined from 2001 to 2008 by a median of 7 percentage points, or an annual decrease of about 1 percentage point. The most selective schools reported the largest increases in the percentage of students rejected.

## **NEW TOOLKIT ON SCHOOL TURNAROUND STRATEGIES**

Schools, districts, and states across the country are launching new strategies to turn around their lowest-performing schools. Because turnaround efforts are fast-paced and challenging, evaluations can't be limited to a summative process, but must be done on an ongoing basis, with likely mid-course corrections. A new toolkit from Mass Insights provides a framework and process by which to conduct evaluations. The toolkit currently includes a main publication -- the framework -- that outlines a process for setting school goals, collecting aligned data, and using data to inform decision-making. There is also a tool that lists critical variables or metrics to track, which fall within six categories: demographic data, school environment, student achievement, community perceptions, instructional data, and school facilities and resources. A further resource compiles data from successful turnaround schools across the country, suggesting what is achievable in years 1, 2, etc. under a turnaround model, and can inform benchmarks in other states, districts, and schools. Finally, an evaluation primer provides additional background information about the general practice of evaluation as related to school improvement.

See the toolkit: <http://www.massinsight.org/stg/research/additionalresearch/evaluation-toolkit/>

## **WEB RESOURCES FOR TEACHERS AND STUDENTS**

*Stella's Stunners* (from Ohio Resource Center for Mathematics, Science, & Reading)

The Stella's Stunners website features a collection of challenging and entertaining mathematical problems to intrigue students in grades 6 - 12. The Stella problems are ideal for promoting inquiry, problem solving, and classroom discussion of key mathematical ideas. Sample solutions are provided for each problem, but students may find other solutions and may even compete with their classmates to find the most creative solution path. The Stella website includes a wealth of teaching resource materials, including an essay on the value of problem solving, a list of 25 useful problem-solving heuristics, a biography of Stella, several tips for using Stella problems in the classroom, and listings of the Stella library by course, by title, and by Stella number. Stella problems can be printed out individually or in sets designed for Pre-

Algebra, Algebra I, Geometry, Algebra II/Trigonometry, or Pre-Calculus. Problems can be printed with or without solutions. <http://ohiorc.org/for/math/stella/>

### Atoms

This content resource explores atoms. Atoms are the basis of chemistry and the basis for everything in the universe. . This resource covers basics like atomic structure and bonding between atoms. As students learn more, they can move to the biochemistry section to see how atoms form compounds that make the biological world happen.

[http://chem4kids.com/files/atom\\_intro.html](http://chem4kids.com/files/atom_intro.html)

### The Supreme Court "Games"

As a supplement to their series on The Supreme Court, PBS has prepared nine interactive modules on various aspects of the high court. Although they are called "games" most are simply interactive lessons on topics including a quiz on the constitution, information on the symbols used by the court to illustrate its importance to the US system of government, civil rights rulings, specific justices of note, and landmark cases. *(NOTE: one of the interactives requires registration with an email address and password. Rather than using your personal or work email, create a free Gmail account to use for memberships. If you plan to have students register individually, you may want to create your own Gmail account with up to 20 subaccounts for each group of students (by code name or number) within your classes.)* There are also links to educator resources and lesson plans.

FOR THE SIR KEN ROBINSON FANS IN OUR MIDST

Check out some of Ken Robinson's presentations on Education and Creativity at [ted.com](http://ted.com) PLUS

**there is a new and very popular animated video featuring Sir Ken Robinson on Changing Education Paradigms, with RSA Animate** The animation brings alive all the key points made by Robinson on promoting creativity in education. The talk was delivered on October 14, 2010. Search "Sir Ken Robinson" "RSA" on You Tube and enjoy.

From the RSA: This animate was adapted from a talk given at the RSA by Sir Ken Robinson, world-renowned education and creativity expert and recipient of the RSA's Benjamin Franklin award.

## SOME UPCOMING EVENTS

Call for Presentations: *From Structure to Instruction* Conference

Education Northwest and a host of partners, is once again offering the National High School redesign institute: *From Structure to Instruction*. It will be held in Atlanta, GA from June 26- 29, 2011.

The call for presenters is up, and Education Northwest is looking for cutting-edge, reflective school and district practitioners to share successful strategies. How have you used small structures to improve instruction? What lessons have you learned that could be groundbreaking for other schools and districts?

Session proposals are due on December 1, and are easy to upload on the event website. <http://educationnorthwest.org/event/1201>

Education Northwest is particularly interested in presentations that address difficult challenges of high school transformation:

- Using common planning time for effective instructional improvement
- Shifting roles with high school transformation: administrators, counselors, teachers
- Innovative strategies for on-time graduation (e.g. proficiency-based grading, effective interventions to prevent failures or recover credits, team-based tutoring)
- Effective inclusionary practices across structures (e.g. ELL, special education)
- Using data for instructional decision-making
- Integrating career themes and core
- Ensuring and documenting post-secondary readiness

For more information go to the Education Northwest event web page: <http://educationnorthwest.org/event>

### [Leading for Equity Institute | February 10-13, 2011](#)

**Breakthrough conversations.** Registration is open for the National Equity Project's annual Leading for Equity Institute, taking place February 10-13, 2011 at Westerbeke Ranch in Sonoma, CA. The Leading For Equity Institute is a residential experience

where teams from schools, districts, and community organizations receive expert, caring guidance and facilitation to address the personal and technical challenges they face in their educational equity efforts. The Institute is an intensive and intimate learning environment; space is extremely limited.

For more information and to register, visit <http://nationalequityproject.org/attend/leading-for-equity-institute-2011>.

## **UPCOMING CALIFORNIA PARTNERSHIP ACADEMY LIGHTHOUSE ACADEMY PROFESSIONAL DEVELOPMENT EVENTS**

### ***t's All About the Team!***

Participants will focus on team roles and responsibilities, family culture development, parent participation, and common planning time. Additional focus will be on effective and positive team building and bonding ideas.

**Tuesday, November 30<sup>th</sup>**

**Center High School, Antelope, CA**

Contact: Matt Chamberlain, [chambo@centerusd.org](mailto:chambo@centerusd.org)

### ***Student Support and Retention; Marketing and recruitment strategies that work!***

Recruiting and retaining students – especially at-risk students – is a critical for Academies. At this Lighthouse event the Media Academy team will share strategies and best practices for marketing your academy and recruiting students who are clear about the theme and outcomes. The team will also share successful student support components.

**Wednesday, December 1<sup>st</sup>**

**Media College Preparatory High School, Oakland, CA**

Contact: Michael Jackson, [MJack7251@aol.com](mailto:MJack7251@aol.com)



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*Note: The following three sessions are planned for two days: Friday evening and all day Saturday. You may register to attend all three, or individual sessions.*

***Compliance with Sanity! Developing mentorship & internship programs***

How can you meet the grant requirements and still keep your sanity? A variety of mentoring programs and internship options will be presented. Expand the experiences your students have in your program.

**Friday, December 3<sup>rd</sup> (evening program – begins at 4:00 p.m.)**

**Cordova High School, Rancho Cordova, CA**

Contact: Linda Greer, [lgreer@fcusd.org](mailto:lgreer@fcusd.org)

***Programs of Study: Building CTE course sequences that make sense***

Career technical education can be a confusing mine field to navigate, or they can be a financial and instructional boon to your program and your district. Learn how to build a meaningful sequence that will lead your students to industry certifications and college credits, and make your academy and district eligible for substantial additional funding.

**Saturday, December 4<sup>th</sup> (morning session)**

**Cordova High School, Rancho Cordova, CA**

Contact: Linda Greer, [lgreer@fcusd.org](mailto:lgreer@fcusd.org)

***Multiple Academies as a Whole School Reform Strategy***

Cordova High School has 4 funded CPA academies. Through collaboration and cooperation, these programs are thriving. Learn how this school makes it work for everyone.

**Saturday, December 4<sup>th</sup> (afternoon session)**

**Cordova High School, Rancho Cordova, CA**

Contact: Linda Greer, [lgreer@fcusd.org](mailto:lgreer@fcusd.org)

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***Get Them Involved!***

This workshop will focus on setting up & running effective Advisory Committees, motivational strategies and activities involving industry partners, class speakers, and fieldtrips! You will be provided opportunities to ask questions, collaborate with other academies, and plan strategies to take back to your site.

**Wednesday, December 8<sup>th</sup> (date has been changed)**

**Peter Johansen High School, Modesto, CA**

Contact: Nicole Evans, [Evans.n@monet.k12.ca.us](mailto:Evans.n@monet.k12.ca.us)

***Make Life Easier: Service Learning in the CPA model***

Incorporating Service Learning into your CPA will increase community and industry participation, mentors, internship opportunities, and help you infuse academic and CTE standards in all of your academy classes.

**Thursday, December 9<sup>th</sup> Pinole Valley High School, Pinole, CA**

Contact: William Harris, [wfharris@sbcglobal.net](mailto:wfharris@sbcglobal.net)

## **FUNDING & AWARD OPPORTUNITIES**

### ***Dupont Science Essay Contest for Students***

Students are asked to write a science-related essay of 700 - 1000 words. Details and entry form can be found at <http://thechallenge.dupont.com/rules/>