

CASN News is supported by the Career Academy Support Network (CASN) at University of California Berkeley Graduate School of Education. Our focus is on high schools and high school redesign, especially redesign which includes Academies/small schools/smaller learning communities.

CASN believes that quality teaching and learning are at the heart of any good high school and that every student has a right to rigor, relevance, and supportive adult relationships. We also work to build community engagement and partnerships which foster student success.

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"For more than a hundred years much complaint has been made of the unmethodical way in which schools are conducted, but it is only within the last 30 that any serious attempt has been made to find a remedy for this state of things. And with what result? Schools remain exactly as they were. If any

[reformer] set on a course of [change], he found himself a butt for the mockery of the ignorant or the malevolence of the ill-disposed, or finally, being unable to obtain any assistance, found his endeavor too laborious, and gave it up. Thus, all efforts have hitherto been in vain." -- Czech philosopher & reformer Jan Comenius, 1630

"If you are truly serious about preparing your child for the future, don't teach him to subtract -- teach him to deduct." - Fran Lebowitz

"...the best leaders work from a place of integrity within themselves, from their hearts. If they don't, they can't inspire trustful relationships. In the absence of trust, organizations fall apart." -- Parker Palmer

AVERAGE ACT SCORES HIGHEST SINCE 1991

Graduating seniors nationwide averaged 21.1 points out of a possible 36 on the ACT college admissions test this year, a slight rise over last year, although only 54% of the students said they took the minimum curriculum the testing group recommends as college prep. ACT head Richard L. Ferguson says the rising trend in recent years of higher average scores could stem from increasing rigor and quality of high school courses.

SAT SCORES HAVE SHARPEST DECLINE IN 31 YEARS

The high school class of 2006 recorded the sharpest drop in SAT scores in 31 years, a decline that the

exam's owner, the College Board, said was partly due to some students taking the newly lengthened test only once instead of twice. Fatigue wasn't to blame, the College Board insisted, even though this year's class was the first to take a new version of the exam which added an essay. It now takes an average of three hours and 45 minutes to complete the test, not counting breaks.

The results come several months after numerous colleges reported surprisingly low SAT scores for this year's incoming college freshmen. The nonprofit College Board, which had said scores would be down this year, released figures Tuesday showing combined critical reading and math skills fell seven points on average to 1021.

The average critical reading score fell from 508 to 503, while math dropped from 520 to 518. On the new SAT writing section, the class scored 497 on average, with girls scoring 11 points higher than boys.

In addition to the new writing section, the exam taken by the class of 2006 had other new features, including higher-level math and the elimination of analogies.

The College Board noted the drop in math scores amounts to one-fifth of one test question, and the reading to one-half of one question. But over about 1.5 million test-takers such drops are significant, and this was the biggest year-to-year decline since the class of 1975.

The results come two weeks after it was announced the class of 2006 had posted the biggest score increase in 20 years on the rival ACT exam. The ACT, which is also accepted by almost all colleges that require standardized tests, is generally more focused on material covered in high school classes than the SAT, which is more of a measure of general ability. But more students in traditional SAT states like Connecticut and New Jersey appear to be taking both exams to try to improve their applications to selective colleges.

The initial indication SAT scores were down this year prompted speculation students may have been tiring out toward the end of the marathon exam. But in announcing the scores, the College Board said an analysis of 700,000 critical reading and math exams taken in the spring and fall of 2005 showed students were performing about the same early and late in the exam.

Instead, the College Board explained the drop by saying fewer students were taking the exam a second time, which typically boosts scores 30 points. The price of the test has risen from \$28.50 to \$41.50, though fees are sometimes waived. Experts say the changeover in exams probably affected how students approached the test, and thus the scores. Students in the class of 2006 had the chance to take both the old SAT exam, until midway through their junior year, and the new SAT after that. If they did well the first time out, some may have opted to

stand pat with those scores. Some colleges continued to accept scores from the old test during the bridge period.

"When a new test is introduced, students usually vary their test-taking behavior in a variety of ways and this affects scores," College Board President Gaston Caperton said in a news release.

On the SAT, boys' scores fell eight points from 513 to 505 in critical reading and from 538 to 536 in math. Girls' scores fell from 505 to 502 in reading and from 504 to 502 in math.

Average reading scores for black students rose 1 point from 433 to 434, while math scores fell two points from 431 to 429.

The College Board lists three categories for Hispanic students. Scores for Mexican-Americans rose three points overall, Puerto Ricans' fell two points and scores of students who identified themselves as "Other Hispanic" fell 11 points. (source: an online story from yahoo news)

EXIT EXAMS BECOME PART OF THE HIGH SCHOOL LANDSCAPE

Nearly two-thirds of American public high school students live in states that expect them to pass a competency test before they get a diploma, though not all states require the same level of proficiency.

A report issued Wednesday by the non-profit Center on Education Policy says exit exams have survived

legal and political challenges to become an integral part of the high school experience for millions of students.

"This is a major force in American education. It's affecting a vast number of children," said Jack Jennings, director of the center. "The exam is seen as a way to increase rigor in American high schools."

The exams are administered in 22 states with three more coming on line in the next few years: Washington (2008), Maryland (2009) and Oklahoma (2012).

But not a single state adopted a new graduation-exam requirement in 2006, and one state even took a step back, abandoning plans to withhold diplomas for kids who failed the test.

"It shows that there's been a kickback against testing," Jennings said. "And some states are pretty satisfied with their schools. They aren't lining up to follow the same policy."

What states require of students can vary greatly, according to the report. Most are aligned to 10th-grade standards, but New Mexico and North Carolina test on eighth-grade material while Alabama and New Jersey tie it to the 11th grade. Most states test just for writing, reading and math, but Mississippi, New York and several other states test for subjects such as history and science.

Most states administer the test in the 10th grade. All states give students who fail an exit exam several chances to pass.

NYC TO OFFER PSAT TO HS STUDENTS

New York City school officials have agreed to pay the College Board \$1.2 million a year to offer the PSAT free of charge during the school day to all 10th- and 11th-graders. While city education leaders say the optional PSAT will get more students thinking about college, critics say the deal is just one more attempt by the College Board to sell exams and could discourage students who fare poorly on the test.

http://www.nytimes.com/2006/08/22/nyregion/22testing.html?_r=1&adxnnl=1&oref=slogin&adxnnlx=1156323732-ITRchxf66yDVDz9qQU5JRw

GEORGE MASON UNIVERSITY DROPS SAT REQUIREMENT FOR TOP APPLICANTS

George Mason University has decided after three years of research that the SAT is not a good indicator of collegiate success for high-achieving students & has opted to forgo the SAT score for those applicants. Starting this year, h.s. applicants with a 3.5 or above grade point average & who are in the top 20% of their class will not have to submit their SAT or ACT scores.

<http://washingtontimes.com/metro/20060823-103732-7289r.htm>

PERKINS LAW REAUTHORIZED WITH FEW BUT SIGNIFICANT CHANGES

Recently President George W. Bush signed S. 250,

the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins), which reauthorized the U.S. Department of Education's vocational & technical education programs. Perkins represents the largest single source of federal funding for middle & high schools.

The reauthorized bill changed existing law only slightly. One change of particular importance to high school reform advocates is that, for the first time, both basic grantees & Tech Prep grantees can use funds to develop personal graduation and career plans for students participating in career and technical education programs. Additionally, Tech Prep grantees are required to provide professional development programs for counselors designed to enable them to more effectively support student progress in completing tech prep programs, which may include the use of graduation and career plans.

Personal graduation plans, which are designed to improve high school graduation rates & provide information on postsecondary & career options for high school students, are being used to tie together key elements of high school reform (such as personalization, rigorous curriculum, & academic interventions) in many states.

The new law also requires stronger transitions between secondary & postsecondary programs, adds a local accountability requirement, & grants states greater flexibility in how they spend funds.

Perkins provides funding to states to improve career & technical education through subgrants to local educational agencies or postsecondary institutions. It also supports consortia of secondary & postsecondary institutions to implement Tech Prep programs - a planned sequence of study in a technical field that includes at least two years of secondary school, two years of postsecondary occupational education or an apprenticeship program of at least two years following secondary instruction, & culminates in an associates degree or certificate.

SPECIAL EDUCATION REGULATIONS RELEASED

The U.S. Department of Education has released the new regulations for Part B of the *Individuals with Disabilities Education Act* (IDEA). The Department has prepared a web site to help guide the public through these changes: In addition to the actual text of the regulations, the site includes an analysis of the public's comments, a summary of the major changes since publication of the proposed regulations, and several appendices, including an index and additional guidance for implementing the regulations.

<http://www.ed.gov/policy/special/guid/idea/idea2004.html>.

A fact sheet on the new regulations can be found at <http://www.ed.gov/admins/lead/special/ideafactsheet.html>.

GIVE KIDS GOOD SCHOOLS CAMPAIGN

Recently the Public Education Network launched the

Give Kids Good Schools Campaign, a five-year, national effort to build a constituency of six million people who are committed to the goal of quality public education. The campaign will encourage individuals to learn, vote and act on behalf of quality public education through its website GiveKidsGoodSchools.org.

<http://www.givekidsgoodschools.org>

ARIZONA GOVERNOR ENCOURAGES RAISING DROPOUT AGE

Arizona Governor Janet Napolitano proposes raising the age students are allowed to drop out of high school from 16 to 18 as one of the key ways to modernize and revamp the state's educational system. For a look at attendance ages across the country, see "A Birds Eye View: Maximum Age of School Required Attendance" in the NGA Honor States newsletter, *Honoring Progress*.

article:

<http://www.azcentral.com/arizonarepublic/local/articles/0823dropoutage0823.html>

Honoring Progress (worth a read/look)

<http://www.nga.org/Files/pdf/HONORSTATESNEWS.PDF>

TEXAS TEMPERS 65% SPENDING MANDATE

School administrators are less concerned than they originally were about a new Texas law that requires that schools spend at least 65% of their operating funds on classroom needs, now that recent state and federal rulings have tempered its provisions. One advocate of the 65% rule complains that spending

definitions are now so broad, most districts are probably already at the 65% mark.

<http://www.dallasnews.com/sharedcontent/dws/news/texasouthwest/stories/083106dntex65percent.325e707.html>

AP SPANISH ENCOURAGES LATINO STUDENTS TO TAKE MORE CHALLENGING COURSES

More Latino students in California are registering for Advancement Placement classes this year. Students are sharpening their skills in AP Spanish language and literature classes and are gaining confidence to try advanced English, math, and science courses later.

<http://www.mercurynews.com/mld/mercurynews/loving/education/15387228.htm>

DES MOINES USES FIRST DAY TO REINVIGORATE HIGH SCHOOLS

Students at high schools in Des Moines, Iowa will attend pep rallies, cookouts, and other activities on the first day of school, rather than go to class. The move is an attempt to reinvigorate and personalize the high schools for students.

<http://www.desmoinesregister.com/apps/pbcs.dll/article?AID=2006608220379>

CA JUDGE ALLOWS RACE AS FACTOR IN SCHOOLS

A state court judge in California has ruled that a school district may consider race in setting school

attendance boundaries, setting up the question for an almost certain appeal.

But the judge, Gail A. Andler of Orange County Superior Court, also decided that the Capistrano Unified School Districts specific plan for attendance boundaries impermissibly used race because it included a guiding principle that the minority student population at any school could not exceed 35 percent.

A conservative public interest law firm, the Pacific Legal Foundation, filed the suit last year on behalf of parents opposed to the district plan. The foundation said that under California law, race could not be used as a criterion since voters approved Proposition 209 in 1996. The vote amended the State Constitution to ban discrimination or preferential treatment on the basis of race, sex, color, ethnicity or national origin in the operation of public employment, public education or public contracting.

In resolving motions for summary judgment, Judge Andler wrote that the mere consideration or taking into account of racial/ethnic composition does not necessarily seem to discriminate or grant preferences based on race. (*source: New York Times*)

MICROSOFT TO OFFER VIDEO GAME DESIGN SOFTWARE

Hoping to spur interest among video-game enthusiasts, creative types, and students, Microsoft

Corp. said it plans to offer a consumer version of the professional software tools used to create video games for its Xbox 360 console.

The XNA Game Studio Express program, an offshoot of the company's more robust XNA Framework for video-game design, will be available starting Aug. 30 for a \$99 annual subscription. The software, which requires a Windows PC to operate, will let anyone create their own video games and then share them on Microsoft's Xbox Live online game service, said Peter Moore, a Microsoft vice president. "It's our first step of creating a YouTube for video games," Moore said, referring to the wildly popular free online video-sharing web site. "It will give you everything you need to bring your game to life on Xbox 360." The program would be a first for video-game consoles, which traditionally have been the exclusive domain of skilled programmers, artists, and designers.

SOME TEXAS SCHOOL DISTRICTS STILL PRACTICE CORPORAL PUNISHMENT

Despite research to the contrary, some Texas school districts still maintain a tradition of spanking students as a punishment.

<http://www.charlotte.com/mld/charlotte/news/nation/15375244.htm?template=contentModules/printstory.jsp>

DELAWARE RAISES HIGH SCHOOL GRADUATION REQUIREMENTS

Delaware students will have to pass another year of

math and two years of a foreign language to earn a high school diploma under new graduation requirements approved Thursday.

The changes make Delaware's standards among the most rigorous in the country, upping the number of required credits from 22 to 24. Only four other states mandate 24 credits to graduate, while the least rigorous states require students to take only 13 credits to graduate. The State Board of Education also approved revised standards for all subjects to better align them with state assessments and clarify for teachers what they should teach and when.

CALIFORNIA MAY SHRINK CLASS SIZE AND LIMIT COUNSELOR LOADS AT LOW-PERFORMING SCHOOLS

California lawmakers could vote as early as today on a bill that would give about 500 of the state's very low-performing schools \$2.9 billion to reduce class sizes in grades 4-12 over the next seven years and limit counselor loads. The deal stems from a lawsuit settlement Gov. Arnold Schwarzenegger reached this spring with the California Teachers Association.

KENTUCKY COUNTY MULLS ELIMINATING "D" GRADES

The Oldham County school board and superintendent are evaluating whether to expand a voluntary policy of no more D grades to all four high schools in the county or to eliminate the plan completely. Under the policy, the lowest passing grade students can receive is a C. Critics say erasing Ds is not really stopping

students from giving a D effort and it may put pressure on teachers to bump students' grades to a C to keep them from failing.

STUDY: TEACHER'S GENDER AFFECTS ACADEMIC ACHIEVEMENT OF STUDENTS (Story about research findings that students do better when they learn from a teacher of the same gender)

<http://www.cnn.com/2006/EDUCATION/08/27/boys.girls.ap/index.html>

http://www.usatoday.com/tech/science/discoveries/2006-08-28-gender-teachers_x.htm

STUDY: PAYING DOUBLE: UNITED STATES SPENDS OVER \$1.4 BILLION ANNUALLY ON COMMUNITY COLLEGE REMEDIAL EDUCATION FOR RECENT HS GRADUATES

For every 100 students who enter ninth grade, only about 70 receive a h.s. diploma 4 years later, & only half of those who graduate are actually academically prepared for postsecondary education. Nevertheless, approximately 80% of American high school students expect to attend college, according to the 2005 H.S. Survey of Student Engagement.

It is perhaps not surprising, then, that 42% of community college freshmen & 20% of freshmen in 4-year institutions enroll in at least one remedial course. In total, approximately 1 in every 3 college

freshmen takes a remedial course in college. For these students, "relearning" material that they should have learned in college costs both time & money. For the United States as a whole, the costs are even greater.

According to *Paying Double: Inadequate High Schools and Community College Remediation*, a new issue brief from the Alliance for Excellent Education, the United States spends over \$1.4 billion each year to provide community college remediation education for recent high school graduates who did not acquire the basic skills necessary to succeed in college or at work. The complete issue brief, which includes a breakdown of state-by-state costs, is available at <http://www.all4ed.org/publications/remediation.pdf> .

NEW STANDARDS FOR ONLINE TEACHING

Just 10 years ago, none of the 50 states used the Web to provide academic courses to middle grades & high school students. Today, most states use online learning to help students who need courses their school cannot provide, who need to re-take courses for graduation, who have physical disabilities or scheduling conflicts - or who simply wish to accelerate their academic program. Two new, first-of-their-kind publications by the Southern Regional Education Board's Educational Technology Cooperative give states the essential tools they need

to launch -- or expand -- online education.

"Standards for Quality Online Teaching" was developed through a collaboration of national & regional K-12 and postsecondary professionals, SREB state departments of education, & colleges & universities. Funded by the BellSouth Foundation, the publication includes 11 standards that states can use to guide academic preparation, content knowledge, online skills & delivery, & other elements of teaching. By adopting these standards, states will be able to "set the bar" at a high level to ensure quality teaching for all online courses they provide.

"Cost Guidelines for State Virtual Schools" outlines the initial costs that states should consider as they develop & sustain a state virtual school. The report covers establishing procedures & regulations for virtual schools, obtaining courses & technology, & hiring & training teachers & staff. It also includes a planning worksheet & budget materials.

<http://www.sreb.org/main/Publications/LatestReports/LatestReportsindex.asp>

REPORT: THE HOBBIT EFFECT: WHY SMALL WORKS IN PUBLIC SCHOOLS:

TEN REASONS SMALL SCHOOLS POSITIVELY IMPACT STUDENTS AND THEIR LEARNING

While numerous studies have documented that small schools effectively boost student achievement, especially among at-risk students, a new report now summarizes the vast research literature that explains just why small works in schooling. The report, "The Hobbit Effect: Why Small Works in Public Schools," identifies ten research-based attributes of small schools that are proven to have a positive impact on kids and their learning. These elements are either normally found in most small schools or are more common in smaller schools than in larger schools. In the report, author Lorna Jimerson explores the evidence of each element's impact and why it confers advantages on children. Among the attributes identified are: greater participation in extra-curricular activities, increased school safety, smaller class size, and wider grade-span configurations. Jimerson found that small schools intrinsically foster close relationships that not only help children feel connected to the school community and reduce alienation, especially among older students, but also lead to increased student learning. The close relationships inherent in small schools also have a positive impact on educators. For example, teachers in small schools tend to be more satisfied with their jobs, have less absenteeism, and take more responsibility for ensuring that their students are successful in school. Jimerson says the research evidence clearly documents that efforts underway in some states to consolidate small schools (and small districts) are unnecessary, irrational, and imprudent.

Far from improving student learning, these actions will divert energy and focus from effective school reform and will wrench children from community-centered schools that have the most likelihood of meeting their needs. "Rather than eradicating small schools, policymakers would be wise to invest in small schools and elements that make them effective and recognize that smallness is not a curse, but a blessing," says Jimerson.

<http://www.ruraledu.org/hobbiteffect>

REPORT: NO LONGER THE ONLY GAME IN TOWN: HELPING TRADITIONAL PUBLIC SCHOOLS COMPETE

As families, teachers, and administrators get ready for a new school year, some districts are taking on the threat of public and private competitors who would lure their students away. A new study by the Center on Reinventing Public Education at the University of Washington reveals how two markedly different school districts, Milwaukee and Dayton, are confronting the pressures of competition. "No Longer the Only Game in Town: Helping Traditional Public Schools Compete" explores how the two districts are affected by and respond to choice. The competition for students in these cities is real: 25% of students in Milwaukee and almost 30% in Dayton use public dollars to attend schools outside the traditional system. Unlike districts with growing enrollments that can use choice as a pressure valve, Milwaukee and Dayton have experienced declining enrollments for years. According to the report: "When Milwaukee and Dayton district officials were asked to offer

advice on how other districts could help traditional schools compete, they had a simple message: public schools need to wake up to reality. The district, as a whole, said a top Milwaukee official, needs to be more conscious that you're operating in a market economy." "Whether districts improve under competition, or are brought down by it, depends at least in part on their own response," says co-author Michael DeArmond. The study offers concrete advice to districts facing similar pressures and explores the barriers that can act as impediments to change. The report concludes with specific guidelines for what districts and individual schools, state policymakers, and philanthropies can do to help traditional public schools adapt successfully to the emerging competitive environment.

http://www.crpe.org/dscr/pubs/intro_NoLonger.shtml

STUDY ASSESSES SOUTH CAROLINA DROPOUT RATE

A study commissioned by South Carolina business leaders found the state's high dropout rate does not stem from such factors as high poverty numbers, high teen pregnancy rates, single-parent households, or rigorous graduation requirements. Although the dropout rate is the highest in the country, researchers assessed student performance to be on a par with the national average.

<http://www.thestate.com/mld/thestate/living/education/15337398.htm>

DATABASE ON ADVANCED PLACEMENT PROGRAMS

The Education Commission of the States High School Policy Center recently released a new 50-state database on state policies and programs related to Advanced Placement programs.

http://www.ecs.org/ecsmain.asp?page=/html/educationissues/HighSchool/HighSchoolDB1_intro.asp?topic=ap

NEWSLETTER : HONORING PROGRESS - from the NATIONAL GOVERNORS ASSOCIATION (NGA)

This newsletter from the National Governors Association, *Honoring Progress*, highlights the progress of the Honor States Grant Program, a \$23.6 million, governor-led effort to improve college and work ready graduation rates. This issue focuses on science, technology, engineering and math education (STEM) programs.

<http://www.nga.org/Files/pdf/HONORSTATESNEWS.PDF>

REPORT: GROWTH MODELS: AN EXAMINATION WITHIN THE CONTEXT OF NCLB

The Commission on No Child Left Behind recently released this report on tracking growth in achievement. The report analyzes necessary data components & examines the benefits & disadvantages of utilizing a growth model within NCLB. It also highlights two growth model pilot

programs recently approved by the U.S. Department of Education in Tennessee & North Carolina.

<http://www.aspeninstitute.org/site/c.huLWJeMRKpH/b.856337/k.E84F/Education.htm>

POLICY BRIEF: INVOLVING FAMILIES IN HIGH SCHOOL & COLLEGE EXPECTATIONS

The Education Commission of the States High School Policy Center has released a new policy brief on the need for students & parents to receive better information on the steps from high school to college, particularly to improve the "college knowledge" of students whose parents did not attend college. . The brief identifies current state policies that address each of the four steps necessary to negotiate the bridge from high school to college: (1) Students and their parents obtain information on colleges' entrance expectations -- minimum coursework requirements, GPA, etc. -- preferably as early as the middle grades if not earlier, but absolutely at the beginning of high school; (2) Students & their parents set goals related to students' post-schooling aspirations & annually choose high school courses to guarantee that college entrance expectations are achieved by end of grade 12; (3) Students & their parents receive annual updates on students' progress toward their high school graduation goals -- and information about remediation opportunities, if necessary; & (4) Students and parents receive information on making the transition from high school to college -- including

applications for college admission and financial aid.
<http://www.ecs.org/clearinghouse/70/37/7037.pdf>

TWO NEW REPORTS FROM THE SMALL SCHOOLS PROJECT/ UNIVERSITY OF WASHINGTON

Cultures in the Making: Stories of Three Small Schools uses the lens of school culture to describe the five-year journeys --- from the earliest planning days through three years of implementation --- of three new small schools in conversion high schools. The publication reviews the components of school culture that support effective high school redesign & describes events, decisions, & activities that appeared to support or inhibit the development of these components in the featured schools. These stories illustrate a number of culture shifts and also raise some important questions about sustainability.

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Orienting for Sustainability: A Resource for New Teacher Induction in Small Schools examines the issue of teacher turnover in small schools and addresses the question of how small schools can sustain changes in structure, instruction, and leadership yet make room for new voices and ideas. Part report and part resource guide, this publication outlines design structures that support new teacher orientation in small schools and includes questions for reflection and protocols that can be used by teachers and administrators to think through new teacher

orientation processes.

<http://www.smallschoolsproject.org/index.asp?siteloc=whatsnew>

REPORTS: TWO NEW KNOWLEDGEWORKS FOUNDATION PUBLICATIONS HIGHLIGHT REAL-LIFE STORIES IN HS TRANSFORMATION

Two new publications from the KnowledgeWorks Foundation tell real-life stories of teachers, students, and community members involved in the transformation of failing urban high schools.

Visit the following links to either download a copy of the report OR order a free hard copy.

Learning by Degree: Real-Life Stories From Three Early College High Schools

http://www.kwfdn.org/resources_library/getfile.asp?intResourceID=495

Small Moments, Big Dreams: Real-Life Stories From Five Redesigned Urban High Schools

http://www.kwfdn.org/resources_library/getfile.asp?intResourceID=496

REPORT:FROM THE NATIONAL SUMMIT ON HIGH SCHOOL DESIGN by the American

Architectural Foundation (AAF) and the KnowledgeWorks Foundation

Among the critical aspects of the physical design of high schools highlighted are:

Designing schools to support a variety of learning styles

Since not all students learn the same way, school facilities should support project-based learning,

tutoring and mentoring, interactive classrooms, individual work stations as well as more traditional classrooms.

Enhancing learning by integrating technology

Technology must be integrated into the environment of any well-designed school to support learning and help schools operate more effectively.

Fostering a "small school" culture

Summit participants recognized the importance of a small school culture that fosters relationships and attachments by creating a more intimate learning environment.

Creating schools as centers of community

A growing trend is for schools to serve as the centers of their communities, where learning takes place for students and adults and where the facilities may also house recreational centers, health clinics, and community meeting spaces. Schools as centers of community can be used all year and serve the intergenerational needs of a community—from pre-school to K-12 to adults.

Engaging the public in the planning process

The school design process must involve the public in an open and authentic engagement process that includes school and community stakeholders and recognizes minority opinions.

Making healthy, comfortable, and flexible learning spaces

Good school design provides for adequate security, day lighting, ventilation, acoustics, and other elements that impact the health, safety, and functionality of school facilities used by more than 59 million students, teachers, and other adults

NOTE: You can purchase a hard copy of the report (\$15) OR download a free copy at <http://www.archfoundation.org> http://www.kwfdn.org/resource_library/_resources/national_summit_report.asp

TWO GUIDES: ONE FOR EDUCATORS, ONE FOR STUDENTS & FAMILIES

School Restructuring Under No Child Left Behind: What Works When? A Guide for Education Leaders

The Center for Comprehensive School Reform and Improvement announces its latest publication, *School Restructuring Under No Child Left Behind: What Works When? A Guide for Education Leaders*. The guide is designed to help education leaders choose the best options for schools identified for restructuring under No Child Left Behind (NCLB), where rapid and dramatic improvement is needed. The guide provides users with a step-by-step approach to restructuring -- from organizing a district team & assessing a district's capacity to govern restructuring decisions to conducting a school analysis & implementing a restructuring plan. The guide is supplemented with templates, checklists, & other practical tools. <http://www.centerforcsri.org>

New Visions College Planning Guide

Its never too early for a student to start thinking about what they are going to do after high school. The earlier they begin preparing for college and their dream career, the easier it will be for them to achieve their goals. A new college planning guide from Citigroup, News Corporation, and New Visions, a local education fund, include tips and tools for students and families to use in plotting their path toward a college education. This easy-to-read guide contains year-by-year checklists, timelines, myth debunkers, and other resources that can help inform and inspire families in navigating the college

admissions and financial aid process.

http://www.newvisions.org/teaching_learning/downloads/2006collegeguideweb.pdf

ONLINE LEARNING RESOURCES FOR TEACHERS & STUDENTS

Tales from Katrina and New Orleans: Yearbook 2006

Students from New Orleans' Benjamin Franklin High School have chronicled their turbulent final year via a Web site project entitled Yearbook 2006. Through interviews and photographs, the students, many of whom were displaced to far-flung parts of the country, describe how they dealt with the effects of Hurricane Katrina. <http://www.y06.org>
http://www.usatoday.com/news/education/2006-08-28-katrina-yearbook_x.htm

Online Newshour: Vote 2006

Part of a larger site affiliated with the PBS NewsHour with Jim Lehrer, this is a lesson plan overview focused on the upcoming midterm elections. It includes links to interactive maps detailing key races for the House, Senate, and Governor's Office across the US, along with an overview of the political context of midterm elections in general. Another link takes you to an overview of the larger issues affecting the November midterm elections (e.g. immigration, Iraq, energy) with the promise that

these issue summaries will continue to be updated. There are PDF versions of graphic organizers that might be helpful for students in processing information about specific issues or planning projects related to the midterm elections. The linked sites are regularly updated.

A superb overview for a Civics course, or modern US History course. The site would also be useful for any teacher who incorporates current events & wants a quick & dirty visual presentation explaining the importance of midterm elections. Finally, the separate "issues" sites provide a nice summary & would be helpful to teachers planning debates on any of these issues.

http://www.pbs.org/newshour/extra/teachers/lesson_plans/politics/midterm_issues06.html

Living in an Alkaline Environment Grades 8 - 12
Living in an Alkaline Environment is a three-part activity that explores the ecology and diversity of life in alkaline environments. The activities feature Mono Lake, CA as an example of an alkaline, hypersaline ecosystem. The first two activities on this site are classroom lesson plans, and the third is an online investigation. Complete lesson plans and standards are included. The final activity asks students to draw upon their new knowledge to research organisms living in and around Mono Lake, and create field guide pages and a food web detailing the Mono Lake ecosystem. You can use these activities in their entirety or pick and choose from the resources they include.

<http://serc.carleton.edu/microbelife/k12/alkaline/index.html>

Pop Portraits - Grades 6 - 12

Take a high-tech approach to student self-portraits using digital cameras instead of the traditional mirrors. This lesson plan, part of Apple's Digital Edge Learning Exchange from nationally certified teachers, is a very effective way to use technology as a tool instead of an add-on. Windows users may need to substitute Microsoft Photo Editor or a similar product for iPhoto, but the overall plan is easily adaptable for both computer platforms. If you are not sure which tools to use, ask one of your tech genius kids to show you for extra credit! See each stage of the lesson in the video clips on the this web page (requires Quicktime).

Launch a new way of teaching, then share this idea at your next department meeting!

http://ali.apple.com/ali_sites/deli/exhibits/1000679/The_Lesson.html

Calendars Through the Ages

This information-packed site includes sections on the astronomy of calendars (e.g. moon cycles), the history of calendars, differences among various international calendars, derivation of the names of the months, and loads of other trivia about calendars.

Lots of great stuff for "did you know?" discussions or as an extension of a study of timelines and other graphic organizers of information. A few interesting visuals, but the strength of this site is in its

information.

<http://www.teachersfirst.com/getsource.cfm?id=682>

3

Interactive French Francais Interatif

Learn first year French, learn about French culture, & practice to supplement your current classroom lessons using this highly interactive site created by faculty & students from UT Austin while on-site in Lyon, France. Preview all vocabulary & grammar topics from the Bienvenue section & at the opening page of each chapter. Start with the audio alphabet & go through thirteen chapters, including topics such as love & money! There are videos throughout the program, made by the Texas students (certain to be a hit with your high schoolers!) as well as web-based activities with questions to answer. Your students can even download or RSS feed all the videos as podcasts via iTunes. This is a real treasury of great lessons, ready to go! Students who would like to teach themselves French independently could do well with this site. You MUST have Quicktime to play the audio and video.

Play the videos on a projector in class as you start each topic or put the link for each chapter on your teacher web page for reinforcement and review. Be sure to allow time for the videos to download. Make sure you have speakers or headphones, as well. You need the Quicktime plug-in.

http://www.laits.utexas_edu/fi

Singing Science Records Grades 1 - 12

Listen to songs to teach important (& less important) science concepts. This collection of MP3 files was generated from an old set of records (yes, those round vinyl things that had scratches). While the actual copyright holder information is a gray area, you can feel safe in playing the songs from the site. Most likely, these songs from the 1950s & 60s are past copyright at this point. In any case, you can click to play from smaller or larger file versions. Be patient while they load, even over a broadband connection. It will be worth the wait to teach parts of plants, the water cycle, weather, motion, energy, electricity, & MANY other topics with just a computer and set of speakers to help students retain the information. Most of the content is elementary to middle school age, but some is high school level. Learning support teachers seeking alternate study strategies will love this one!

Include the links to specific songs for review on your teacher web site or play one of the songs as students enter the room (a sort of audio anticipatory set). You will definitely need to turn up the speakers.

Elementary music teachers might want to pick up one of the songs while the students are studying these topics & teach the music and lyrics during music class!

http://www.acme.com/jef/singing_science/

Algebra Help (a requested CASN News rerun)

This web site has a collection of lessons, calculators,

and worksheets to assist students and teachers of Algebra. (There is also a link to a similar website for Geometry students/teachers).

<http://www.algebrahelp.com>

Writing in the Mathematics

Classroom Grades 2 - 12

This site, while simple in appearance, is a rich source of teaching ideas for using a blog in your math classroom. There are over 50 different writing prompt ideas, different approaches to getting students to write about math (a MUST for many high-stakes tests nowadays), & innovative suggestions for using digital images or podcasts as part of you math blog. Every term used includes a definition & many have examples to help you envision using the blog.

Look through these ideas before you launch a math blog. Just reading this site may be enough to push you into trying a blog.

<http://futureofmath.misterteacher.com/blogs.html>

War Wrecks of the Coral Seas Grades 6 - 12

This site is a companion to an episode of the PBS series Nature, and focuses on the wreckage of World War II ships that has settled to the bottom of the

lagoons around islands in the Pacific Ocean. This wreckage now forms artificial reefs and teems with plants and fish. There is a film clip with lovely photography of a coral reef, along with a photo gallery of underwater life. There are links to special reports on the wreck of the PT-109 (JFK's WWII ship), the use of dolphins in war time, and the divers who are exploring these underwater worlds. This site would provide a nice "side trip" during a unit on underwater sea life, or a study of the Pacific theatre of WW II. Time it for Veteran's Day or Pearl Harbor Day in your science class.

<http://www.pbs.org/wnet/nature/warwrecks/solomons2.html>

The Cultures and History of America - Grades 6
- 12

This site accompanies an exhibition of 4,000 rare books, maps, documents, paintings, prints, and artifacts focused on the early Americas from the time of the indigenous people of Mexico, Central America, and the Caribbean through the period of European contact, exploration, and settlement. The site showcases two interactive artifacts: A 3-D view of the Tortuguero box, a seventh-century Mayan artifact, and a seventeenth-century book, *The Buccaneers of America*. The book features a page-by-page examination of the book along with written and audio translations of its contents. There is a nice picture gallery of other exhibits and a comprehensive bibliography. This site provides some nice visuals for

a unit on indigenous peoples of the Americas. The picture gallery has some lovely maps from the Francis Drake expedition, and the information about buccaneers would provide a nice balance to the "Pirates of the Caribbean" fantasy depiction of pirates. Some of the interactive features require FLASH. Use portions of this site on a projector in class or spend a day on a "web hunt" with students answering questions you give them to find within the site. There is plenty to explore.

<http://www.loc.gov/exhibits/kislak/>

On the Road: The Great Career Journey -
Grades 6 - 12

Let students walk through an investigation of their values, interests, and goals to help them find a career path using this interactive tool. Click the little movie camera icon to play animations (FLASH) and the little file folder to read the full "articles" on each subtopic, such as Skills. As students move through, they can read about different careers that match up with groups of values and skills. Note that this site was created in British Columbia, with slight differences in spelling and vocabulary from the U.S. This site would be a terrific in-class exercise on individual computers for several days as a preliminary activity or even as the backbone of a full career research unit or independent project.

You might want to demonstrate the basic site navigation on a projector or interactive whiteboard

the first day so students do not miss any of the content. This site requires FLASH. If you do not have Flash, you can click at lower left to "disable Flash" and view a non-Flash version of the same content. <http://careersonline.com/intro/default.htm>

Reading Strategies: Scaffolding Students' Interactions with Texts (lesson/s) Grades 6-12

(This is another of the excellent teacher resources found the Greece Central School District website from Greece, New York)

Find resources for teaching and modeling MANY reading strategies in your classroom, including handouts for graphic organizers and vocabulary development, all from this school-district site. Each strategy is explained and classified as before, during, or after reading and then linked to further information. This is a one-stop shop for teachers in every content area, as well as those reinforcing study skills for learning support students and helping students prepare for standardized testing. Each strategy includes suggestions for how to differentiate instruction, as well.

Suggestion: Give students links from your teacher web page directly to the graphic organizer they must complete for homework. Files are all Acrobat files, and Acrobat Reader is a free download.

<http://www.greece.k12.ny.us/instruction/ela/6-12/Reading/ReadingStrategies/readingstrategies.index.htm>

Virtual Knee Replacement - Grades 7 - 12

Learn about the anatomy of the knee and how doctors perform knee surgery through this online simulation. Includes a separate section with actual photographs for the strong-stomach crowd. The animated movie has the option to display subtitles (for the hearing impaired or computers without speakers) and stops to ask questions all along the way. The activities are correlated to Ohio and National standards. Teach about scientific inquiry using the section where you select the correct prosthetic knee device. Not only is this site an interesting look at a science topic for biology, anatomy, or physiology classes, it also provides a view into medical careers. Share this site as a real-world extension of a biology class on anatomical structures or in a career exploration activity. Students can navigate on their own computers or access the site from your teacher web page for use outside of class. Guidance counselors may want to include it among career links they offer to middle and high school students.

<http://www.edheads.org/activities/knee/index.htm>

NASA

NASA has some of the best high-quality free resources for teachers at all levels, including lesson plans, posters, multimedia, photos, professional-development workshops, and interviews with scientists. Subjects are earth science, space, and technology. FYI: NASA also runs summer workshops.

<http://www.nasa.gov/home/index.html?skipIntro=1>

Building Geometric Understanding

(NOTE: This is one of the U.S. Education Department's Teacher to Teacher Summer Sessions. Check out the Teacher to Teacher Website to find a link to many other Teacher to Teacher sessions and resources. <http://www.t2tweb.us>)

Join this hands-on session to build geometric understanding about area, perimeter, volume & surface area. Woodward & Byrd (1983) found that almost two-thirds of eighth-graders studied believed that rectangles with the same perimeter occupy the same area. In this presentation, you will be actively involved, just as students would, in explorations to help correct this misconception by exploring

- the relationship between a constant perimeter and areas of rectangles,
- a constant area, and
- perimeters of rectangles.

You will then connect this learning to building in three dimensions & examine constant volume & various surface areas. Finally, examine an authentic task that measures mathematical thinking & the use of mathematics in context with the Scale Model Project, where students enlarge an everyday object.

<http://www.t2tweb.us/workshops/sessions.asp?SessionID=119>

National Science Digital Library

The National Science Digital Library is a free online library for education and research in science, math, technology, and engineering, with many resources for teachers. <http://nsdl.org>

GIS resources

GIS Day (<http://www.gisday.com>) showcases real-world applications of GIS (geographic information systems) technology. GIS.com (<http://www.gis.com>) introduces you to GIS and uses technology for capturing, managing, analyzing, and imaging all forms of geographical information. The GIS software and service company ESRI has two sites, GIS for Schools (<http://www.esri.com/industries/k-12/index.html>) and GIS for Libraries and Museums (<http://www.esri.com/industries/libraries/index.html>) have many resources for integrating science, math, and social studies. The data is solid, and photos are beautifully done.

Teachers Domain

Teacher's Domain is a multimedia digital library for K12 teachers and students with excellent free digital resources. It is especially helpful for difficult concepts in the sciences. Multimedia clips are usually from public television station WGBH's library, with series such as Zoom, Nova and A Science Odyssey repurposed for education. It has standards-aligned lessons and allows you to have folders for students and groups so they have access to the resources you have assembled for them. FYI: Teacher's Domain also has professional-development courses

for teachers. (These courses do have a fee.)
<http://www.teachersdomain.org>

Oceanography

Teachers can use the Focus site for lesson planning, fact-checking, explaining difficult concepts, or linking to other resources. There are provided links to educational resources such as lesson plans, activities, and teacher-training opportunities. They link only to reputable, federally-recognized organizations, research and educational institutions, and government sites. The goal is provide you with a reliable source of basic scientific information, as well as some current research.

The site has been designed with the National Science Education Standards in mind, and consists of two main interdisciplinary modules: Oceanography and Space Sciences. A special module, Blow the Ballast! It focuses on the history of submarines and exploration of the sea.

<http://www.onr.navy.mil/focus/ocean/>

NASA World Wind

World Wind lets you zoom from satellite altitude into any place on Earth. Leveraging Landsat satellite imagery and Shuttle Radar Topography Mission data, World Wind lets you experience Earth terrain in visually rich 3D, just as if you were really there. PC and MAC

Virtually visit any place in the world. Look across the Andes, into the Grand Canyon, over the Alps, or along the African Sahara.

<http://worldwind.arc.nasa.gov/>

Windows to the Universe

Interested in Earth and space science?

Located online at <http://www.windows.ucar.edu/>, Windows to the Universe is a user-friendly learning system that is available to the general public.

Chickscope Provides Students with a Real Inside Look at Life

Many teachers have used the egg as a starting point for demonstrating how life begins and develops, often setting up an incubator to hatch chicks in the classroom. But what if teachers and students could peer inside an egg and observe an embryo through its three weeks of growth? And what other information, all tied to the egg, might they glean along the way?

That's the territory being explored with Chickscope, an interdisciplinary program at the University of Illinois that puts magnetic resonance imaging (MRI) technology into the hands of K-12 classrooms via the Web. Without leaving their classrooms, teachers and students can access and operate an MRI system, watching day-by-day as an embryo matures over 21 days.

run the MRI system, they actually collect data, they actually run experiments

<http://www.chickscope.beckman.uiuc.edu>

For more information

Umesh Thakkar, uthakkar@ncsa.uiuc.edu

Exploratorium

You can get lost in it very easily, but the huge website for the Exploratorium is an outstanding resource on their own award-winning exhibits and much else in their mission as the museum of science, art, and human perception. Everything from calculating your weight and birthday on another planet, to videos of staff expeditions to Antarctica, to a detailed annotation of the government documents that provided the libretto for last years opera on the Manhattan Project, Dr. Atomic. Plenty of interactive online classroom activities and outhur resources under the blue Educate tab, including libraries both tangible and digital. Go explore it!
<http://www.exploratorium.edu>

UNICEF Voices of Youth

Not your parents' UNICEF, this site focuses on the serious problems facd by youth in different parts of the world from the perspective of a young person.
<http://www.unicef.org/voy>

The Mind of Leonardo: The Universal Genius at Work

This is the website for the new museum exhibition, The Mind of Leonardo, at the Instiute and Museum of the History of Science in Florence, Italy. Explore Leonardo da Vinci's mode of thinking and his unitary conception of knowledge as the effort to assimilate, through bold theoretical syntheses and inventive experiments, the laws that govern all the operations of man and nature. You will need either Windows Media Player or the Quick Time player to access the video elements.

<http://www.universalleonardo.org/exhibion.phpid=509>

MOMA: Red Studio

Red Studio, developed by the Museum of Modern Art in New York in collaboration with high school students, explores issues and questions raised by teens about modern art and today's working artists. There are interactive activities, interviews with MoMA artists & curators, a bulletin board, and more. You will need the free Flash player.

<http://redstudio.moma.org>

Maps in the News

UTOPIAs map exhibits let you span the globe with a glimpse of places that are currently in the news.

<http://utopia.utexas.edu/maps>

September 11, 2001 Documentary Project

The *September 11, 2001 Documentary Project* captures the reactions, eyewitness accounts, and diverse opinions of Americans & others in the months that followed the terrorist attacks on the World Trade Center, the Pentagon, & United Airlines Flight 93. Patriotism and unity mixed with sadness, anger, and insecurity are common themes expressed in this online presentation of almost 200 audio & video interviews, 45 graphic items, & 21 written narratives.

The day after the attacks, the American Folklife Center called upon the nation's folklorists & ethnographers to collect, record, & document America's reaction. A sampling of the material collected through this effort was used to create the *September 11, 2001, Documentary Project*. This collection captures the voices of a diverse ethnic, socioeconomic, and political cross-section of America during trying times & serves as a historical & cultural resource for future generations.

http://memory.loc.gov/ammem/collections/911_archive

Who Are the Arab-Americans? (from Teaching Tolerance) (lesson plan)

<http://www.tolerance.org/teach/activities/activity.jsp?&ar=155&tnewsletter=torgnewsgen-09062006>

MidEast Web: A Brief History of Israel & Palestine & the Conflict

MidEast Web offers a brief history of the Israeli and Palistinean conflict. "This very brief account is intended as a balanced overview and introduction to Palestinian and Israeli history, and the history of the conflict. It is unlikely that anyone has written or will write an "objective" and definitive summary that would be accepted by everyone, but it is hoped that this document will provide a fair introduction."

<http://www.mideastweb.org/briefhistory.htm>

BBC Country Profile: Israel & Palestinian Territories

A factsheet on Israel and the Palestinian territories with links to related material such as audio & video of key speeches, profiles of leaders, & demographic info.

http://news.bbc.co.uk/1/hi/world/middle_east/country_profiles/803257.stm

Israel, the Palestinians, & the United States: Three lessons for HS Students

Educators for Social Responsibility Metropolitan Area provides lessons on Israel, the Palestinians, and the United States that aim to develop answers to and invite thinking about the following questions: What are the major issues dividing Israelis and Palestinians? Why are they so difficult to resolve? Why is the US a supporter and ally of Israel?

<http://www.esrmetro.org/palestine.html>

Arab-Israeli Conflict Research Exercises

World Press Review offers a number of research exercises that can be used to help students (grades 9-12) come to a better understanding of the decades-long Arab-Israeli conflict, and to see more clearly the perspectives on each side.

<http://www.worldpress.org/eduView.cfm/hurl/id:54>

Key Players in Arab-Israeli Conflict

BBC News offers profiles of key players in the Arab-Israeli Conflict, such as newly elected president of

the Palestinian Authority Mahmoud Abbas.

http://news.bbc.co.uk/1/hi/world/middle_east/1933453.stm

Promises - A look at the Israeli-Palestinian conflict through the eyes of children

What is it really like to live in Jerusalem? This site is centered on the film "Promises," an Emmy award-winner shown on PBS' "POV" program. Filmmakers Shapiro, Goldberg and Bolado traveled to Jerusalem to see what seven children Palestinian and Israeli were thinking about war, peace and just growing up. The site offers lesson plans and other resources. [

<http://www.pbs.org/pov/pov2001/promises/>

Middle East: Exploring Conflict Between Israel, Hezbollah, & the Countries that Support Them

Students will explore the conflict between Israel and Hezbollah. They will then research various perspectives, discuss the events in context, and write statements from the perspective of a country or organization involved. Designed for secondary level; link to standards provided.

http://www.nytimes.com/learning/teachers/lesson/20060719wednesday.html?searchpv=learning_lessons

Voices of Hope & Seeds of Peace

A program called Seeds of Peace sponsors a camp in Maine where young people from conflict areas around the world to come together each summer. This lesson will engage students in reading reflective essays from Seeds of Peace participants about the Arab/Israeli conflict.

http://www.pbs.org/newshour/extra/teachers/lesson_plans/world/peace_5-21.html

Prospects for Peace in the Israeli-Palestinian Conflict

The state of Palestine was divided in 1947 to establish the nation of Israel, resulting in two separate homelands for the Arab and Jewish people. This land division has polarized Arabs and Israelis for over 50 years, resulting in ongoing violent conflicts. In this lesson, students examine the root causes of the crisis and analyze past and present attempts at peace.

http://www.pbs.org/newshour/extra/teachers/lesson_plans/middle_east/

Common Ground News Service - current Middle East Issues

The Common Ground News Service publishes balanced and solution-oriented articles by local and international experts to promote constructive perspectives and encourage dialogue about current Middle East issues and the relationship between the West and the Arab/Muslim world. The service is a non-profit initiative of Search for Common Ground, an international non-governmental organization headquartered in Washington and Brussels, whose mission is to transform the way the world deals with conflict - away from adversarial confrontation towards cooperative solutions.

<http://www.commongroundnews.org/about.php?lang=sen>

SOME UPCOMING CONFERENCES AND EVENTS
Coalition of Essential Schools (CES) Fall Forum
2006

Many Voices, Common Principles: The Power to Transform

November 2-4, Chicago, Illinois

http://www.essentialschools.org/pub/ces_docs/fforum/reg.html

A+DEN CONFERENCE 2006

K-12 teachers are invited to submit their architecture and design education programs for the A+DEN Conference Poster Session Expo. The Expo provides an opportunity for teachers to present their programs on a national platform while learning about the work of design educators from around the country. A+DEN 2006 takes place in Chicago October 27 and 28. For more information, visit www.adenweb.org/conference/expo.

Building Up in the Middle Grades to Achieve Breakthrough Performance in High School: Symposium for Grades 6-12, Washington, D.C., October 27-October 29, 2006 (Bill Daggett)
<http://www.leadered.com/symposium>

National Career Academy Coalition Conference,
San Francisco, CA, November 11-15, 2006
<http://www.ncacinc.net/SanFran2006/overview.htm>
(register now for an early-bird rate)

SAVE THE DATES:

Small Schools Institute (Small Schools Project

Annual Conference), Miami, FL, January 10-11, 2007

California/National League of High Schools Annual Conference, January 11-14, 2007

California Partnership Academies Conference, San Diego, CA, March 11-13, 2007

SOME FUNDING & AWARD OPPORTUNITIES

(plus a scholarship site, some grant evaluation resources, and School-in-a-Box -- a worthy idea of a fundraiser)

National Vocabulary Championship (an event/opportunity for students)

The National Vocabulary Championship teaches students the value of a strong vocabulary. Students can enter local competitions in eight cities or can complete qualifying exams online. In addition, a variety of free vocabulary-enhancing tools, word games, and study materials are available at the site.

<http://www.gsn.com/nvc/>

2006-07 Siemens Competition

The Siemens Competition in Math, Science, and Technology brings high school students together to compete regionally and then nationally in project competitions judged by MIT and other leading research institutions. Winners at the national level receive college scholarships ranging from \$1,000 to \$100,000; entries are due October 2. Online registration is available at <http://www.siemens-foundation.org> or by calling 1 (800) 626-9795 ext.

5849.

Fulbright-Hays Seminars Abroad Program

The Fulbright-Hays Seminars Abroad Program provides opportunities for overseas experience. Seminars designed to give participants and introduction and cultural orientation to a particular country (or countries) and the topics and host non-Western European countries of the seminars vary each year. For 2007, there will be ten seminars offered for 16 participants per seminar, subject to the availability of funds. Seminars usually take place from late June to mid-August, each with a duration of four to six weeks.

Summer 2007 Fulbright-Hays Seminars include:

Elementary/Secondary
Secondary/Postsecondary

China

China (foreign language instructors)

India (math and science educators)

Canada and Mexico

Thailand and Vietnam

Japan (language only)

Brazil

Egypt and Israel

Poland and Russia

South Africa

The Fullbright-Hayes Seminar program is open to educators & administrators with responsibilities for curriculum development in fields related to humanities, languages, & area studies. Seminars are geared towards those educators with little or no experience in the host country (ies) who

demonstrate the need to develop & enhance their curriculum through short-term study & travel abroad. Only citizens or permanent residents of the U.S. who hold at least a bachelor's degree from an accredited college or university & who have at least three years of education-related full-time experience at the time of departure for the seminar may apply. All applicants must be currently employed full-time in a U.S. school system, institution of higher education, local education agency, state education agency, library, or museum.

Terms of the award include: (1) round-trip economy airfare; (2) room and board; (3) fees; and (4) program-related travel within the host country(ies). Participants are responsible for a cost share, usually \$350.00. Application forms are available on the program Web site. Deadline for the summer 2007 application is September 28, 2006. TIME SENSITIVE!

<http://www.ed.gov/programs/iegpssap/applicant.html>

Microsoft Unlimited Potential

An array of Microsoft Unlimited Potential grants support nonprofit educational institutions in their technology initiatives with funding and software. Proposals are reviewed at regional Microsoft offices. For more information visit

www.microsoft.com/about/corporatecitizenship/citizenship/giving/programs/up.

Court TV Grants

If you use the Court TV forensics curriculum in your science class, you can enter to win a \$1000 grant. See [courttv.com](http://www.courttv.com) as well for info on Court TV Forensics Day.

http://www.courttv.com/forensics_curriculum/grant.html

State Farm Good Neighbor Service-Learning Grant

State Farm and Youth Service America award grants of up to \$1,000 to schools implementing service-learning projects for National and Global Youth Service Day, April 20-22, 2007; the deadline is October 16. For more information visit

www.ysa.org/awards/award_grant.cfm#nowavailable

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Best Buy Offers Support for Interactive Technology in K-12 Schools

The Best Buy te@ch program recognizes creative uses of interactive technology in K-12 classrooms. The purpose of te@ch is to reward schools for successful interactive programs they have launched using available technology. This year the program will provide more than \$3.5 million in total awards to K-12 public, private, and parochial schools in the United States.

To be eligible, schools must be located within fifty miles of a Best Buy store.

Accredited K-12 public, private, parochial, and

nonprofit charter schools are eligible. Applications must be completed by educators who have been at the school for a minimum of one full academic year. Different educators from a single school may submit applications, but only one award per school will be granted. Home schools, pre-K schools/programs, after-school programs, colleges, universities, and vocational-technical schools are not eligible.

Te@ch awards of \$2,500 each will be given in recognition of up to 1,200 outstanding programs that engage students by creatively integrating interactive technology into the curriculum. The awards are \$2,500 Best Buy Gift Cards.

Te@ch awards of \$15,000 each will be granted to up to thirty-six schools that display the greatest creativity in their programs/projects and the clearest vision of how to increase the schools use of interactive technology through a \$15,000 te@ch award. Te@ch awards of \$15,000 are in addition to the \$2,500 te@ch award given to the school and are presented in the form of a Best Buy Gift Card or spending account.

One \$250,000 National te@ch Award will be announced in the summer of 2007. Each public school district that has a \$15,000 te@ch award recipient will receive a Request for Proposal from Best Buy. The RFP must be completed by the school district to qualify for consideration for the national award. The recipient of the national award will be selected on the basis of its submitted proposal. The

\$250,000 national award is in the form of a Best Buy spending account.

To apply to the Best Buy teach program educators must first register as an applicant and identify the Best Buy store within a fifty-mile radius of their school. Visit the program's Web site for complete application guidelines and procedures.

<http://communications.bestbuy.com/communityrelations/teach.asp>

Rewarding Students Demonstrating Exemplary Volunteer Service

Prudential Spirit of Community Awards honor young people in grades 5 through 12 who have demonstrated exemplary voluntary service to their communities. Maximum Award: \$5,000. Eligibility: Students grades 5-12 who have conducted a volunteer service activity within the past year.

Deadline: October 31, 2006.

http://www.principals.org/s_nassp/sec.asp?CID=539&DID=48173

American Honda Foundation

The American Honda Foundation provides grants to K-12 schools and others to support youth education and scientific education, particularly programs that emphasize innovative educational methods and techniques. Grants are awarded quarterly; the next deadline is November 1. For more information visit corporate.honda.com/america/philanthropy.aspx?id=ahf.

UPS Foundation Education Grants

UPS Foundation Education Grants fund high impact philanthropic programs that raise the level of educational instruction, family learning opportunities, & school involvement projects. Maximum Award: varies. Eligibility: 501(c)(3) organizations. Deadline: N/A.

<http://www.community.ups.com/philanthropy/grant.html>

Sun Microsystems Foundation Open Gateway Grants Program

Provides hardware and software grants, training, and technical support to: assist schools, particularly in economically disadvantaged communities, in making the transition to network computing; assist schools in utilizing network-based tools to implement new teaching strategies that improve instruction and student outcomes; and promote the full integration of technology into curriculum to help ensure that students are prepared to become information workers of tomorrow.

www.sun.com/aboutsun/comm_invest/ogp/index.html

E-mail: corpaffrs@corp.sun.com Phone: 650.336.0487

Sun Microsystems, Inc., Corporate Affairs Dept.
901 San Antonio Road, M/S UPAL01-462, Palo Alto, CA 94303

Toyota USA Foundation

Committed to improving K-12 education, the Foundation offers grants to nonprofit organizations for projects which increase the productivity of students and/or educators primarily in the areas of math and science. Applications are reviewed continually (no deadline).

www.toyota.com/about/community/tusafoundation/index.html

Phone: 310.618.6766

Foundation Administrator, Toyota USA Foundation,
A404

19001 S. Western Avenue, Torrance, CA 90509

Toshiba Grants to Improve Science and Mathematics Education

Toshiba America Foundation Education Grants aim to contribute to the quality of science and mathematics education in U.S. communities by investing in projects designed by classroom teachers to improve science & mathematics education. Maximum Award: varies. Eligibility: Teachers K-12. Deadline: October 1, 2006.

<http://www.toshiba.com/tafpub/jsp/about/HowApply.jsp>

Lowe's Sponsors Parent Involvement Grants

Lowe's Toolbox for Education grant program funds school improvement projects initiated by parents in recognition of the importance of parent involvement in education. Maximum Award: \$20,000. Eligibility: K-12 schools or parent groups

(associated with a non-profit K-12 school). Deadline: October 15, 2006.

<http://www.toolboxforeducation.com/>

Youth Service America Invites Applications for State Farm Good Neighbor Service-Learning Grant

Youth Service America and the State Farm Companies Foundation

(
http://www.statefarm.com/about/part_spos/grants/foundati.asp) are offering the State Farm Good Neighbor Service-Learning Grant for youth across the United States.

These grants of up to \$1,000 each support youth (ages 5-25), teachers, or school-based service-learning coordinators in implementing service-learning projects for National and Global Youth Service Day (<http://www.ysa.org/nysd/>), April 20-22, 2007.

Projects can address any number of themes including the environment, disaster relief, health, teen issues, education, interfaith dialogue, intergenerational relationships, homelessness, and literacy, among others. The application and grant guidelines are available at the YSA Web site: <http://www.ysa.org> Deadline: October 16, 2006

ING Unsung Heroes -- Rewarding Excellence in

Americas Schools (Deadline: 4/30/07)

The ING Unsung Heroes program is accepting applications for its Rewarding Excellence in Americas Schools program. The purpose of this program is to support creative and unique educational professionals and programs. http://www.ing-usa.com/us/about/connect/education/unsung_heroes.html

FastWEB

The largest online scholarship search available, with 400,000 scholarships representing over one billion in scholarship dollars. Provides students with accurate, regularly updated information on scholarships, grants, and fellowships suited to their goals and qualifications, all at no cost to the student. <http://www.fastweb.com>

EVALTALK: A Grant & Project/Initiative Related Site and List Serve

The University of Alabama hosts a listserv called EVALTALK -- an American Evaluation Association (AEA) Discussion List. See also the website: <http://www.eval.org> and free downloadable Guiding Principles for the American Evaluation Association: <http://www.eval.org/Publications/GuidingPrinciples.asp>

Students as Global Citizens: A Worthy Cause for a Student Fundraiser: UNICEF's School in a Box

Parents are stocking up on paper, pencils and other essentials for a successful start to the school year.

Did you know UNICEF stocks up on school supplies too? Education is key to child survival, and getting back to school after a disaster hits helps children feel safe. That's why UNICEF developed the School-in-a-Box. The concept is simple: school supplies are delivered to disaster sites in portable metal boxes so teachers can set up classrooms in a tent, under a tree -- almost anywhere -- until schools are rebuilt. Each School-in-a-Box, with materials for 80 children, costs \$190. Your donation to this vital program can help bring hope and a sense of normalcy to millions of children worldwide.

<http://www.unicefusa.org/site/c.duLRI8O0H/b.2043841/k.8924/Schoolinabox.htm?sid=58506127>