



Schoolhouse News

March 4, 2011



ANNOUNCEMENTS:

- **Edleaders Network:** The Ed Leaders Network (ELN) is here! Grounded in the belief that educational leaders impact student performance, the ELN has been developed to provide you high quality, on-demand professional development webinars to enhance your leadership growth. A dynamic professional networking community has also been created to allow you to interact with your peers and leadership experts from across the country.

ELN benefits include:

Works Within Your Busy Day - ELN webinars are designed to be approximately 15-30 minutes in length. This allows for easy viewing over your morning coffee, while you open your mail and during lunch.

Promote Learning - ELN webinars not only allow you to pass on what you have learned, but you are also encouraged to watch these high quality webinars with members of your staff during "lunch and learn" sessions, faculty meetings and in-service days.

Collaborate - The ELN community has been designed to provide you access to your peers and leadership experts from around the country. You are invited to take part in a discussion group, blog your thoughts on educational leadership and upload resources into the ELN Library that will benefit your colleagues.

Cost Effective - Take advantage of this great introductory rate for an annual subscription. (\$99 for IPA Members/\$199 for Non-Members) Your ELN discount code is: "eln-earlybird" (do not include quotes)

On-Demand 24/7 - Always just a click away.

The ELN's mission is to provide you the professional development content and capacity building professional network you need to do what is best for your students and learning community. Visit the Ed Leaders Network now by going to www.edleadersnetwork.org. Watch the free webinar, view the video, and subscribe today.

Please contact Teri Hoke anytime at thoke@iasp.org or 317-891-9900 if you have questions about the Ed Leaders Network. We encourage you to subscribe today.



- **Riley Children’s Foundation: Camp Riley Enrollment** now open and offering a session with empowering opportunities for children with physical disabilities. Camp Riley empowers children with physical disabilities by providing enriching, life-changing experiences in a traditional camping environment tailored to their individual needs. For 56 years, campers have shattered perceived limitations, met new friends and reached higher achievements, allowing them to return home with a new sense of independence and confidence.

Those interested in attending Camp Riley in 2011 should visit RileyKids.org/Camp to complete an online application and secure a spot for this year’s summer sessions. Camperships are limited to the first 230 applicants. April 15 is the application deadline. Applications received after April 15 will be accepted only if space is available for the appropriate camp session.

Children can attend one of five Camp Riley sessions offered during a six-week span. Sessions offer camaraderie and thrills through swimming, hiking, horseback riding, rock climbing, canoeing and other outdoor activities. New families may also attend Newcomer’s Day on Saturday, May 21 to learn more about Camp Riley. The staff-to-camper ratio never exceeds 1-to-3.

Camp Riley takes place at Bradford Woods, Indiana University’s outdoor recreation center located 20 miles southwest of Indianapolis (near Martinsville, Ind.). In 2010, 222 campers, including 52 new campers, attended Camp Riley. Campers represented 53 Indiana counties and six states: Indiana, Illinois, Kentucky, Michigan, Nebraska and Ohio. Since 1955, Camp Riley has been a “home away from home” to more than 12,000 children.

Riley Children’s Foundation subsidizes the majority of each child’s camper fee. The fee families are asked to pay is determined on a sliding scale related to household income. In 2010, over 47 percent of Camp Riley families qualified for a reduced camper fee. Families are also encouraged to raise money to send their child to Camp Riley. Donors interested in providing the Camp Riley experience to Indiana children with the gift of a campership should contact Riley Children’s Foundation.

Questions or requests should be directed to Riley Children’s Foundation at 317-759-6949 (1-877-867-4539 toll-free) or campriley@rileykids.org.

2011 Camp Theme : *“Wonders of the World” – From the Great Pyramid to the Northern Lights and back to Bradford Woods, get ready to experience the wonders of the world! Explore the hidden treasures of the outdoors, venture into a world where anything can happen, and discover the magic of the woods. Come join us for the summer of your life at Camp Riley 2011!*

2011 Camp Sessions

Riley 1: June 12–17, 2011

This one-week session is for campers who benefit from a 1-to-1 staff-to-camper ratio.

Riley 3: June 26–July 8, 2011

This two-week session is specifically designed for campers who are ready for a longer camp experience and thrive in a 1-to-3 staff-to-camper ratio.

Venture: June 26–July 8, 2011

This two-week session is for older campers who are ready for a longer camp experience and thrive in a 1-to-3 staff-to-camper ratio.

Riley 2: July 10–15, 2011

This one-week session is for campers who benefit from a 1-to-2 staff-to-camper ratio.

Kan-Du: July 17–22, 2011

This session is specifically designed for youth with cognitive and physical functioning levels assessed between 0 and 48 months and who thrive in a 1-to-1 staff-to-camper ratio.

- **Riley Children’s Hospital: Evansville Mater Dei** student Theresa Scheller, has worked tirelessly to organize the school’s first ever Dance Marathon in her sister Clare’s honor. Clare Scheller was diagnosed with Acute Lymphoblastic Leukemia (ALL) last summer, forcing her to postpone plans to attend IU-School of Nursing in Bloomington. After developing septic shock during treatment and losing her leg, she is finally back on a set chemotherapy regimen and is continuing to progress.
The dance marathon will take place on Friday, March 11th, and students have set a goal of \$10,000. Please enjoy this touching video created by Theresa and Clare! <http://www.youtube.com/watch?v=ZcNuaGWxCM8>
- **CollegeChoice529:** As a leader in education, you can help your employees and community learn more about the CollegeChoice529 direct Savings Plan. [Click here](#) for a letter and more information from State Treasurer, Richard Mourdock.
- **Lugar Academy Days:** U.S Senator Dick Lugar invites you to the 10th annual Academy Days taking place on multiple days throughout the month of May. Please [click here](#) to view the flyer.
- **Head Varsity Football Coach:** Danville Community High School is seeking a successful candidate that will meet the following requirements:
 - A licensed teacher in the state of Indiana
 - Student-centered
 - Extensive experience either as an assistant or head coach
 - Ability to motivate, delegate, improve athletes’ skills
 - Good analytical skills, strong communicator, organized, innovative

The posting will remain open until a suitable candidate is found. No paper applications will be accepted or considered. Please apply on-line by connecting with Job Postings at the DCHS Website (www.danville.k12.in.us). Be sure to include a cover letter, resume, license, and transcripts with your application.

- **Indiana High School Science Teacher of the Year Award:** Each year the Indiana University Bloomington Chapter of Sigma Xi, The Scientific Research Society, makes an award for Indiana High School Science Teacher of the Year. The teacher is invited to attend our Spring Initiation program at our expense to be honored along with our new members and undergraduate students researchers. He or she will receive a modest cash award and a certificate or plaque. We also send news releases about the teacher and award to local and regional media outlets.
If you believe you have someone to nominate, please contact Gabriel Frommer at frommer@indiana.edu or phone at 812.219.8278 before March 11, 2011. Please include information, such as subjects taught, years of service, anything about his/her qualifications for this award that you can put down easily. More formal material can follow later, with a due date in mid-April.

To nominate a teacher, please provide us with:

- a) a resumé, includes activities beyond what a good teacher is normally expected to do,
- b) a letter from you (and/or anyone else you think appropriate) explaining why you are nominating the teacher.
- c) If possible, peer and student evaluations of the nominee. (Successful nominations often include letters or briefer comments from students and/or other teachers about what made this teacher special.)

You can find more information about Sigma Xi and its IU Bloomington Chapter at these websites: <http://www.sigmaxi.org/> and http://www.iub.edu/~sigmaxi/iub_sx.html

- **National Learning Forward Conference:** Indiana School Administrators and Teacher Leaders, if you are interested in gathering strategic plans and effective practices for your students and teachers, then plan to attend a great summer conference planned with that successful end in mind.

Indianapolis will be the host city for the National Learning Forward conference on July 17-20, 2011 at the new Marriott Hotel. Save \$50.00 on registration for a 3 or 4 day registration when you register by April, 30th, 2011. Learning Forward was formerly the National Staff Development Council. Detailed information can be found at their national web site, www.learningforward.org.

- **Youth Philanthropy Ambassador Orientation:** Are you a foundation staff person, nonprofit or civic leader, teacher, or volunteer? Do you feel passionate about passing the tradition of giving and serving on to the next generation? If so, becoming a Youth Philanthropy Ambassador is a great way to help shape a new generation of philanthropists in your community! Attend the orientation on Friday, April 8.
Register at www.indianagrantmakers.org/Ambassadors and [click here](#) to read the full flyer.
- **Speakers on Differentiation:** John Glenn School Corporation is looking for speakers on Differentiation. If you know of any good, LOCAL, speakers, please contact Tim Davis at tdavis@jgsc.k12.in.us.
- **Plymouth High School Teaching Positions:** Plymouth High School has three openings for the 2011-2012 school year: Industrial Technology, Math, and Project Lead the Way. Apply online at <http://www.plymouth.k12.in.us/>
- **Hazelden Job Opportunity:** Due to the success of Hazelden's violence prevention programming, they are looking to hire another staff person to help reach more schools. This will help them build on partnerships such as the one developed with IASP. [Click here](#) to view more information regarding a full-time position in Hazelden's Center City, Minnesota offices.
- **Math Teacher Vacancy:** Guion Creek Middle School needs a 7th grade math teacher that is available to finish out the school year. Contact Kurt Benjamin, Principal at 317-388-7950 or at KBenjamin@pike.k12.in.us
- **Aspiring Principals Conference:** Send us your great teachers and promising leaders who are interested in becoming an administrator. The conference is **April 17-18 at the IASP Conference Center**. Now is the time to recruit our next leaders! The sessions include Mock Interviews, Resume Building, Special Education Updates, Administrative Licensing and Contracts, and Q & A with first year administrators. Register now at <http://www.iasp.org/dppAspiring%20Principals%20Conference2011.html> and lets build our profession now!
- **Education and Culture in England:** Lisa Lantrip, Assistant Superintendent at MSD Wayne Township in Indianapolis, is leading a trip to England June 7—16, 2011. Click here for an [itinerary](#). The total cost of the 10-day tour is approximately \$2500.
- **IASP and the Center for the Study of Global Change, Indiana University Bloomington** are announcing a grant opportunity for principals to extend their overseas travel experiences into their schools. Grants of up to \$1000 will be available to principals each of the next 4 school years. Look for the application to be posted in February with an application deadline of April 1.

- **generationOn Mini Grants:** Join the webinar on March 8 to hear an introduction to generationOn, Environmental Service-Learning Projects and Indiana Mini-Grants. Reserve your Webinar seat at <https://www1.gotomeeting.com/register/783684441>. [See the full flyer here.](#)
- **generationOn:** Thinking of a literacy event or an environmental service project to do with your students this spring? Check out the newly-created youth service organization powered by Points of Light Institute. generationOn Indiana has this GOAL: To get service learning curriculum and service projects in ALL schools in Indiana K-12. We are helping inform educators in Indiana of all the tremendous resources found on the generationOn website www.generation.org and providing them with many opportunities in Indiana, including mini-grants to support service projects, ideas for service lessons/projects each month “Moments of Service”, and free trainings about generationOn and service learning at their schools. Teachers will find over 1400 service-learning lessons/projects on the “Learning to Give” link on the website. Kids of all ages will find ideas, tools, lessons, and hands-on opportunities to help them get involved and understand the issues of their communities – and become a part of the solution. When kids learn at an early age that caring about others makes a REAL difference, the lesson last a lifetime. By serving others, kids connect with people from different cultures and different economic situations addressing “cultural competency.” With a wider, more tolerant view of the world they live in, kids grow into empowered adults, devoted to service and philanthropy.

generationOn Indiana with the support of Lilly Endowment is happy to offer sixty \$250 mini-grants to schools for service projects done in March, April or May. After you register on the website, The March “Literacy Month” and April “Environmental Stewardship Month” mini-grant LIVE LINKS are available by emailing generationOn@iasp.org Registering on the website helps us in Indiana know who our teachers are that are supporting service learning in their schools. We would also like for schools to log onto our Service Project Tracking Link <http://www.formstack.com/forms/?1031553-G7r8QEduU> and submit their completed service projects. This will help us recognize our generationOn Indiana schools and know what organizations are benefiting from these philanthropic efforts. All information and forms sent out by generationOn@iasp.org can be found on the IASP website www.iasp.org and the IMLEA website www.imlea.org by clicking on the generationOn link. Thank you for continuing to support service learning in your schools and helping your students “Make Their Mark on the World”. Contact: Joan Belschwender, Co-Coordinator of generationOn Indiana, email generationOn@iasp.org Phone: 317-891-9900 x201

IASP NEWS

- **Kids Against Hunger:** Kids Against Hunger of Central Indiana will be hosting its first annual Pack-a-thon at the Hamilton County Fairgrounds in Noblesville on Saturday, April 16. We plan to pack up to half-a-million meals during three 2-hour shifts that will begin at 9:00 AM and end at 4:00 PM. This is registered to be the biggest Global Youth Service Day Event in Indiana. This food will be distributed locally through food banks and globally to orphanages in Haiti and Africa. This is a great way to incorporate philanthropy and service learning into your school. Go to www.kidsagainsthunger.net to register and to download flyers for your school.

- **ERS Resources:** IASP has a partnership with the Educational Research Service. This valuable service is offering a special offer. For a limited time, you can **save 50% on ALL ERS RESOURCES, including ERS Publications and ERS Focus On Titles**. Order any ERS resource in stock and receive a 50% discount! Use code **WD50** when you place your order. Order online at www.ers.org, or call 800-791-9308. Best Selling Publications Include:
 - *Crucial Conversations About America's Schools*--excellent book study for your administrative team. Shares the truth about the research on charter schools, pay for performance, graduation rate, achievement gap, and turn-around schools.
 - *The Principal's Playbook*--workbook that summarizes 20 of the best research-based practices for Increasing Student Engagement, Improving Teacher Effectiveness, Implementing Effective School Practices and Providing Effective Principal Leadership; perfect for an administrator writing a Professional Development Plan for a school or district.
 - *ERS Focus On*--targeted research and implementation guides on 25+ topics, each is only 15-25 pages long and sold in packets of 15 copies, designed to feed your professional learning communities.

ERS has provided reliable research to educators like you for over 35 years—and now you can purchase these informative resources for a great price! Take advantage of this offer NOW—for limited time from ERS.

- **The Asian Learning Center** of Indiana is trying to determine the state of international education in Indiana. We hope to use this information to make a compelling argument for more financial and curricular resources to support our effort. If you have not already done so, please take a few minutes to complete this survey.

<http://www.surveymonkey.com/s/ALCI>.

- **Save the Dates:** Assistant Principals Conference is Saturday, November 19 and Sunday November 20. The Fall Principals Conference is Sunday November 20 through Tuesday November 22. We are excited for the energy and speakers that will be available with the conferences back-to-back at the Downtown Marriott!



NATIONAL NEWS

- **Federal House Votes to Cut Ed. Programs, From STEM to Literacy:** Federal aid for programs that support literacy, as well as the teaching of STEM education, foreign languages, and American history, are among many to be cut or zeroed out altogether under legislation approved this weekend by the new Republican majority in the U.S. House of Representatives. In all, the sweeping spending cuts proposed for the federal government include more than \$5 billion at the U.S. Department of Education. Click on the headline to read the full story.
- **NASSP Offers Federal Budget Breakdown:** [Click here](#) to learn about the specifics of the FY11 and FY12 federal budgets currently being worked by the US House of Representatives and the President
- **Can Florida Schools make the shift to digital classrooms by 2015?** The Florida Board of Education wants all students to use digital content instead of traditional textbooks by 2015, and some schools already are beginning to transition to all-digital classrooms. However, some educators say schools need more time and resources to undertake a complete shift, and questions remain about which devices to use and how to ensure equal access for all students.
<http://www.orlandosentinel.com/features/education/os-florida-digital-textbooks-20110219,0,7666653.story>

- **An Instructional Approach Expands Its Reach:** Response to intervention started out as a way to identify and teach struggling readers and special education students, but it's fast becoming a way to change schooling for all students. Response to intervention involves early identification of students' learning problems and the use of focused lessons, or interventions, to address those problems before they became entrenched. Though primarily linked with special education and early reading, the method is now used at all levels of schooling and in a variety of subject areas. Educators use "tiered-intervention" models—of which RTI is one type—to improve school discipline. Response-to-intervention models have also been used to improve instruction for English-language learners, with preschoolers, and as a lever for district-wide reform.

Even with the intense and expanding interest and the investment of new money and other resources, the RTI process evokes questions. To read the full story, go to:

<http://www.edweek.org/ew/articles/2011/03/02/22rti-overview.h30.html?tkn=NZCEVuzVbT+uVDgkRjkyry2V0dA/1mJF5to4&cmp=clp-sb-ascd>

- **Educators in Sanger, Calif., schools credit response to intervention for helping to increase student test scores:** The 2004-05 school year didn't start off well for the Sanger Unified School District. The 10,500-student district, located about a dozen miles east of Fresno, had entered its first year of "program improvement"—a gentler way of saying that Sanger was among the 98 lowest-performing districts in the state based on the success criteria spelled out in the federal No Child Left Behind law. The district fell short because it had failed to make adequate yearly progress. Hardly any group of students was doing as well as they could be, administrators said.

"We recognized we had some weak areas. We didn't recognize how profound they were, and that was a shock for us," said Marcus Johnson, who has been superintendent of Sanger Unified since 2003.

The district, set among the vineyards and citrus groves of California's Central Valley, has some children with high needs: Seventy-six percent are eligible for free and reduced-price lunch and 24 percent are English-language learners. But in 2004, the system hadn't aligned its curriculum to state standards, had a fractured system of professional development, and had no real way to expand or sustain the random bursts of improvement that would appear in an individual school or classroom, according to local educators.

California measures its schools on an "academic performance index," an annual measure of test-score performance that starts at 200 and tops out at 1,000. The target is 800 points or more. In 2004, Sanger's API was 599 points. In 2010, it was 805. And Mr. Johnson was named the 2011 Superintendent of the Year by the American Association of School Superintendents. One key piece of the district's success, administrators here say, was committing to response to intervention. Sanger's experience is one practical example that can help answer some questions that have swirled around RTI ever since its inclusion in the 2004 Individuals with Disabilities Education Act.

<http://www.edweek.org/ew/articles/2011/03/02/22rti-speded.h30.html?tkn=SNCEBzCNSg8HbDWm477U5Sf2qQxoL2dYiAHY&cmp=clp-sb-ascd>

IASP LEGISLATIVE UPDATES

We have now seen almost 2 weeks of the Democratic walkout with only a few gestures of coming back together. Minority Leader Pat Bauer met publicly with Speaker Brian Bosma on Wednesday 3/2 and they shared a bit of peacemaking rhetoric. However, the Indianapolis Star reported this morning that the House Republicans voted to begin fining those absent from the Statehouse \$250 per day beginning next week.

<http://www.indystar.com/article/20110304/NEWS05/103040347/House-GOP-Democrats-You-ll-pay-this?odyssey=tab|topnews|text|IndyStar.com>

Certainly it is expected that the House Democrats will be pressured in this fashion and in the Statehouse halls to get in line with the proposed legislation. It is also reasonable to expect that House Republicans may come together further on the key issues of contention in response to the walkout. Continue to talk with your Representatives about the House bills that impact education. Also, please take time to talk with your Senator as the Senate will begin work on House bills that have passed or will pass the House. Following is a synopsis of bills to monitor. [Click here for an analysis of Education Bills and their impact.](#) Thanks to Vic Smith and Libby Cierniak for their help with this document.

- **House Bill 1369: Pay to performance program for school administrators.** This bill passed out of the House before the walkout. Requires the department of education and school corporations to work together to set performance goals for improvement in: (1) standardized testing; (2) retention of students and graduation rates; (3) budgeting and fiscal performance; and (4) school administrator professional development. Creates the performance incentive grant to award school corporations that develop a state board approved pay to performance program and that meet the performance goals established by the department for school administrators. Allows for reduction in state tuition support to schools that do not meet the performance goals established by the department for school administrators.

This bill also could enable metropolitan school districts over 8000 students to hire superintendents who do not hold a license. It would also allow a school corporation to establish a policy to require administrators hired after July 1, 2011 to be residents of the school corporation.

IASP testified against this bill. Your current contract can already be structured to include performance goals. The categories stated in the bill are not well thought given the variety of testing structures we have in place and the variety of school configurations. Superintendents need an educational background and requiring administrators to live in the district will limit good administrators from working in districts just due to a personal decision of where to live and care for their family.

Begin contacting your Senator to discuss this bill. The full bill text can be read at

<http://www.in.gov/legislative/bills/2011/PDF/HB/HB1369.3.pdf>

- **House Bill 1479: School Performance and Turnaround Academies:** School performance and turnaround academies. Provides that a school that remains in either of the two lowest performance categories for a fifth year, or, in certain circumstances after a third or fourth year, becomes a turnaround academy. Requires the state board of education to set specific goals for a turnaround academy, and allows the turnaround academy to be operated by a special management team. Provides that a turnaround academy that meets the goals set for it becomes an independent school corporation.

Under this bill language, 212 schools would fall under the list of “either of the two lowest categories”. [Click here for the list of these schools.](#) Be aware of the schools in your area, including your own, that could be caught in this change to the PL 221 Accountability System. This bill passed out of the House Education

Committee 8-3. It has had one reading on the House Floor and could be heard again when the House reconvenes.

A process already exists for those schools that are in the lowest performance category for too many years, and the DOE has touted their efforts to work with these schools. The process needs to be allowed to continue, especially as we change the PL 221 categories and the placement process. This is especially true at the high school level given the increase in cut scores on the ECA tests and the dramatically different proposed rule for high school accountability. Continue to contact your House Representatives. The full text of the bill can be read at <http://www.in.gov/legislative/bills/2011/IN/IN1479.1.html>. Thanks to Vic Smith and Libby Cierniak for their work in tracking this bill and the analysis of the impact for our schools.

- **Senate Bill 575 Collective Bargaining:** The Senate passed this bill 30-19 and it would limit unions to bargaining only on wages and wage related benefits. The full story from the Indianapolis Star can be read at <http://www.indystar.com/article/20110223/NEWS05/102230328/Senate-passes-bill-limit-teacher-collective-bargaining>. This is a bill to read so we can be ready when the House debates this beginning next week. Read The last printing of the bill at:
<http://www.in.gov/apps/lisa/session/billwatch/billinfo?year=2011&request=getBill&docno=575>.
- **Senate Bill 1 Teacher Evaluations:** The Senate passed this bill 29-20 and it requires school districts to develop and implement multi-faceted evaluations for teachers and principals. It also requires districts to rebuild their salary scales so educators receive pay increases based on performance and responsibilities. The full text of the bill can be found at <http://www.in.gov/apps/lisa/session/billwatch/billinfo?year=2011&request=getBill&docno=1>. This bill has plenty of amendments too so I typically read the "latest printing".
- **Legislative Resources:** Click here for [State Legislator Contact Information](#). The 2011 IASP Legislative Platform was adopted by the IASP Board and you can read the [Full Platform](#) here. IASP has also prepared [Talking Points](#) which summarize the key elements of the agenda.

INDIANA NEWS

- **Summer Food Service Program:** The SFSP is a federally funded program operated by the U.S. Department of Agriculture and administered by the State of Indiana. Local organizations that sponsor the program provide nutritious meals to eligible children and are reimbursed for their efforts. Potential sponsors include schools, summer camps, community centers, and other organizations that offer exercise, education, or guidance to children. With the help of more than 234 sponsors last year, the SFSP provided 1.74 million free meals and snacks last summer to more than 45,000 low-income Hoosier children aged 18 and under. Unfortunately, more than 500,000 school age remain eligible and un-served. Read the letter from [Senator Lugar](#) and the [Sponsor Memo](#) for more information.
- **School's Peacemakers are Key to its Turnaround:** Two teachers at an Indiana elementary school make up the school's discipline team, created as part of the school's turnaround plan. The two begin their day at the school's breakfast program and aim to get to know students and uncover potential issues. "We're getting the pulse of the building," one teacher explained. "We want to be on top of the problems so we can deal with them before they erupt. If it's bad at the beginning of the day, it's just going to go downhill if we don't find a way to get things in order. For the full story, go to <http://www.indystar.com/article/20110220/NEWS08/102200369/1013/NEWS04/School-s-peacemaking-pair-gently-lays-down-law>

IDOE NEWS

- **IDOE Forum:** The IDOE will hold a public forum at Greenfield Central High School on March 10th at 4 pm. Dr. Bennett will be present to discuss proposed changes in public education. This will be a good opportunity to dialogue with the IDOE and voice concerns regarding education reform in Indiana.

- **Third Reading Plan:** Dr. Bennett clarified at the March 2 State Board meeting the retention issue. Third grade students who do not pass the IREAD 3 test are subject to retention. They could move forward in other subjects, but will still be assessed at the 3rd grade level. We would interpret this to mean the student could do 4th grade math, but would still take ISTEP and IREAD 3 at the 3rd grade level. You can read the full plan, including the adopted modifications (1-4) here. The State Board did not adopt modification number 5. www.iasp.org/SchoolhouseNews/February2011/ReadingRule2.8.11.pdf

- **Technical Honors Diploma:** The State Board approved moving forward with the rule making process on changes to the Technical Honors Diploma. The concern was that many students were not taking advantage of this opportunity due to the confusion of obtaining this diploma. [You can read the proposed changes here.](#) Look for the opportunity to testify on this issue.

- **Quality Review Reports Available Online:** The Indiana Department of Education (IDOE) has made the quality review reports, published through the School Quality Review Program, available online via the department's web site. The State Board of Education developed a requirement in response to the state's school accountability law, Public Law 221, which schools in year four of Academic Probation participate in the School Quality Review Program. The program is designed to provide schools and their supporters specific, action-focused feedback on what is working well and to identify clear targets for improvement. The review provides a structure to improve academic outcomes in schools so they move out of the Academic Probation designation. Review teams included Indiana educators, community representatives, and IDOE staff members. To view an individual report, please visit <http://www.doe.in.gov/turnaround/10-11-quality.html>.

- **High School Mathematics:** The State Board heard an update on math courses and requirements. They are considering increasing the requirements of the Core 40 diploma to include a "math experience" to insure students build their math proficiency in their senior year. This is related to the belief that all students should complete Algebra I by the end of their freshman year. This would impact the Pre-Algebra course many students take. The DOE is considering combining Math Lab and Pre-Algebra into a new course: Algebra I Enrichment. [The information provided to the State Board can be read here.](#)

- **Model Evaluation Rubrics:** As you may know, the Senate Education Committee will soon be hearing [SB 0001](#) that would require local school corporations to develop and put to use annual evaluations based on multiple measures, including some type of student performance or growth data. In anticipation of the discussion, the Indiana Department of Education (IDOE) is offering Indiana's teachers and school leaders an opportunity to review drafts of model teacher and principal evaluation rubrics. The state plans to offer these rubrics to local school corporations next year.
I hope you will take time to review the Principal Effectiveness Rubric draft at http://www.doe.in.gov/puttingstudentsfirst/docs/2011-01-28_principal_effectiveness_rubric_draft.pdf and the Teacher Effectiveness Rubric draft at http://www.doe.in.gov/puttingstudentsfirst/docs/2011-01-28_teacher_effectiveness_rubric_draft.pdf.
These draft rubrics will also be distributed to statewide media along with a press release from IDOE with additional details on how the rubrics were developed. If you have any questions regarding the rubrics, please email IDOE at superintendent@doe.in.gov

- **Elementary/Middle School Accountability:** The State Board of Education met on Wednesday, January 5 and approved moving forward with the accountability models for elementary/middle school and the high school. A revised version of the elementary/MS model was discussed which uses letter grades for performance instead of a grade point number.

The final version looks like this:

- Using a 90-80-70-60 grading scale for each subject, give yourself a letter grade for each subject tested.
- From this letter grade, you can go up a letter grade if a high percentage of your students had high growth in the subject area. This is looking at all the students who were tested for your school and who are included for accountability purposes.
- Or, from the original letter grade, you could go down a letter grade if a high percentage of your students had low growth in the subject area. This is looking at all the students who were tested for your school and who are included for accountability purposes.
- You can now earn a (+) on your current letter grade if a high percentage of your bottom 25% kids have high growth.

The details of this plan can be viewed in this [file](#) provided by Jeff Zaring. The proposed [Rule Language](#) is now available. Begin forming your comments and look for the date for Public Testimony.



\$\$ GRANT TIPS OF THE WEEK \$\$

Hitachi Foundation: Yoshiyama Young Entrepreneurs

The Yoshiyama Young Entrepreneurs Program supports young entrepreneurs who have formed financially viable businesses that create jobs, supply goods or services, or use internal management practices enabling low-wealth individuals the opportunity to achieve greater economic security. Maximum award: \$50,000 over two years, access to technical resources, and a peer learning community. Eligibility: entrepreneurs ages 18-29 who are operating businesses that are 1-5 years old and have been generating revenue for a minimum of the last 12 months. Deadline: March 14, 2011.

<http://www.hitachifoundation.org/our-work/yoshiyama-young-entrepreneurs-program/application>

McGraw-Hill Companies: Harold McGraw, Jr. Prize in Education

The 2008 Harold W. McGraw, Jr. Prize in Education celebrates the theme of global awareness in U.S. education and recognizes those behind educational programs that help students develop the knowledge and skills they need to function as workers, citizens, and fulfilled individuals in an increasingly interconnected world. Maximum award: \$25,000. Eligibility: policymakers, leaders in higher education, and school-based personnel. Deadline: March 18, 2011.

<http://www.mcgraw-hill.com/site/about-us/mcgraw-prize>

National Council for the Social Studies: Defense of Academic Freedom Award

The NCSS Defense of Academic Freedom Award is given annually to recognize and honor those who have distinguished themselves in defending the principles of academic freedom in specific controversies, in fostering academic freedom through advocacy, and in defending or advocating the freedom to teach and learn. Maximum award: \$1,500; commemorative gift; Annual Conference session presentation; publicity. Eligibility: Classroom teachers, professionals in other areas of education, students, parents, community groups, and members of other organizations (preference will be given to social studies educators) who are or have been engaged in activities that support academic freedom in the face of personal challenge or promote awareness of and support for academic freedom. The defense or advocacy of academic freedom must have been related to the teaching of social studies. Deadline: March 21, 2011.

<http://www.socialstudies.org/awards/academicfreedom>

Questbridge: College Prep Summer Program

Questbridge, a nonprofit organization dedicated to giving high-achieving low-income students resources during the college application process, is accepting applications for its College Prep Program for high school juniors. Maximum award: full scholarship to summer program, college admissions counseling, and attendance at college preparatory conferences. Eligibility: qualified low-income high school juniors. Deadline: March 29, 2011.
<http://www.questbridge.org/access/collegepreptext/>

NAGC: Passow Classroom Teacher Scholarship

The National Association for Gifted Children annually awards the A. Harry Passow Classroom Teacher Scholarship to teachers of grades K-12 who have shown excellence in teaching gifted students, the ability to meet the needs of gifted students, and commitment to furthering the development of their teaching skills. The scholarship is designed to reimburse/defray the costs of continuing education for up to two eligible teachers currently teaching gifted students in a variety of educational settings ranging from a homogeneous or full-day special class to a heterogeneous classroom. Maximum award: \$2,000. Eligibility: teachers K-12 who have been members of NAGC for at least one year. Deadline: April 18, 2011.
<http://www.nagc.org/index.aspx?id=1255>

American Historical Association: Awards for Teaching of History

The American Historical Association Beveridge Family Teaching Prize recognizes excellence and innovation in elementary, middle school, and secondary history teaching, including career contributions and specific initiatives. The individual can be recognized either for individual excellence in teaching or for an innovative initiative applicable to the entire field. Maximum award: \$1,500. Eligibility: teachers K-12. Deadline: March 15, 2011.
<http://www.historians.org/teaching/Beveridge.htm>

Kohl's Corporation: Kohl's Kids Who Care Scholarships

The Kohl's Kids Who Care Program recognizes and rewards young volunteers who transform their communities for the better. Maximum award: \$10,000 scholarship toward post-secondary education. Eligibility: youth 6 to 18 years old, not graduated from high school by March 15, 2011. Deadline: March 15, 2011.
<http://www.kohlscorporation.com/CommunityRelations/scholarship/index.asp>

Unsung Heroes 2011 Awards: The ING Unsung Heroes program annually provides grants to K-12 educators utilizing new teaching methods and techniques that improve learning. Each year, educators submit applications for an ING Unsung Heroes grant by describing projects they have initiated or would like to pursue. 100 educators will be selected to receive \$2,000. Deadline: April 30. More info at: <http://ing.us/about-ing/citizenship/childrens-education/ing-unsung-heroes>

National Association of Biology Teachers: Evolution Education Award: The NABT Evolution Education Award, sponsored by The American Institute of Biological Sciences (AIBS) and the Biological Sciences Curriculum Study (BSCS), recognizes innovative classroom teaching and community education efforts to promote the accurate understanding of biological evolution. Maximum award: \$1,000, a recognition plaque to be presented at the NABT Professional Development Conference, and a one-year complimentary NABT membership. Eligibility: biology and life science teachers. Deadline: March 15, 2011. <http://www.nabt.org/websites/institution/index.php?p=132#award2>

Do Something: Seed Grants: Do Something Seed Grants can be used towards project ideas and programs that are just getting started, or to jump-start programs and realize ideas for the first time. These grants can also be used towards projects that are already developed and sustainable, towards the next steps of the project and organization to help as the project expands. Maximum award: \$500. Eligibility: U.S. or Canadian citizens aged 25 or under. Deadline: rolling. <http://www.dosomething.org/grants/faq>

NABT: Award for Excellence in Encouraging Equity: Sponsored by Ward's Natural Science and the National Association of Biology Teacher's Role and Status of Women in Biology Education Section, the Award for Excellence in Encouraging Equity recognizes efforts by biology educators to encourage, promote, and strive for equity in the

educational community. Maximum award: a recognition plaque, an honorarium, and a one-year complimentary NABT membership to be presented at the NABT Professional Development Conference. Eligibility: biology and life science teachers. Deadline: March 15, 2011. <http://www.nabt.org/websites/institution/index.php?p=132#award2>

Yamaha: Young Performing Artists Program

The Yamaha Young Performing Artists Program (YYPA) recognizes outstanding young musicians from the world of classical, jazz, and contemporary music. Each year, the YYPA Finalists are invited to perform at the Music for All Summer Symposium held in late June. Maximum award: \$5,000 in retail credit towards a professional model Yamaha instrument, as well as a series of clinics and master classes with renowned artists, designed to help winners launch their music career. Finalists will also receive a professional recording of their performances and national press coverage. Eligibility: musicians ages 16-21. Deadline: March 15, 2011.

<http://www.yamaha.com/yamahavn/CDA/ContentDetail/WrappedTextDetail.html?CNTID=15478>

Jamba Juice: It's All About the Fruit

The Jamba Juice It's All About the Fruit grant program provides schools with fruit trees to create engaging nutrition and gardening experiences. Observing and exploring fruit production gives a deeper understanding and appreciation for this essential element of our diet. Recipients will be selected based on plans to promote nutrition education, ideas for incorporating fruit tree activities into the curriculum, and ability to sustain the program over multiple years. Maximum award: fruit trees valued at \$500 and the Jamba Juice It's All About the Fruit Youth Garden Guide; trees will be selected based on recommended varieties for each area. Eligibility: schools and community garden programs in the United States gardening with at least 15 children between the ages of 3 and 18. Deadline: April 11, 2011.

<http://www.kidsgardening.com/grants/jamba.asp>

Toyota: International Teacher Program

The Toyota International Teacher Program for Costa Rica Study will send teachers to eastern Costa Rica from November 19 to December 3, 2011 to study the country's environmental and cultural preservation efforts. Maximum award: a fully funded (transportation, lodging, meals, and all program activities) ten-day trip to Costa Rica. Eligibility: U.S. teachers grades 7-12 with at least three years of full-time teaching experience. Deadline: May 4, 2011.

<http://www.iie.org/en/Programs/Toyota-International-Teacher-Program>

Sunday March 13 is the day to "Spring Forward" by setting your clocks up one hour. One way to get ready could be to get up fifteen minutes earlier the three days before Sunday just to acclimate to what will hopefully be a warmer springtime in Indiana.

Gerald and Todd