

Wednesday, October 26, 2005

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Welcome to the Illinois ASCD Education Briefs

This electronic publication is sent to you every other Wednesday. This is a benefit brought to you as part of your membership in Illinois ASCD. We hope you will share the Illinois ASCD Education Briefs with other educators.

Association News

Illinois ASCD Kindergarten Conference Program and Registration Booklet Mailed

The Illinois ASCD's 25th Annual Statewide Kindergarten Conference (March 2-3, 2006) program and registration booklet will be in the mail this week to all PreK and Kindergarten teachers in Illinois. The booklet can be found on the Illinois ASCD web site at <http://www.illinoisascd.org/calendar.html>. A copy can be requested by sending an e-mail to Don Kachur at dkachu@ilstu.edu

Interested in Presenting at the Illinois ASCD Middle Level Conference?

The Illinois ASCD Annual Middle Level Conference (Practitioner Power XXI) with the theme "*T to the Max: Teachers, Teamwork, Thinking and Technology*," is scheduled for Timber Ridge Middle School on Friday, March 3, 2006. Are you interested in being a presenter? Go to <http://www.illinoisascd.org/calendar.html> to access the Call for Proposal and/or Conference Registration.

ASCD Preview and Registration Materials is Available

The ASCD Preview of its Annual Conference, "*Constructing the Future: Challenging the Past*," scheduled for April 1-3, 2006 is now available at <http://www.ascd.org/portal/site/ascd/menuitem.9f45bc8553f12b1abfb3ffdb62108a0c/>. You can now register for the conference and make your room reservations.

Wisconsin ASCD Offers "Reading Strategies for the Content Areas" Workshops.

Our colleagues up north (Wisconsin ASCD affiliate) are offering a number of workshop dates for "*Reading Strategies for the Content Areas*" in the Madison, Wisconsin area. We have a very cooperative working relationship with Wisconsin ASCD and are happy to share the professional development options they provide within easy striking distance of some of our members in northern Illinois. Go to <http://www.illinoisascd.org/calendar.html> to learn more about the workshop program offerings and registration information.

Mixed NAEP Results Show the Need to Educate the Whole Child and Close Achievement Gaps

The National Assessment of Educational Progress (NAEP) report reveals mixed results in math and reading achievement among US 4th and 8th graders. Although math performance has improved modestly, reading is stagnant for 4th graders and down for 8th graders. The results also show that achievement gaps persist between students of several racial and socioeconomic subgroups. Read ASCD's statement on the recent report from NAEP at <http://www.cap-wiz.com/ascd/issues/alert/?alertid=8140346&type=CU>

School Safety: Create a Safe, Secure Learning Environment

In today's larger school communities, providing a safe learning environment can be a challenge. It is important to have high education and conduct standards and get students, school staff, parents and the community involved in maintaining these standards. The ASCD Homepage highlights resources for educators to help increase safety and security in their schools. Visit ASCD's homepage at <http://www.ascd.org/portal/site/ascd/index.jsp/>

Curriculum and Instruction

For Teachers: On Reading, Learning to Read, and Effective Reading Instruction

There is an ongoing debate about reading. What is it? How is it learned? How is it most effectively taught? The Commission on Reading of the National Council of Teachers of English has compiled an overview of what the pro-

fession knows about reading, learning to read, and effective reading instruction, titled “*On Reading, Learning to Read, and Effective Reading Instruction: An Overview of What We Know and How We Know it.*” The report is referenced with some of the large body of research that has given rise to the view espoused. It then outlines policies that promote learning to read. Visit <http://www.ncte.org/about/over/positions/category/read/118620.htm>

For Teachers: Feds Aiding Struggling Teachers with a New Online Survival Guide

“If you are new to the teaching field—or if you work alongside someone who is—then this book was written for you,” begins the introduction to the U.S. Department of Education’s new online tome for beginning educators. Available free of charge on the ED’s web site, “*Become a Teacher: Survival Guide for New Teachers*” features a number of resources for rookie educators. Visit <http://www.ed.gov/teachers/become/about/survivalguide/index.html>

For Teachers: Resource Helps Build Information Literacy

Teachers and library media specialists searching for new and innovative ways to educate their students about effective research practices now have a new online tool at their disposal: S.O.S. (Situations, Outcomes, Strategies) for Information Literacy. This program is a free multimedia resource for K-8 teachers and media specialists who want their students to learn more and become excited about research. Learn more about S.O.S. for Information Literacy at <http://www.informationliteracy.org/training/Home.htm>

For Teachers: Autism—An Overview

Autism is a disorder that adversely affects a child’s neurological development. It ranges from mild to severe in its impact and is for this reason known as a “spectrum disorder.” Autism rates have skyrocketed. Here’s how to identify the symptoms and what services to seek for the autistic child. Visit <http://www.greatschools.net/cgi-bin/showarticle/il/389?fceid=20051010pa>

Rethinking Parent Conferences

In most districts, parent participation in conferences drops off significantly in middle school and high school. Why do some parents, particularly those with children in the upper grades, avoid parent-teacher conferences? Aside from identifying three major reasons for the drop-off, presented are some different formats that schools are experimenting with for parent-teacher conferences. To read the article, go to <http://www.asbj.com/current/research.html>

Critical Issue: Finding Time for Professional Development

Reform requires that teachers learn new roles and ways of teaching. That translates into long-term developmental process requiring teachers to focus on changing their own practice. The problem is, where do teachers find the time for change in their already busy schedules? This issue explores the vital concern of how to carve out time, opportunity, and other resources teachers need to realize the vision of education reform. Visit <http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd300.htm>

Publicize Your Good Work?

Is your school or school district doing any unique curriculum, instruction, assessment, or staff development programs, projects, or material development you are willing to share with others? We would like to use the [Illinois ASCD Education Briefs](#) as an opportunity for sharing across districts the good work various schools/districts are doing. If interested in sharing information, contact Don Kachur at dkachu@ilstu.edu

From the Field

National Staff Development Council’s Annual Conference

“*A Declaration of Professional Learning: The Revolution Begins!*” is the theme of this Philadelphia conference, sponsored by the National Staff Development Council (NSDC). The conference is designed to address four major aspects of professional learning: leadership, high-performance culture, race and class culture, and advocacy. The conference is scheduled for December 2-7, 2005. For more information, visit <http://www.nsdcc.org/conference05/welcome/hostletter.cfm>

Job Vacancies: Regional Sales Managers

ASCD, a progressive international education organization, is looking for two Sales Managers—one for the West and one for the Midwest regions. Knowledge of consultative sale techniques, major-account management, and relationship selling and the ability to travel extensively is required. Eight years of professional standing in the K-12 educa-

tion community preferred. An excellent benefits packet is offered including a retirement plan and generous vacation and sick leave. To apply, send a cover letter with resume and salary requirements to ASCD, 1703 N. Beauregard Street, Alexandria, VA 22331. E-mail hr@ascd.org

For Teachers: Illinois Work Zone Safety Calendar Contest

The Illinois Department of Transportation (IDOT) is looking for young artists with a vision for safety. Children kindergarten through sixth grade are invited to participate in the first ever Illinois Work Zone Safety Calendar Contest. Working with the Illinois State Board of Education (ISBE), the American Traffic Safety Services Foundation (ATSSF) and the Illinois Chapter of the American Traffic Safety Services Association (ATSSA), schools across Illinois are holding a drawing contest and sending the finalists to IDOT for the chance to win savings bonds, trophies and the opportunity to be featured in the 2006-2007 Illinois Work Zone Safety Calendar. For more information go to <http://www.dot.il.gov/trafficsafety/WZS/WZScontest.html>

News About Yourself

As an Illinois ASCD member, have you experienced a change that we can share with others in the Association (like a job change, promotion, retirement, award or recognition received, unique travel experience, etc.)? We would like to include such information in our bi-weekly news blasts. Send such information to Don Kachur at dkachu@ilstu.edu.

Leadership

Helping Principals Create a Culture of Literacy

The National Association of Secondary School Principals (NASSP) has released a new field guide for school leaders on adolescent literacy. "*Creating a Culture of Literacy: A Guide for Middle and High School Principals*," discusses the importance of implementing literacy strategies across the curriculum and gives practical steps and examples of ways to confront the deficit in literacy skills in secondary schools. The guide offers specific action steps, successful school profiles, additional research-based expertise, and important tips to remember when building a literacy program at the school building level. To read the executive summary and the full guide, visit http://www.principals.org/s_nassp/sec.asp?CID=62&DID=62

Quality Induction: An Investment in Teachers

Quality induction programs act as a catalyst for changing school cultures and improving the teaching profession. Read the article titled "*Quality Induction: An Investment in Teachers*" written by Ellen Moir and Janet Gless as they describe how the teaching profession can induct large numbers of new colleagues in ways that promote high levels of classroom practice and seek to ensure the academic success of all students. Read the article at <http://www.newteachercenter.org/article1.php>

Policies

Addressing Achievement Gaps: The Progress and Challenges of Women and Girls in Education and Work

This issue of ETS Policy Notes provides an overview of the presentations made at an ETS symposium on the progress women and girls have made in education and work and the challenges they still face. View the whole report at <http://www.ets.org/Media/Research/pdf/PICPN132.pdf>

Getting Education News Fast

ASCD is now providing e-mail updates about fast-breaking education policy news. By signing up for this new bulletin, ASCD members can stay informed about education legislation under review by the U.S. House and Senate, education bills due for reauthorization, and new legislation that will affect schools. To sign up, visit the ASCD Action Center at <http://www.ascd.org/actioncenter>

Publications

For Teachers: 55 Teaching Dilemmas

A new book (September 2005) written by Kathy Paterson titled, "*55 Teaching Dilemmas: Ten Powerful Solutions to Almost Any Classroom Challenge*," offers specific, practical ideas to help teachers manage their classroom time efficiently, educate with passion and enthusiasm, support students who are struggling, motivate with creativity and

humor, and lead effectively both inside the classroom and out. Visit <http://www.stenhouse.com/productcart/pc/viewPrd.asp?idproduct=8969&r=sb051021b>

Learning for the 21st Century

"*Learning for the 21st Century*" is the result of a lengthy and in-depth dialogue on improving education for the 21st century that was initiated by the Partnership. The Partnership reached out to hundreds of educators, academics, business leaders and employers to determine a vision for learning in the 21st century, to reach consensus on the definition of 21st century skills, and to develop tools to aid communities in its implementation. The model of learning outlined in the Report will help close the gap between what students learn today in school and the skills and knowledge required for success in 21st century communities and the workplace. Visit <http://www.21stcenturyskills.org/reports/learning.asp>

Federal Digest of Education Statistics Now Available

The Digest of Education Statistics (2004) provides a compilation of statistical information covering the broad field of education from prekindergarten through graduate school. Topics in the Digest include: the number of schools and colleges; teachers; enrollments; graduates; educational attainment; finances; federal funds for education; employment and income of graduates; libraries; technology; and international comparisons. To view the web enabled version of this document, please visit <http://nces.ed.gov/programs/digest/d04/>

Research

Public Beliefs About Accountability Not Aligned with Federal and Local Policies

Parents appear to have different expectations than lawmakers for what it means to hold schools accountable for student success, according to the Mid-continent Research for Education and Learning (McREL). A new brief reports on the results of an ongoing research project McREL conducted to uncover what parents and other community members, particularly those in underrepresented populations, think "education accountability" means — that is, to whom and for what do they believe educators should be held "accountable." Read more at <http://www.mcrel.org/topics/productDetail.asp?topicsID=1&productID=220>

Effective Reading Programs for English Language Learners

Robert E. Slavin and Alan Cheung in their research report titled, "*Effective Reading Programs for English Language Learners*," reviews experimental studies of reading programs for English language learners. They conclude that existing evidence favors bilingual approaches, especially paired bilingual strategies that teach reading in the student's native language and in English at the same time. A copy of this report is available at <http://www.csos.jhu.edu/crespar/techReports/Report66.pdf>

Illinois Association for Supervision and Curriculum Development Membership Form

Name: _____ Title: _____

School name / Organization _____

Preferred Mailing Address home work _____ Street _____

City / State / Zip _____

Phone _____ Fax _____ E-mail _____

One Year Membership: \$49 Professional \$15 Retired \$15 Student

Method of Payment: Check Enclosed: # _____ Purchase Order # _____ Credit Card MC Visa

Card # _____ Exp. Date: _____ Signature: _____

Return this application, with appropriate payment to:

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