

Saturday, June 30, 2007

News Nuggets

Say it isn't So! 50,000 Texas Students Caught Cheating on the State High-Stakes Test?

The No Child Left Behind Act is not the only culprit in creating undue stress and providing warped and convoluted motivation for students and teachers. States can skewer education in untoward ways, too. Big time!

Is it true that as many as 50,000 Texas students might have been "caught cheating" on the state high-stakes test? Of course this might be far worse than it seems because this alleged cheating was not for the whole plethora of grade level tests, but for specific test that determines if students can graduate!

These would be the students who want to go on to higher education…students who want to enter the job market…students that just want to graduate and go on to positions of trust.

But wait, some of the "evidence" indicates adult complicity, maybe even the application of a "magic pencil" after the students turned in their tests?

Who could be involved in an enterprise like that? Why "Might have Cheated?" We might think that the agency (in this case the Texas Education Agency (TEA) responsible for governing and policing this testing would want to uncover wrong doing, and would want to punish the culprits to the fullest extent of the law. We might think so, but no.

But wait, wasn't this the same organization that had to pull back on its scheme to reward "exemplary pilot sites" because of allegations that some of the "high-performing" sites may have been involved in cheating? What the Statistical Study Found Check out the investigative study backed by the Dallas Morning News entitled, "Analysis shows TAKS cheating rampant" State says it's addressed the problem, but News uncovers more than 50,000 cases 05:29 PM CDT on Sunday, June 3, 2007 Link to the study…

Sidebar

There still is a connection to the No Child Left Behind Act (NCLB), but in this case the connection is a correlation, not a cause and effect relationship.

The connection is that a big chunk of the "lame horse idea" that became NCLB was already "on the loose" in Texas and stomping manure when the "Washington Outsider" from Texas imported it for domestic consumption. Of course, when the initiatives that left a bad taste in the mouth of Texas teachers became the "law of the land," teachers' dispositions soured all across our great nation. What did the study find?

" The analysis – among the first of its kind on this scale – found cases where 30, 50 or even 90 percent of students had suspicious answer patterns that researchers say indicate collusion, either between students or with school staff.

Perpetrators go almost entirely undetected and unpunished by state officials. The study contradicts the Texas Education Agency's stance that cheating on the TAKS is extraordinarily rare and that the agency has done a good job of policing it. Many schools with big cheating problems, including some in North Texas, have officially been cleared by recent state investigations – in most cases simply by proclaiming their innocence on a state questionnaire. "Told you So! But, the TEA is not going to take specific remedial measures, such as… Ordering seating charts of students who take the test Determining if Cell phone text messaging was used in some sites

Ensuring that secure tests were not available "on the market" ahead of time

Allowing independent observers in schools during the testing, similar to how we assign impartial observers to check on elections in Third World countries.

Other inferences from the study…

" The findings also show that on a high-stakes test like the TAKS – which can determine a school's reputation, a teacher's salary and whether a student walks across the stage on graduation day – some people will seek whatever advantage they can find. "What we have here in many of the schools, particularly charter schools, is rampant cheating involving many students," said David Harpp, a professor at Montreal's McGill University who studies cheating and reviewed the analysis. "The upshot is that "rather than facing the firing squad," the cheaters, if there were any, will not be "smoked out."

If any cheating occurred, it will have been the perfect crime, not because the criminals were particularly clever, but because the agency charged with oversight has a "see no evil, hear no evil, believe no evil" posture.

For any of the cheaters, if they really existed, the statute of limitations for cheating, at least as interpreted by the TEA, seems to be measured in microseconds; or maybe the need to catch cheaters fades (dissolves, disappears) as soon as the test is handed in.

What could be the possible motive for such institutional (bureaucratic) behavior?

The TEA seems to approach the "Cheating Allegation" with the same attitude of the teenage babysitter when asked how the lamp got broken on his or her watch.

Could it be that after the TEA has gone on record, affirming that any cheating is a rare and isolated occurrence and so limited that there is no cause for alarm, that there is cause for alarm?

How do the chances of getting away with cheating on a high-stakes test in other states compare with the relative ease of

the operation in Texas. Are other states asleep in the saddle? Do agencies in other states have their hands on the bridle of the dark (cheating) horse?

Posted by Classroom Toolkit Newsletter in News Nuggets at 11:00

Short Article

Poverty Consciousness: Why School Districts do the Opposite of what they Should during Economic Slowdowns
How many times have we heard the phrase, "budget concerns," muttered in the same breath as "education," "school district" or "teaching?" Other phrases often correlated with "budget concerns" include:

Budget Crisis

Budget Shortfall

Belt Tightening

Cutbacks

Funding Crisis

These are associated with the dreaded and dire predictions such as…

"Reduction in Force"

"Staff Cuts"

"Shrinking Cash Flow"

"Austerity Measures"

"Shared Pain"

What these phrases have in common is a focus upon "limited resources for unlimited needs." What these trite cliches reveal is a "Consciousness of Poverty, impoverished thinking and a focus upon lack of resources." So many Words: So little Creative Thought
The fact that so many negative words and phrases are in play during educational management dialog and governance decision-making anguish indicates that the "under funding mind set syndrome" and its associated "concept-shortfall" is rampant.

This "short-sighted" perception and impoverished belief system permeates the thoughts and feelings of school district leaders who otherwise show good sense. This limited perception and narrowed point of view sets the scene, plays dirge background music and infects otherwise jolly souls with the "doom and gloom" of career expectations of shared misery and learned hopelessness.

Sidebar This is an interesting phenomenon observed with…
The Urban Myth of 65 words for snow among eskimos

There are multiple "Eskimo" languages

Eskimo languages are "polysynthetic." This means that nouns can be added together to perform the same function that adjectives perform in English

"In fact, the number of Eskimo words for snow is unbounded, because Eskimo languages (like many native North American languages) are polysynthetic. Polysynthetic languages allow noun-incorporation, resulting in a single word that is the equivalent of a phrase in other languages (Spencer 1991), having a system of derivational suffixes for word formation to which speakers can recursively add snow-referring roots. As in English, there is a handful of these snow-referring roots, such as for "snowflake", "blizzard", "drift". What an English speaker would describe as "frosty sparkling snow" a speaker of an Eskimo language such as Inuinnaqtun would call "patuqun", and express "is covered in frosty sparkling snow" as "patuqutaujuq". The concept is the same in both languages. This is true of things other than snow: "qinmiq" means "dog", "qinmiarjuk" "young dog", and "qinmiqtuqtuq" "goes by dog team"."

See Wikipedia for exposure of this myth

165 words for tree bark in the Cherokee language

The Cherokee language is also polysynthetic

The kinds of uses for in the Cherokee language included the blend of the word bark to mean "cloth and paper," processes done to tree bark, how the bark was collected (by hand, with fire, with tools), what side of the tree the bark was found, how the bark was used (medicine, dye, writing, etc.)

There are too many references for this. Perform a search at Google(TM) "words-for-tree-bark-in-cherokee-language"

160 words referring to "camel" among the Bedouins

Link to a great article about camels citing this fact

Words that are important multiply, and these words present subtle variations to show distinctions, shades of meaning and different aspects and viewpoints.
Litmus Test for Poverty Consciousness
What this focusing upon "scarcity and lack" does is create a sort of "tunnel vision" and a shared commiseration among school district executive decision-makers, folks that should know better and who should do better to help their clients. (Note: Clients are those persons whose care is held in trust. In the case of school district executives, students, teachers and district staff members are the executive decision-maker's the clients.)
By riveting their attention upon "limitation and lack," school district executive decision-makers focus everyone's attention (an attraction force) upon what they do not want to attract.

This does not mean that placing attention upon the negative condition is the "cause" of the deepening, depressed (and depressing) cash flow. The process involves the fact that belief systems tend "help" people see what they believe. In the case of scarcity-and-lack-focused school district executives, the process tends to warp and skew their decisions in favor

of digging on the "slippery slope" of the money sump, and sliding headlong into its morass. They tend to expect the worst, and act like economic ruin is a forgone conclusion unless they take drastic, painful-to-their-clients, measures.

SidebarThe Law of Attraction:

Some folks believe that one function of the human mind is the ability to attract into our lives exactly what we focus upon, what we imagine vividly, what we accept and believe as though this event or condition has already happened.

This process is called "Creative Imagination" that is different than the "Law of Attraction." See Wikipedia for a discussion of the Law of Attraction. We are not discussing "mystical principles" here, but the tendency for people who are under stress to...

Begin to narrow their vision toward "tunnel vision"

Perceive threats more vividly, with heightened levels of threat and panic

Perceive opportunities less vividly, if at all

Begin to process information with their least strong thought modality, i.e., use their weakest thinking skills in problem-solving

Communicate their stress in ways that diminish the confidence that others have in their insight and their decisions

Sink into a "See, I told you so" defensive position when their ideas are questioned or challenged

This creates a mental depression in thought and ideas that become associated with limited resources and lack. This is a "rut," a fixation upon all the woes that "school district flesh is heir to, and a self-limiting process that leads to creative solution stagnation." Batten Down the Hatches Action paralysis (from panic and fear) infects the "creative thought glands" of school district executive decision-makers; those leaders who should know and do better, but who instead "circle the wagons" into a defensive position.

Their patented response: to "Batten down the fiscal hatches" and await (and wait out) the "long winter of discontent."

A ship at sea, when faced with a mammoth storm, perfect or otherwise, dumps ballast or cargo to increase buoyancy. A school district, faced with economic turmoil and money-sucking whirlpools, dumps staff to lighten the load. Backwards, Knee Jerk Of course, the knee-jerk reaction is backwards. What should be done is to focus upon increasing revenue and cash flow. Instead of "moan and groan" commiseration with colleagues and a "Woe is us" acceptance, school district decision-makers should become pro-active. Really, the time to have taken care of this issue was "before hand" because no thinking person believes that school district executives are ever "blind sided" or "caught with their pants down" about the financial straits that they find themselves in from time to time. So, what adaptation lifeboat does the panic drive school district decision-makers to cling to?

Downsizing staff, austerity measures and "belt tightening," early retirement incentives, reduction in force for "non-essential" programs and other variations of "retro" thinking are the "bureaucratic life preservers" that the vision-challenged decision-makers grab for "dear life." What should be Done The pro-active solution for school districts to increase cash flow, increase sales, increase fees and make more money preferably long before the "economic wolf" comes howling at the door. This is only a metaphor. Wolves are much nicer than creditors and politicians. In fact, in North America, there are no documented cases of a wolf or wolves (except maybe rabid ones) having attacked people. This may not be true in Europe. But, even in Europe, the wolves may have been attacking the horse, or horses, and not the rider or carriage occupants. Of course, there are some restrictions upon Not-for-Profit organizations such as which have 504 C 3 tax status. But, even if school districts made taxable money, it is an easy matter to pay taxes on profits. The Internal Revenue Service (IRS) rules for a not-for-profit organization maintaining their tax-exempt status is a comparison of the percentage of profit-making, compared to the organization's total exempt activities. The amount of non-exempt business revenue must be small, if not substantially related to the organization's tax-exempt mission. Since even small school districts have budgets in the multiple millions (or tens of millions) of dollars, school districts would be so lucky as to be making too much money by normal business means! A Business Analogy Here is what a business would do if it followed school district "worst practices."

In times of economic down turn (recession or depression), the "don't have a clue" organization would... Fire sales staff

Decrease commission rates paid to sales staff

Lay off production staff, managers

Cut all overtime pay

What businesses need to do in times of economic down turn include:

Transfer more staff to sales

Increase commissions

Offer productivity bonuses

Offer bonuses and discounts to customers for increased orders

Increase marketing efforts

Increase proven advertising

Find new markets Options for School Districts

Even though there are some federal and state restrictions upon how a school district can generate income, there are lots of things that school districts can do to increase cash flow. Some of these options include:

Grants

Incorporate a Private Foundation

Increase Fees

Move to a Four-Day School Week

Fundraising
School Business Partnerships
Selling Ad Space
License Materials and Collect Royalties for…

Distance Learning
Training
Professional
Books
Textbooks
Curriculum Materials
Software Programs

School districts can also explore lots of creative, cash generating avenues such as…
Sponsor credit cards
Google™ AdSense ads on the School District's Website
Selling ad space on the inside (deplorable), and outside of school busses
Leasing meeting space, auditorium space, and facilities use during the evening and weekends
Selling services
Finder's Fees
Sponsorship of School functions by local business such as newsletters, event programs, and report cards
Lease busses to outside groups
Sponsor paid excursions and tours of the nearby local area for tourists
Create local programming for cable community events and access
School districts can save money on "cash hog" programs, i.e., programs that don't pay off in increased student achievement by dumping these programs. (Note: this does not mean dumping the people who manage and operate these programs. Move the people to money-producing activities.)
School districts can also transfer unused inventory from campus to campus, or to nearby school districts.SidebarThe amount of "waste" in terms of stored supplies can be staggering.Of course, there must be some incentive for district staff to turn in supplies. One approach might be a "finder's fee" of 10%, or a "materials swap" credit system.If the school district cannot bring themselves to provide a personal reward to teachers, then perhaps the teacher can earn credits for their campus.What not to DoSome strategies that school districts should choose not to do are:
Drop, outplace, "send the the glue factory" experienced staff in favor of "cheaper to keep" Newbies
Cut working and non-working programs an equal percentage, across the board
Keep investing funds where the direct connection to measurable instruction, learning and achievement has a negative correlation (Programs where there is no connection to real learning)
Collect fees for placing soft drink and snack food vending machines in school cafeteriasThe Real "Scary" Truth about Patron Support
The truth about what school district decision-makers can do is that patrons will support any reasonable "cost-cutting" or "revenue enhancing" methods if the district demonstrates a track record of building student achievement.
What is "scary" about this level of patron support is that, in order to earn and maintain such support, the district must…Operate in a transparent manner
Operate in a scientific, research-based manner
Measure and document improving achievement for every student
Treat student achievement as its first priority
Treat all students with caring, love and respect
Treat teacher improvement, with corresponding levels of support, as its second priority
Treat all teachers with caring, love and respect
Find the leadership that radiates "Success and Wealth Consciousness"It is a legitimate business expense for a school district to hire a non-educator chief executive, even at double or triple current salaries, who will bring increased revenues to the district
It may be necessary to search outside the education field for such an individual, since school district experience, earned while under the spell of poverty consciousness, will have "soured" the typical leader and biased this person's thinking in favor of "restriction, scarce resources and lack"
A chief executive who brings in ten, twenty, hundreds of times their salaries, in the form of new revenue streams, is worth every penny of their salaryThe good will of teachers, students, parents and patrons is easy to develop. All that is needed is to treat everyone with kindness, caring and respect
Existing, "no-can do" supervisors and decision-makers will become so uncomfortable in an open, transparent, caring organization that they will either change for the better, or leave to find another stagnant school district where the Philip of lack meshes with their limited world view
Be sure to replace "money misery and woe" thinking people with "can do" people that exude the attributes of success

and wealth consciousness

And what are the attributes of success and wealth consciousness?

The answer is that the right people will view and treat students and teachers as precious commodities. Success and wealth conscious leaders will show that students and teachers are more important than money. The paradox is that this attitude of success will bring in lots more money, and the people that are already in place, will be worth lots more because…

Of their cooperation with the new, dynamic leadership

Of their heightened morale

They become intrinsically motivated to live up to the high levels of esteem that success and wealth conscious leaders place in them

Of course, when viewed through the lenses of Poverty Consciousness, teachers and students are viewed as "costs" and teachers are viewed as "economic liabilities."

If students and teachers are more important than money, it is important to show them by spending money on them.

Success and Wealth Consciousness

Other people, companies, foundations, entrepreneurs, business leaders, celebrities will give school districts money if the district operates "above board" and if the school district can demonstrate a track record of success.

The state of the economy has nothing to do with this. Success consciousness and Wealth consciousness just attract like-minded people.

Success and wealth conscious are contagious.

Let's how that you catch some of the joy and some of the "can do" attitude in the district where you work.

Posted by Classroom Toolkit Newsletter in Short Article at 10:00

Feature Article

Plan into Action: Vision into RealityGetting things done. That is the single most important key to success. Everyone agrees on this, but few people know how to "get it done."But, if "just staying busy" were enough to ensure success, all overworked teachers would be "post-high-stakes test" heroes.

But we also know that just working hard, or just "working smart and hard" fail to achieve success objectives.

In fact, "working hard" is counter productive in a number of ways. Working hard…Creates stress, and stress breeds mistakes

Provides a model of learning effort that students reject and students have no interest in emulatingStudents want learning to be easy, captivating, fun, play, creative, spontaneous…like how they learned language as infants and toddlersBuilds a consciousness of lack, and a lack of confidence in the teacherThis includes a lack of confidence in the teacher's abilities by students, and a lack of confidence by the teacher of students' abilitiesCreates a sense of struggle, and the struggle to "help" students to learn and perform causes teachers further to doubt the abilities of studentsDoing "Right Things Right"So if "working hard" is insufficient (even ineffective) in ensuring successful learning, what is effective?

This is where vision comes in.

The key is to execute strategic tasks. But, the teacher has to know what these strategic tasks are.

Here is a lesson in logic. Possible choices that a teacher can make include:Action CategoryIndicatorsRemedyRight things done rightProper executionRest easy, enjoy life, no need to worry Right things done wrongImproper execution, improve delivery and execution skills Figure out how to be successful by observing, conferring and interacting with students. Assess your strategies and methods as you goWrong things done rightTake credit for skillfully not producing any valuable student outcomesFind strategic activities and methods that pay off, then execute them with the skill that you already demonstrate Wrong things done wrongLittle chance that any positive outcomes will result in any useful student outcomes.Teaching may not be for you. Become a politician…or a spokesperson for The NCLBOrdinary Measures: Extraordinary ResultsResults from our action come from our taking ordinary actions.

Outstanding results come from doing the right things in a streamlined and effective manner.

The paradox is that simple procedures, learned and repeated, produce outstanding results, while complex superstructures of actions sag and crash from their own dead weight.The Cruel Hoax of ProcrastinationProcrastination is a silly excuse for our failures. We pretend that some mysterious force, some evil and insidious quality, is working behind the scenes in our lives to sabotage the benefits and scuttle the outcomes of our desires.

But, procrastination is not a "real thing," in the same way that "cold" is not a real thing.Sidebar

In science, the concept of cold is used to describe a relative phenomenon; but in reality, there are only atoms and molecules spinning and dancing at different speeds. What we call "cold" is only the absence of heat. And when heat is absent, the atoms and molecules move more slowly.

So, there is only heat or the absence of heat, but no "thing" such as cold exists, except in our experience.

In the same way, as there is no thing as "cold," there is no thing that is "procrastination." What we have is the experience of avoiding one task by doing some other task, such as playing, eating, watching television, fishing, playing golf, etc.

What we have is the choice to do something that is either more pleasant, or the choice to do something that is less stressful, or less painful.

Putting off or delaying a task that is aversive, painful, stressful, unpleasant, or difficult is really choosing to take care of ourselves in some way. Unfortunately, we don't complete the "taking care of our self" job in an efficient or effective manner when there are negative consequences for not doing what needs doing; or when not doing brings really deplorable consequences if left undone.

On the other hand, putting off something so that we can incubate ideas, or putting off the release of a "creative work" until it is "finished" (as long as we are continually focusing and building it), is a high-payoff strategy.

Here are the reasons that these choices might not be beneficial: We "enjoy" secondary gains (other rewards) for failing to execute. For example, our colleague received recognition (and we didn't) so that we allow the project that we both work on to languish; in an effort to punish our colleague in a passive-aggressive way. We enjoy temporary pleasures now, and face unpleasant consequences later. For example, watching the championship game into the wee night hours, then dragging all the next day, giving your students (and your employer) less of you than they deserve. We experience a dynamic interplay of guilt and self-inflicted punishment, possibly learned from people we loved and trusted when we were children.

We don't really know what we are doing, so we "fake it"

We know what to do, but the task is complex and daunting. We face the task with "shallow breath, stress, and queasy fears" instead of completing one part of the task at a time.

We are trying too hard to "be perfect" and this need for "stellar personal achievement" causes us to freeze. For example, because we are compelled to write the Pulitzer Prize winning novel, not just any ol' novel, we never start writing, we never practice our craft and the best seller that we would have eventually produced remains in "Fantasy Land." Health and Wellness; Nutrition, Exercise and Self-Care. Acting on your vision (AoyV), and executing with elegance (EwE) require that you operate with energy and alert focus. When you are semi-sick, dragging-tired or stressed-out due to inadequate self care; you lack the energy and stamina to succeed.

Be sure to relax and rest well, eat with wellness in mind, and sleep a comfortable and restful sleep.

Your students deserve to relate to the best you that you are. And, the you that you are provides more of a model (more positive impact upon your students' lives) than all the lecturing that a "do as I say, not as I do" bravado accomplishes.

Top-Notch Mental Condition (and Conditioning) Energy and focus require that you exercise and eat a moderate amount of food. And the food needs to be the right kind of food. Sugary, grease-laden "treats" sap your strength; and "starches basking-in-grease" carry calories, but the calories in these concoctions refuse to carry you. **Sidebar** A deep-fried, jelly-injected, hydrogenated or lard-frosting-decorated doughnut carries within itself the demise of your energy and stamina. This improvised destructive device (IDD) (doughnut) operates on your body like the wrong wood thrown onto a campfire. This is the equivalent of wood that emits lots of putrid smoke, burns in a flash; but extinguishes itself before the embers are completely consumed; leaving lifeless coals that harden into a useless blanket over good wood. **The Terrorism of Perfectionism** One of the insidious internal processes that "masks as procrastination" is the ill-advised, ill-conceived, emotional and stress "illness driver;" "perfectionism." **Sidebar** "Perfectionism" is the name of a "self-warping" process that you learned, probably early in life. "Perfectionism" is a noun, and the word refers to a process, but not to a "thing."

As a dynamic process (even as a failed learning process), perfectionism is detrimental and often fatal to personal achievement.

Perfectionism is different than the process of genius, where small steps are practiced until the performance is seamless (over learning), and where major portions of the performance are placed on performance autopilot (habit). Examples, riding a bicycle, shaving, driving a car, delivering instruction to your students.

"Perfectionism" is a stepping over the line from, "doing your best" to "you have to be the best," and on to "what you do must meet the classical "definition of perfection."

Sidebar within a **Sidebar** This idea may have originated with the ancient Greeks who reasoned that it was impossible to draw a straight line or a triangle that was perfect, but these figures existed, without blemish in the mental world.

Of course the ancient Greeks should have extended this proposition to several other, more practical concepts, but their search for "ideal beauty" blinded them to practical definitions. For example: "Good enough"

"Good enough for government work"

"Just do your best" "Your best is good enough"

The corollary to this misguided mode of thinking is, "Unless what I do is 'perfect,' what I do is not good enough."

Teachers and parents foist this mental monstrosity upon students (and pre-student children) with a focus upon high grades, perfect scores, making a hundred, and other less-than-useful motivations. **Sidebar** within a **Sidebar** One way to create a "stuttering child" is to take a child with "perfectly" normal intelligence and "perfectly" normal language development and place them with a "caregiver" that "corrects" their words "until they get them right."

What this does is cause victim child to hesitate, think about the words before saying them, and worse; to think about how to make the sounds. With normal language learning, children just make lots of trials until they build a habit of producing the correct sounds.

With "on-the-job training" for stutters, normal practice is interrupted in favor of practice within the "acceptable range" (for the caregiver).

Using this model of incapacitation by perfection, much learning in our schools goes awry. And, this focus on "right answers and perfect papers" saps the fun and joy out of learning, and eliminates the reward for great performance.

For example, if the golfer focuses upon nothing less than a "hole in one" on each shot, then almost every shot is a "disappointment." But, when a real "hole in one" accidentally happens, the golfer is such a "living wreck" (from negative reactions to every other shot) that the joy of the "hole in one" is overshadowed by the gloom of the preceding, "inadequate" shots. And, if "just do your best" is good enough for teachers to use to support their students in a stress-free learning environment, if "try it and see what happens" is an elegant strategy for "discovery learning," then these strategies should be "good enough" for teachers to use on themselves.

Master teachers understand that a stress-free, competition-free environment accelerates learning, so they create "habits of vision into action" that return the "fun, enjoyment, excitement, curiosity, creativity and serendipity" to learning. Habits (and Habit Development) The goal of automating personal habits is to make the attitudes, knowledge and skills of effective teaching available in response to minute-by-minute interaction with your students.

Of course, you must be sure that the habits you develop are in the category of "doing-right-things-right."

But, it takes experience to know which activities and instructional delivery skills these are.

But, the learning process is enhanced and expanded by your trying lots of things and noting the outcomes. It is OK to practice activities and instructional delivery (AnID) that do not pay off. Why? Because, these may just not pay off for your particular group of students, at this time. But, these same activities and instructional delivery skills (AnIDS) could pay off with highly measurable student outcomes.

At another time
With another group of students

With only a slight adjustment in strategy, method or procedure

With a bit of fine tuning

For 80% of any group of students

To 80% of the goals that you have for instruction
Sidebar Students' abilities are so creative, adaptive and extensive that almost any reasonable procedure can be effective with 80% of your students. Of course, different procedures will make sense to, relate to, and reach a different 80% of your students each time you apply one.

It takes the unique skill and perception of a Master Teacher to choose and optimize an instructional approach so that not only do the "easy-eighty" learn, but the "tougher-twenty" learn, too.

The most important thing to figure out about what habits to cultivate is "what the right things are and how to do these right things in the right way."

This is the experience that allows some folks to look like geniuses to their peers and colleagues. In fact, what "genius-level" application and execution involves is building simple habits of doing the high-payoff "right things." Multiple Intelligences/ Learning Styles There are several issues to consider when you build your vision, and these relate to application of Multiple Intelligences. You must pass your vision through your "sensory filters" as you move toward applying your vision in real life.

The first issue is that each person will only frame the vision in their preferred mental representational system. The second issue is that describing your vision to someone else, especially someone who has built a very different representational system than you have, is very difficult.

The third issue is that, under stress, you revert to a less favored, less effective representational system; so you have to be sure that you frame your vision in that mode, too.

Here are some examples of the same vision, represented by different Intelligences. Hands-On, Tactile, Kinesthetic, Proprioceptive do the right things in an efficient and effective manner, bringing learning activities to students, and touching their lives with warmth, feeling and the love of life-long learning. Visual, Spatial, Pattern, Imagination

I show my students enlightened patterns of knowing in a clear and focused way; picturing learning outcomes to students, illuminating their lives with bright and sparkling motivation and projecting and imprinting the delightful vision of life-long learning. Auditory, Listening, Creating and Recalling Language

I relate to and motivate my students to hear and remember the words that harmonize and resonate with their internal language of learning; and I orchestrate the melody and mood of that knowledge into a symphony that supports life-long learning. Mathematical, Logical, Sequential, Analytical

I postulate learning goals and tasks in a logical and sequential manner, bringing the beauty of problem-solving and decision-making skills; and increasing to a high probability, the chance that life-long learning will continue in the experiences of my students. Interpersonal, Intrapersonal, Ethics, Values

I relate my dedication and commitment to learning as I interact in an open and transparent way with my students, and I model the value and benefits of ethical and moral inquiry, especially the addressing of real-world issues. This interactive and project-based learning creates intrinsic interest in personal and interpersonal issues, and prompts the internalizing of attitudes of life-long learning. Smell, Taste These examples get really silly, so we won't waste your time with them. In reality, vision statements based on smell and taste really "stink and leave a bad taste in your mouth" so we won't sour your experience with tasteless jokes about them. The thing to notice about these restatements of the same vision is that the verbs change to match the sensory modality (sensory intelligence).

The other thing to notice is that if you listen to your students, you can discover what modalities they prefer for their personal learning.

You only have to track a few things about each student in your mind, and even better, it is possible to blend verbs from

several modalities into the same sentence because some verbs cover several modalities at the same time. It is also possible to blend three modalities for just about any vision statement, just don't over do this. For example: As we get in touch with this information, we can see, imagine and picture the learning, and we can listen to the instructions; we may have feelings and sensations, images and impressions, and hear ourselves saying to ourselves, how this information is just as important to us now as it will be in the future… This blending of modes of experiencing was "suggested" by the famous hypnotherapist, Dr. Milton Erickson; and made popular later by Neuro Linguistic Programming practitioners.

Although hypnotic language is beyond the scope of this article, the principle of communication that is inside and outside of our (or our students') conscious awareness is important for teachers.

For example, teachers know that students have difficulty focusing for a long time on what the teacher is saying (short attention span). But, what if a teacher who relates to the world with visual modalities is talking to a class of students where 75% relate to their world with hands-on, tactile, kinesthetic, and proprioceptive modalities? What happens is that the unaware teacher blithely uses good classroom management skills to keep the students behavior under wraps, but most of the teacher's words are wasted because many of the "visual words" are received as suggestions that are outside of the hands-on students' conscious awareness. "Hands-on" students have to translate the "visual words" into meaningful & "feelings and touch" words before the information will have personal meaning for themselves.

The teacher with a high level of visual words either needs to learn to map hands-on words into the active lesson (doing right things right), or the teacher needs to ask the hands-on students to translate for the rest of the class. This is easily done by asking students to restate what the teacher is saying (a great review technique). Skills for Executing Once a teacher knows what the "right things" are, the skills for taking action and executing are easy to practice. This is because building instructional delivery skills is just the "piecing together" of a series of simple performance steps.

Add another step, practice that step for a few days; then add in another step…

An analogy for this process is learning to play a musical instrument, i.e., first the notes are practiced, then the scales are practiced, and finally melodies are practiced. This process may seem boring, but any other strategy (such as attempting to play melodies without knowing how to reach the notes) is sheer folly and sheer frustration. Standards are Good Enough Teachers can take comfort in knowing that a simple strategy is more effective than an elaborate strategy. And, simple components, ones that students master early in the school year, can be used to build elaborate learning structures.

Teachers who build on a standards-based framework find that the easier and basic the framework, the more outstanding the outcomes.

Results from our action come from our taking ordinary actions, and outstanding results come from doing the right things in a streamlined and effective manner.

So, the Master Teacher applies this paradox as a set of simple procedures that are learned and repeated. This simplicity can produce outstanding results.

Even better, "right activities" can be standardized and modularized so that they are repeated whenever the "doing right things" calls for them to be used. This is an example of the Classroom Toolkit Model. Sidebar For a more elaborate description of the modular approach to learning materials, visit the Classroom Toolkit Website. Here is a link… Classroom Toolkit instructional materials…

Posted by Classroom Toolkit Newsletter in Featured Article at 09:00

Quick Tips

Summertime Relaxation: Recharge your Energy (and your Databanks)

Relaxation and Stress-Release Summer is the time to recharge your energy. You can recharge even if you teach summer school, enroll in graduate courses, or work at other full (or part time) jobs to make ends meet. How, can you recharge when you are tired and working?

Answer: Because a change of pace is balancing and stress-releasing.

Answer Number Two: Because you intend to make it so, you plan to make it so, and you do what is in your best interest to ready yourself for the "quick flip in activity levels" that is your mini vacation.

Get some exercise. Have some fun… Take walks, hike, enjoy a picnic

Swim

Try yoga, tai chi,

Play (or make noise on) a music instrument

Go dancing, skating

Play golf (but only if you are not competitive… against yourself or others) (Recharging your Databanks Recharging your databanks means slowing down your thinking so that you are ready to accelerate during the upcoming school year. Recharging your databanks includes strategies such as… Thinking and incubating ideas, then writing them down as action items or goals

Brainstorming and fantasizing… imagine how exhilarating next year will be when these new ideas are implemented and tested

Putting together research in a structured manner so that it is organized for use during the upcoming school year Build the ideas around themes, novel ways of looking at the world, the ways that students look at the world
Build more project-based learning, more learning centers, more real-world research Strategic planning, putting together a library of generic materials that you can reuse (use ten, twenty, thirty times is the goal)
Think of strategies where learning activities are self-correcting, group-scorable, or where "spot checking" serves just as well as paper grading. This will decrease the time that you waste by grading "mountains of papers with mole hills of benefits to your students."
Sidebar This recommendation to focus on reusable materials is a hallmark of the Classroom Toolkit strategy. Other Tools Here are a few tools that assist in your research & Developing a vision and overview
Any of the mind mapping programs
FreeMind ™
Inspiration ™
MindManager ™
MindGenius ™
Collecting Web Research
Use a structured virtual folder system
Sort (rename the information if necessary) into folders and sub-folders
Use a program such as Surfalter ™ to collect your Web research
Build a Graphics Organizer Library
Check out all the printable, usable Graphic Organizers with a Starter Kit at Classroom Toolkit
Figure out how you can train students in the use of one graphic organizer format, then make subtle, but sequential, variations that stretch your students' thinking during the course of the school year. Summary "Take it easy" now, but take it easy in a way that allows you to do more work in a relaxed and focused way once school starts.
Focus your summer preparation for the upcoming year on essentials, modules & trainable procedures that are adaptable for many subjects, assignments and lesson goals.

With a bit of stress-free planning and stress-erasing relaxation, allow yourself to target a goal of maintaining a calm and peaceful attitude for the upcoming school year challenge.
You will accomplish more with a calm, focused and relaxed attitude, anyway. And, you will be able to attend to your students communications (and unexpressed needs) better if you have your life and your attitude under control.
Sidebar This is also the type of learning environment that is most conducive to maximizing your students' learning.
Rest. Recharge. Re-energize. Reinvigorate.
"Then, let the games begin."

Posted by Classroom Toolkit Newsletter in Quick Tips at 08:00

Top Tips

Classroom 2.0: A Safe, Social Network for Educators

I have been exploring a safe, social network for educators. This is Classroom 2.0. While I don't know much about social networking, and I only have a dim understanding of "what it means to ask someone to be your friend," I see that there is a lot of energy and excitement on this site.

In fact, the idea of teachers helping teachers in a personal way seems to be appealing to many teachers. I intuit that "fact" from the growing list of participants. Check it Out The fact that people can post picture of themselves, add music, connect to videos and make comments seems to have an appeal. It is nice to see that people from different countries around the world are participating.

More importantly, the site is easy to use.

What we don't see is much of the "true contumacious" viewpoint such as you find on Classroom Toolkit and our Newsletter. School District Employees Don't Dare Say what we Say! We also noticed that most of the participants on this site are employed by school districts. This is as it should be since these folks are real teachers, the "real deal."

But, the discussions are not as lively as they might be, and "rants seem rare," at least I haven't encountered one yet. "Big Eyes" are upon your online posting, and despite "whistle blower laws" telling truths can be hazardous to your career's health.

Check out Classroom 2.0!

You might enjoy the site, you might learn from your colleagues & and you will be safe.

Posted by Classroom Toolkit Newsletter in Top Tips at 07:00

Teacher Resources

Learning Sites ™ A Resource (Even if you don't Teach Archeology)

Learning Sites.Com offers some unique resources for teachers, even those teachers who don't teach archeology. Link to LearningSites.com

The site provides stunning virtual graphics of archeology sites, lots of virtual places, lots of views, and lots of scientific information. What the Site Offers

Help teacher and students become curious and creative

Help teachers and students visualize and imagine

Help teachers and students empathize with the restraints, customs and realities of ancient people

Classroom Toolkit also focuses on these goals. What a Way to Spend a Summer This summer is a perfect time to visit sites such as Learning Sites™ and enjoy wandering through the technology thrills. And, this is "free" professional development that you may be able to re-purpose for many classroom activities.

Sidebar The resources on this site remind me of the opportunity that I had when teaching Special Education Resource classes several years ago. The campus had purchased "Laser Disk Players" for about half the classrooms to pilot a science program, i.e., Windows on Science. Unfortunately, many teachers were "more comfortable employing out-of-adoption" textbooks instead of the adopted Laser Disk science curriculum. Fortunately, I found a rejected Laser Disk player and some of the science curriculum materials. And even though I didn't teach science, these disks were outstanding for teaching English/ Language Arts, Math and Reading.

In fact, outstanding is too diminutive a word to describe the flexibility and usability of this resource.

Guess what! Today we have the Internet, and the Internet's capacity, functionality, serviceability and usability for instruction surpasses the Laser Disk players of yesteryear in about the same way as the hare surpasses the tortoise.

So, check out what Learning Sites™ has to offer and determine for yourself if they are "The Leader in Reliable Archaeological Visualizations for Interactive Education and Research" that they claim to be.

And they must might be…for today.

Posted by Classroom Toolkit Newsletter in Teacher Resources at 06:00

Book Review

The Science of Getting Rich Author: Wattles, Wallace D.

ISBN: N/A for this edition Format: Online, Free eBook Pub. Date: 1999, 2000, 2001, 2002 Publisher: : The Science of Getting Rich Network Pages: 64 Cost: \$0.00 for the eBook Available: Amazon at as low as \$6.95 (new) - \$0.84 at eBay™; but don't buy this book at all. Just download an electronic copy Subtitle: Timeless wisdom and a practical prosperity program

from the forgotten 1910 classic!

Obtain your free copy from… Link to the Science of Getting Rich/ Certain Way Network The Books' Topics: Your right to be rich

How riches come to you

Acting in a "Certain Way" to become rich

Getting into the right business

Efficient action

Gratitude

The element of faith

How to use will power The central themes of this book are:

There is a "certain" method of thinking and acting that leads to wealth, and this method includes scientific strategies that are a "sure thing" for wealth

The methods of thinking and acting include the proper use of "will power" and a proper understanding of how the universe works

Ethical, honest and moral personal endeavors lead to success, while selfish, self-centered and dishonest ploys lead to poverty and lack

A person must cooperate with others, but any competition is detrimental to the wealth and happiness of everyone Keywords: Scientific Methods of Thinking and Action

Acting in a Certain Way

Gratitude

Attracting Riches Main Idea: The main idea is that creative visualization of a goal that is for the good of everyone leads to opportunities to fulfill that goal.

The person must practice this method with mental focus, remain observant for opportunities that present themselves, and act with confidence once those opportunities arise.

The person that wants to be rich must remain ethical, must offer more value to the person that trades cash for his products or services, and must care for the welfare of other people.

Gratitude for each and every opportunity, benefit, stroke of good luck, blessing and gift is required since attitude is a primary component of this system.

The person that applies this method must avoid competing with others, but instead must help everyone and provide value to them. Quotes: Here is a summary of the entire method:

"There is a thinking stuff from which all things are made, and which, in its original state, permeates, penetrates, and fills the interspaces of the universe. A thought in this substance produces the thing that is imaged by the thought. A person can form things in his thought, and by impressing his thought upon formless substance can cause the thing he thinks about to be created. In order to do this, a person must pass from the competitive to the creative mind. Otherwise he cannot be in harmony with formless intelligence, which is always creative and never competitive in spirit. A person may come into full harmony with the formless substance by entertaining a lively and sincere gratitude for the blessings it bestows upon him. Gratitude unifies the minds of individuals

with the intelligence of substance, so that a person's thoughts are received by the formless. A person can remain upon the creative plane only by uniting himself with the formless intelligence through a deep and continuous feeling of gratitude. A person must form a clear and definite mental image of the things he wishes to have, to do, or to become, and he must hold this mental image in his thoughts, while being deeply grateful to the supreme that all his desires are granted to him. The person who wishes to get rich must spend his leisure hours in contemplating his vision, and in earnest thanksgiving that the reality is being given to him. Too much stress cannot be laid on the importance of frequent contemplation of the mental image, coupled with unwavering faith and devout gratitude. This is the process by which the impression is given to the formless and the creative forces set in motion. The creative energy works through the established channels of natural growth, and of the industrial and social order. All that is included in his mental image will surely be brought to the person who follows the instructions given above, and whose faith does not waver. What he wants will come to him through the

ways of established trade and commerce. In order to receive his own when it is ready to come to him, a person must be in action in a way that causes him to more than fill his present place. He must keep in mind the purpose to get rich through realization of his mental image. And he must do, every day, all that can be done that day, taking care to do each act in a successful manner. He must give to every person a use value in excess of the cash value he receives, so that each transaction makes for more life, and he must hold the advancing thought so that the impression of increase will be communicated to all with whom he comes into contact. The men and women who practice the foregoing instructions will certainly get rich, and the riches they receive will be in exact proportion to the definiteness of their vision, the fixity of their purpose, the steadiness of their faith, and the depth of their gratitude." (p. - 63 & 64) Issues Addressed by the Book: Almost every person wants to be wealthy and happy, and teachers are no exception. But, teachers live in a world where scarcity and lack are communicated with impact, where poverty thoughts are impregnated and incubated in their minds. The Book's Shortcomings: It is not possible to know if the methods work to gain wealth and riches without changing your attitude and your activities.

But, if someone has the confidence, the awareness to be looking for opportunities, and the perseverance to keep on trying; these qualities (bolstered by the belief system) could be responsible for the success that they experience.

The advice about cooperating with others falls into the same category. Treating others kindly, providing value for services rendered creates loyal clients and customers, and customer good will is priceless.

The book also relates a "metaphysical" view of the real world that can be difficult for materialistic, scientific, and down-to-earth people to accept. And, this metaphysical view may run counter to the religious beliefs that many people hold. Comments: Whether the metaphysical underpinnings of the author are correct or not, the "formula" of remaining alert to seize opportunities, taking action, holding positive goals in clear mental focus, and treating everyone with respect… especially providing more value for our efforts than we receive seems reasonable and dynamic.

More importantly, teachers who hold a similar attitude stand an increased chance of relating positively to their students, stand a chance of motivating students to become the best that they can be, and stand a chance of being noticed by their supervisors for their outstanding rapport with students.

On the other side of this belief system is the belief that other people, even your students, possess the same powers of mind. How wonderful when teachers have such confidence in their students that teachers communicate a level of respect and awe for the possibilities available in the lives of those students.

If teachers believe that their students can become wealthy, prosperous and that their students can lead fulfilled lives of service and benefit to our society, teachers will automatically motivate students to live up to that vision. Summary: It would be useful if teachers used the quote from this book as a template, and rewrote it in their own words.

Add and delete sentences, correct the viewpoint, make the document personal.

Then, set up a plan for applying those personal principles each day of the school year.

If the riches that you seek as a teacher is in the learning of your students, then this kind of outline is your sure path and certain way to those riches.

And, if you just happen to "get rich" along the way, so much the better.

To obtain a free electronic copy of *The Science of Getting Rich* and some other free gifts for signing up… visit the *Science of Getting Rich/ Certain Way Network* Rating (Four Point scale): Useful - 3

Applicable - 4

Relevant - 4

Innovative - 2

Original - 2

Interesting - 2

Overall Rating - 2.8

Posted by Classroom Toolkit Newsletter in Book Review at 05:00

Site Progress

Technology Integration and Open Source Marketing

We have produced a "switchboard page" (like a Table of Contents) to consolidate the materials that we wrote for the National Educational Computing Conference (NECC) "Birds of a Feather" Wiki. Table of Contents Page

Here is the link to the Switchboard Page…

Here is the link to the switchboard page…

Check this page from time to time to see what additional articles we post.

Quick Access:

Here is a quick access to the switchboard for the marketing articles…

The Power of Open Source Thinking

Success for All (SFA): Real Lessons for Open Source Advocates

Open Source Marketing Basics 101

NECC "Birds of a Feather" Open Source Marketing Editorial

Open Source Solutions Marketing Plan Outline

Education Reform Opportunities for Open Source

Open Source Real-World Assessment

Can we Learn from Cisco™'s Marketing?

Open Source Marketing Tips from the Master

The Only Reason to Push Open Source Solutions

Apple™ Gets "Open Source" Right

How to: Create a Web Site that's a Learning Community

"Best Practices" eBooks and "Business Case" Templates

(Note: These articles were posted on an experimental site using the Open Source software, WordPress™. The experimental site is hosted free, and was purchased on sale for \$7.20 USD for the first year. The ordinary price would be \$9.20 USD per year.

This sale ends in nine (9) days…

GoDaddy.com \$6.95 .com Sale!

This is well within the budget of most teachers, and it is amazing what you can do with a free hosting site for \$10.00 USD per year, or less.

GoDaddy.com Hosting Plans

Posted by Classroom Toolkit Newsletter in Site Progress at 04:00

Open Source for Education

Teachers to IT Departments: You have Professional Development Homework

One of the reasons that the Technology Integration movement failed to provide a Return on Investment(ROI) commensurate with the huge amounts of money that was spent is that adequate professional development of the right kind was seldom funded or delivered. Many reasons contribute to this history of limited results from massive expenditures. Most educational technology advocates (Ed Techies) argue that not enough funds were devoted to technology. This is correct. However, the mistake was in allocation, and in failing to develop a viable funding model. Here is how the budget actually looked:

80% Boxes and Wires 15% Technical Staff 5% Training and Professional Development Here is what the budget should have looked like…

30% Professional Development 10% Back End Processes 30% Technical Staff 30% Boxes and Wires An even better budget model…

35% Professional Development 05% In Class Follow-Up Support 30% Technical Staff 10% Back End Processes 20% Boxes and Wires What we can see from this budget picture is that way too much equipment, software, wires and infrastructure was purchased before teachers and students were trained to use the equipment for instruction. Much

more money needed to be spent on back end services and management support, and much more money needed to be spent on technical support (so that the equipment functioned properly).

Can't you hear the technology folks complain? "But, if we had spent the money on all these other things, we would have purchased only one quarter of the equipment that we purchased, teachers and kids wouldn't have had access to technology."

But if you have a car but no money for gas, and you can't buy new tires because you lack funds, do you have reliable transportation?

In the same way, if you have computers but…Fail to provide training and professional development on how to use the computers

Fail to provide release time and compensation for after-hours sessions

Fail to ensure that there are enough technicians to ensure that the equipment is operational…

you retrieve only a fraction of your investment in the equipment.

Key Indicators for Professional Development Leadership

This leadership must cascade from the highest altitudes of the school district, in an unbroken chain, down to the lowly swamps and bogs where campus leadership resides

Leaders at all levels must take the "heat" and say just how much money "doing Technology Integration right" will cost

Funding

"Tremendous amounts of money will be required

The amounts of money are not for the "faint of heart"

The amounts of money are too large for the "mathematically challenged" to count to on their fingers

School leaders should adopt the motto of the slick, jewelry store sales person, "if you have to ask how much it costs, you can't afford it."

In answer to the politicians who gripe about the billions that were already wasted, a real leader says, "The billions that we spend already is 'chump change' compared to the amount that was needed. You received so little in return because you appropriated a miniscule amount of the required funding."

Resources: The resources needed also include…People, teaches, trainers, substitutes

The "Train the Trainer," on-the-cheap model will never "cut it"

Time to implement: It takes three or more years before teacher can retool their patterns of instructional delivery

Practice Time: Needed for both teachers and students

Time to learn: release time and paid compensation for any after school training

Perhaps the technology integration movement will be the crucial political mistake that moves teachers to "non-exempt" overtime status. This means that teacher should collect overtime, and at some point in the future, teachers will demand that right

Equipment: Hardware and Software

Teachers who are not paid to stay after school, should expect that the school district provide equipment and software for their home use

Students should be provided software to take home, too

Training is for software, but training does not count as professional development

Teachers require focused professional development, targeting actual curriculum/ subject matter that they teach and conducted by trainers who have actually used those methods with real age-appropriate students

If the bean counters complain, "But, this will require an small army of training staff, and shoot our costs through the roof!" Reply, absolutely.

Anything less than professional development by real teachers who actually applied what they present in the real-world arena of a classroom in front of students fails to rise to the level of "professional development"

Follow-Up:

Either follow-up personally, provide online interaction for follow-up, or watch your investment in training and professional development "wither on the vine"

"One off" training have little in common with professional development needs

Professional development without personalized follow-up fails to recoup any of the investment

"One Off" training is like giving folks a single golfing lesson, and expecting them to hit the links regularly, consistently improving their score. Comment: "Fat chance!"

Focus on Instruction

"Software only" training seldom generalizes to consistent application in classroom instruction

Software training may increase teachers' personal productivity, if, they have the software in their classrooms and they have the software at home. "If not, tough luck to whoever paid for the training," they've wasted their money!

Benefit to Students

With minimal access to equipment and teacher less than knowledgeable about how to use the equipment, student use withers and wilts. Why buy equipment until it can be used?

Equipment that is purchased with an "If we build it, they will come" attitude proves to be partially correct. We build the labs, but students will use them to play games, send personal E-mail, defeat the content filters and access pornography, and end up infecting the computers with "Spyware" and Trojan-type viruses

Virus makers and hackers love to infect school district computers because the computers run all night on high-speed

networks with no one watching them. School districts that fail to hire appropriate (high-priced experts) security staff seem to be responsible for sending a major portion of the Spam that we all receive

Change of Teaching Style

The Integration of Technology requires a "whole 'nuther teaching style

Teachers know, but don't confront their supervisors with the truth that it takes time to build new habits of instructional delivery and new habits of classroom management

Teachers need practice time, and time to perfect new skills

Teachers need coaches who are master teachers, not techies who know how to use a computer, but who "washed out in the classroom"

Teachers can't just listen to some instructions, read a handout, and be expected to apply complex changes that require different attitudes, knowledge and skills

Trainers who have Applied what they Teach are next to useless

Inform school district decision-makers that they squandered district money on trainers that teachers easily "saw through"

Teachers may be too polite to tell trainers that they are "all wet" and don't know what they are talking about, or, maybe they had a difficult day and were forced to attend an after-school session, and they were less than polite

We've said it before…trainers only earn standing with teachers by delivering Integrated Lessons in front of students. "No real track record, no credibility with teachers"

Empowerment

Empowerment is mandatory for both teachers and studentsDiscussion on Professional DevelopmentI posted comments on a discussion page at the Classroom 2.0 site, asking for ideas.

My first reminder was that "top to bottom" school district leadership is crucial for any professional development initiative.

To look in on the rest of this discussion, follow this link…

Link to further professional development discussion on Classroom 2.0

Posted by Classroom Toolkit Newsletter in Open Source at 03:00