

COUNCIL *Quarterly*

THE NEWSLETTER OF THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS

From Vision to Action

BY TOM WELCH, CCSSO CONSULTANT

This year's Summer Institute was designed to continue the ongoing process of moving our national education agenda "From Vision to Action" in an environment reflective of the transformation of learning occurring in schools, classrooms, and virtual learning environments around the country and the world. The Council of Chief State School Officers President Libby Burmaster (WI) opened the conference and called for a "focus on how chiefs can work together to equip students with the knowledge and skills that will prepare them for success in the 21st century global society." President Burmaster identified three major priorities to be explored during the meeting:

1. showing high-profile leadership at state and national levels;
2. developing a broad national consensus and shared vision for the future of education; and
3. getting down to the hard work of implementation (including content, assessment, and professional development).

These priorities were developed during conference sessions through invited speakers, panels, work sessions, and additionally through informal networking conversations. Bob Sutor, vice president of IBM's Standards and Open Source gave credence to President Burmaster's priorities. His remarks related the importance of open source technologies in the corporate realm and challenged participants to look at the education arena with a 21st century vision. This set a theme and a challenge for the participants of the Summer Institute.

A unique and valued addition to this year's meeting was the inclusion of student voice in the conversation. Dr. Uri Treisman from the University of Austin (TX) Dana Center moderated a conversation with students from several parts of the country about how educators, through the use of technological advances, have been able to more readily provide rich,



differentiated support to students who have not necessarily succeeded with traditional school-based opportunities. Dr. Treisman grounded the conversation with an example about the changing landscape in mathematics. Fifty years ago, only a quarter of graduating students had Algebra I on their transcript and even less than 12 years ago, only half of the students had taken Algebra I. Now, the standards have been raised in many states (in fact 12 states are coming together to develop a common Algebra II end of course exam) and teachers are having difficulty in serving diverse learners to such high levels that

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WELCOME TO COUNCIL *Quarterly*

The Council of Chief State School Officers (CCSSO) publishes Council Quarterly four times a year to inform the public about important education issues and their impact on state education agencies' improvement efforts. Council Quarterly also publicizes the work of CCSSO on a broad range of projects aimed at improving the education of America's students.

CCSSO is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions.

THE COUNCIL'S VISION

As America's chief state school officers, we envision a system of schooling in each state that ensures high standards of performance for every one of our children and prepares each child to succeed as a productive member of a democratic society.

THE COUNCIL'S MISSION

Through leadership, advocacy, and service, the Council assists chief state school officers and their organizations in achieving the vision of an American education system that enables all children to succeed in school, work, and life.

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MARK YOUR CALENDAR

CCSSO's *Legislative Conference*

April 12–15 • Washington, DC
Contact Scott Frein at
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PRESIDENTIAL *Thoughts*



» Elizabeth Burmaster, CCSSO President

It is difficult to believe that almost a year has passed since I became the president of the Council of Chief State School Officers (CCSSO). From providing unprecedented and rigorous leadership on Elementary and Secondary Education Act (ESEA) reauthorization on Capitol Hill and in our states, to the role that state chiefs are playing related to standards and assessments, to bold, big-picture thinking for education in the 21st century, CCSSO continues to drive educational policy throughout our nation.

As my journey as CCSSO president comes to a close, I have reflected on the challenging roles chief state school officers play as educators, as state leaders, and as critical voices in shaping the national discussion on education in the 21st century. Each day seems to demand that we acquire new knowledge and a set of new skills as we work with our agencies, our schools, our students, and our communities.

Despite the challenges and the shifting political winds we face, I am proud of our collective and steadfast commitment to the one real goal: raising student achievement and closing the achievement gap so that every child graduates prepared to succeed in the 21st century interconnected world. As chiefs, we know we cannot ignore the unbelievably rapid rate of change happening in our world, and in the lives of our students. And, as state chiefs, it is our responsibility to educate leaders at all levels of the system of the importance of 21st century skills for all of our children, not only for their future success, but for the common good of our communities, our states, our nation, and the world.

Our Summer Institute in Portland, Maine, was a significant milestone in collectively addressing this transformation in learning. The institute provided us with new guidance into the technology of today's students, and gave us new insight into engaging our stakeholders. We learned more about the ongoing work to implement this 21st century vision, including efforts around content, assessment, and professional development. We had the opportunity to expand our partnerships, and to begin discussing and developing new strategies to achieve our mission of ensuring that every child in this country succeeds as a productive member of the 21st century society.

John Dewey reminded us that, "Democracy must be reborn in every generation, and education is its

midwife." As state chiefs, we are in a unique position to influence the future of education in our states and our country, and to demonstrate the moral and economic imperative of high quality public education. Together, we are accepting the challenge and showing high profile leadership at the state and national levels as we make the case for public education as the foundation of our American democracy. As education leaders, we have each long held the belief that the days of our children would be better than our own. Our work both individually as chiefs and through CCSSO is focused on ensuring this legacy remains true for this generation of children and generations to come.

As your president, I have greatly valued the opportunity to work together alongside all of the members of CCSSO throughout the past year. Each of us is dedicated to public education and public service in both our professional careers and in our every day lives. Our shared experience as state education leaders serves as the foundation for our strong, united front in the fight for a public education system that supports public schools as

communities of learning that nurtures and empowers every child as a unique learner. Our collective experience both in the classroom and as administrators also binds us in pursuing a broader community agenda—one where we build policies based on lifting up the children of this generation, while holding fast to our belief that the opportunity of a quality education is a civil right of every child.

Thank you for the commitment you make every day, through your words and deeds, with students at every level, parents, and teachers in your community and for dedicating yourselves to bringing our communities together around public education. Our collective future will be determined by the greatness of our schools and the goodness of our children. I look forward to continuing to work with all of the chiefs and CCSSO for many years to come in pursuing our common agenda of raising student achievement for every child and closing the achievement gaps that persist among students so that every American child reaches his or her full potential. ▶

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Doing What We Can To Help You Educate Each Child

As chiefs, we relish invitations to commencement exercises and if we are so privileged, we are asked to speak at some of them.

This last May, I received my last invitation as a chief, a very special one. The invitation from the Paducah Tilghman High School's class of 2007 was accompanied by a letter and a picture of a beaming senior—Amy Kathleen. Amy informed me she would be attending the University of Kentucky this fall, fully prepared academically. Amy received a score of 33 on her ACT, maintained a 3.5 GPA, earned 12 hours of college credit courses, while also marching in the band, playing on the tennis team, and participating in several sponsored clubs.

All of us would agree that Amy's story is one of success, but there is more. I met Amy through her mother who was serving on my parent advisory committee when Amy was in upper middle school, living with her family in a small rural community in western Kentucky. Amy had reached her peak with the middle school curriculum, and her mother approached the school system about learning options like attending high school for credit, taking dual credit courses, or enrolling in virtual learning programs. Believe me, her mother can be convincing, but she was informed that all the doors were closed. Amy was to be captive of the rules of the district.

Her mother came to me in desperation. My calls to Amy's district did not persuade them to change their minds. Instead, they arranged a transfer to Paducah, with the caveat that she set up residency to avoid non-resident status and the tuition associated with it. Amy and her mother took an apartment in Paducah away from her father and brother, where they resided until last spring.

This is no way to run a system of public education. Students should be able to pursue individual interests and be excited and challenged by their education. They should be encouraged to pursue their dreams and ambitions, even if we must look beyond the boundaries of school buildings, districts, and communities to make this happen. All of us are working to make sure we break down historic barriers that exist in our states using open enrollment policies, virtual learning, revised funding formulae, accelerated learning opportunities, literacy for all initiatives, seamless learning between P-12, and higher education and work.



» Gene Wilhoit, Executive Director

At CCSSO, we have undertaken a number of initiatives this year to assist you in these efforts. Tom Schultz has joined the CCSSO team to reenergize our early childhood project. After years with Head Start and the Pew Charitable Trusts, Tom will head an initiative to support your work as you invest in early learning. The CCSSO early learning initiative will engage you and your staff as you bring the best quality practice to your state programs.

Our high school redesign project is rolling out several tools that you have said you need to advance your work. Tool kits related to adolescent literacy, transition to higher education, state education agency (SEA) capacity to support high school redesign, leadership for change, and a web portal on transforming instruction is now available to you and your teams (<http://highschool.ccsso.org>).

We continue our work with the Smithsonian Institution to digitize over 1,400 of their holdings and to organize this resource by content area and grade level for easy access by teachers. The work completed by teachers and SEA staff in Arkansas, Delaware, and Wisconsin will be invaluable to teachers in all the states as we expand the scope of this partnership. Please see the full article on CCSSO's relationship with the Smithsonian Institution on page 9 of this edition of *Council Quarterly*. Additionally, we have entered into similar conversations with NASA about a Virtual Magnet School for Space Science and Mathematics for outstanding students across the country. Working with your established virtual high schools, we are planning an enriching experience by tapping the tremendous human and scientific resources within NASA. And we are also conversing with leaders in public broadcasting about a partnership to readily access their voluminous resources for the betterment of education for our children in public schools.

We know you are doing all you can to make sure all the "Amys" in your states are able to pursue their hopes and dreams through the public education system. This has long been the promise of education in the United States. Our students and their parents are counting on you to deliver on the promise. You can count on CCSSO to be your partner in that quest. ▶

From Vision to Action *Continued from page 1*

were only previously expected from the privileged few.

Emerging technology has allowed some teachers to receive the support they need to teach these students and it has also provided a different way in which students may access and acquire knowledge in mathematics and beyond. Students from Massachusetts and Maine were present, and additional students from Florida, West Virginia, and Illinois joined them via conference call. These students from widely varying backgrounds, talents, and interests provided an insider's view of ways in which technology and innovative approaches have directly increased learning opportunities for them.

Virtual schools helped to link students with experts in the field, allowed them to work at their own pace, and enabled them to customize their learning experience.

Many of the remarks from this exchange connected to insights from economist Chris Anderson's book, *The Long Tail*. Anderson's "long tail" is an economic theory that shows how globalization and the use of technology have allowed us to, in some ways, defy the laws of supply and demand. Anderson believes that new efficiencies in distribution, manufacturing, and marketing are resetting the definition of what is commercially viable across the board—thus turning sub-economic customers, products, and markets into economic ones and creating a "long tail" of demand. This session was to determine if we, as educators, could start thinking about students who are not learning to high levels in traditional settings as "long tail students." If we think of them as our consumers, we can start thinking about how technology and diverse partnerships across states and national boundaries (e.g., virtual schools) can give us the freedom to customize and create unique and more inexpensive learning opportunities for those most in need.

Summer Institute participants also heard from a panel of partners who addressed "New Ways to Look at Collaborative Partnerships." The panelists included Susan Sclafani, The Chartwell Education Group;

David Byer, Apple Inc.; John Lawson, Association of Public Television Stations; Stephanie Norby, Smithsonian Institution; Susan Patrick, North American Council for Online Learning; and Joyce Winterton, National Aeronautics and Space Administration (NASA).

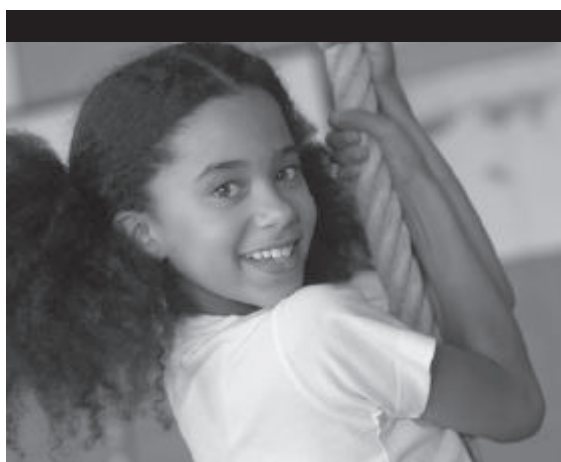
The richness of the discussion revealed several important observations. The existing classroom structure can be seen as a "limited resource" environment, and students already have access to a greater level of resources online. Panelists discussed

the fact that opportunities for online learning are available both inside and outside the classroom; content is being created at a rapid pace on platforms as diverse as FaceBook and YouTube. With the increasing permeation of technology across the globe, access to content enables global collaboration on a scale that was previously impossible.

There was also discussion about the important contributions and distribution of up-to-date content and software from organizations and agencies such as NASA and the Smithsonian Institution. There is increasing collaboration around this content with several state education agencies (SEAs). Existing and emerging

technologies offer unique and new ways to address challenges such as teacher shortages and equity of access.

Very real frustrations also emerged at the notion of each state developing its own courses; further expending scarce resources were addressed by looking at the virtual school being developed by the 26 countries of the European Union, and also through mention of CCSSO's work with NASA and other partners to develop an array of national virtual magnet schools that will eventually span several different career clusters. Aside from the recognition of the opportunity to use time differently in the virtual environment, panelists and participants alike



LIBBY BURMASTER OPENED THE CONFERENCE AND CALLED FOR A "FOCUS ON HOW CHIEFS CAN WORK TOGETHER TO EQUIP STUDENTS WITH THE KNOWLEDGE AND SKILLS THAT WILL PREPARE THEM FOR SUCCESS IN THE 21ST CENTURY GLOBAL SOCIETY."

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Common Needs, Common Solutions

BY GUEST WRITER CHRIS WATERMAN, EXECUTIVE DIRECTOR, ASSOCIATION OF DIRECTORS OF CHILDREN'S SERVICES

Chris Waterman, a regular attendee of CCSSO's Summer Institute, is the Executive Director of the Association of Directors of Children's Services (ADCS), the national leadership association in England for statutory directors of children's services and other children's services professionals in leadership roles. Here he reflects on the how the major changes made to the English system of education in the last 10 years may offer insight into current education concerns in the US.

CONTEXT

In England, there are only 150 local authorities that provide "top tier" services, principally education and social services, in addition to planning, environmental services, highways, etc.

Thirty-seven large counties provide the major services, with several hundred district councils providing more local services. In the more urban areas, "unitary" authorities (which range in size from Birmingham, with 1 million inhabitants, to Bracknell Forest, with 100 thousand) provide all services.

Central government, in discussion with local government, sets the level of spending at which each authority is deemed able to provide a reasonable level of local services. Factors including demographics such as population density and sparsity are utilized to determine locality funding according to need.

Most of the funding is provided through national income tax, which local authorities add to by levying a local property tax. In order to keep spending within limits (and to limit local property tax levels), central government reserves the right to cap the amount which local authorities can spend overall. In fact, the education budget, (which is mostly for the education of students ages 0-19) takes up almost 50 percent of the local authority budget. The school's budget for each area is "ring-fenced" [meaning the local authority has to spend it on schools, rather than any other local authority service], with some 80 percent or more having to be passed directly to schools.

Each school in a local authority receives its share of the local education budget according to a formula that takes into account the number of pupils in the school, the age-range, and special factors (ethnicity, poverty, and special needs). A small amount of the school's budget is excluded from the formula distribution, but is allocated to authority-wide education projects by the school's forum, which is made up of

representatives of school governors, school principals, and community representatives.

BACK-STORY

In 2002, a young child sent to England for a better life was maltreated by her aunt and her aunt's partner over a long period, and she eventually died at their hands. Although the child was known to child health services, social services, children's charities, police child protection teams, and social services (she was never enrolled in school), none of the professionals "connected the dots." The government enquiry, set up by then Prime Minister Tony Blair, was heavily critical of all the services that had been in contact with the young girl—for failing to communicate with one another.

The Children Act 2004 enshrined in law the duty of all local authorities to secure the following five outcomes for all children:

- be healthy
- be safe
- enjoy and achieve
- make a positive contribution
- economic well-being

It placed the responsibility upon each local authority to ensure that local services were delivered in an integrated way, with an elected councillor having responsibility for all children's services working with the Director of Children's Services (who was personally responsible for education and children's services). The term "local education authority" was replaced by the term "children's services authority."

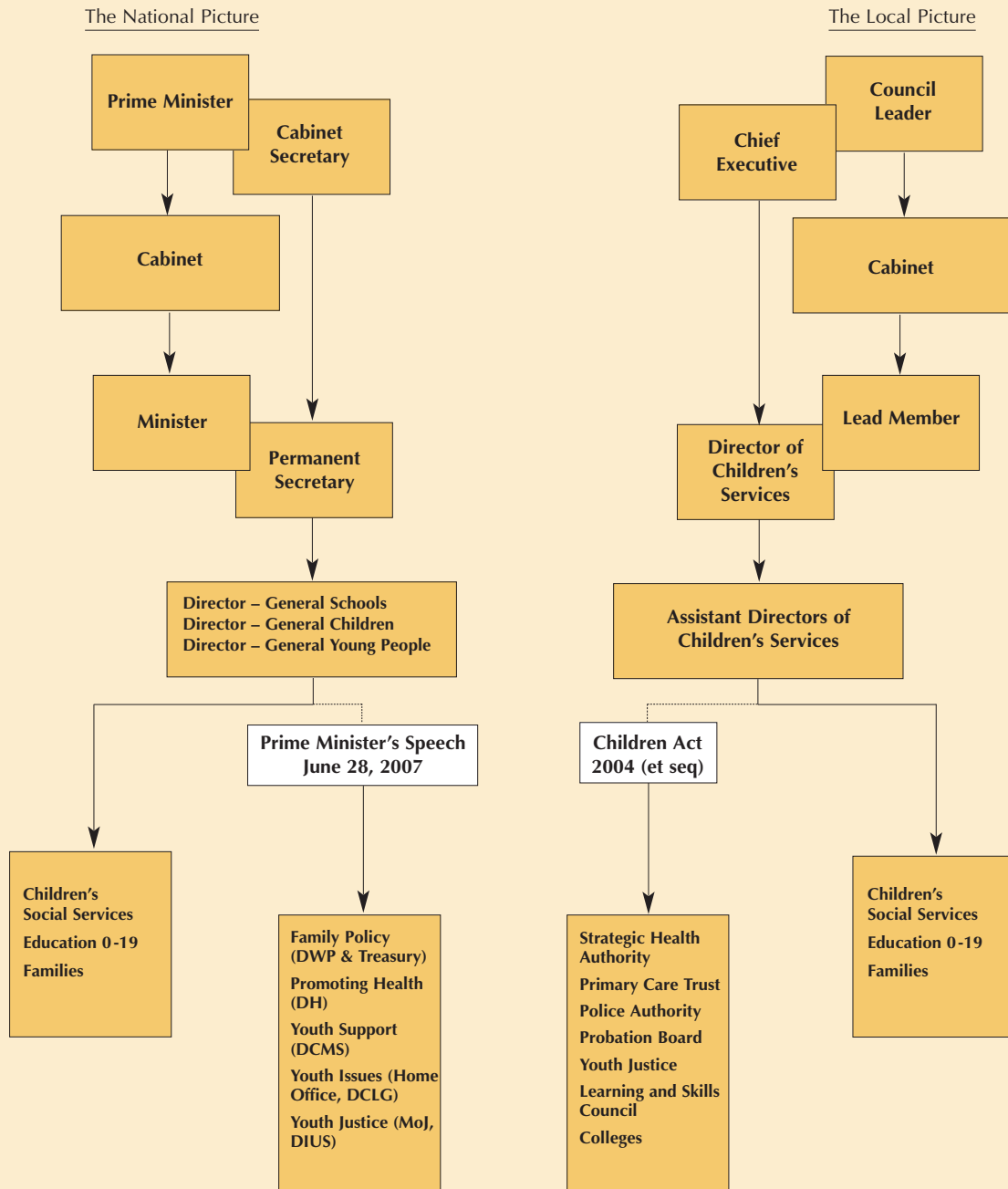
Within the Department for Education and Skills (DES), a minister for children was appointed (the first minister to be responsible for a group of people rather than for a function such as education, or a range of institutions such as schools).

In July 2007, when announcing his first Cabinet, Prime Minister Gordon Brown replaced the DES with the Department for Children, Schools and Families (DCSF) and the Department for Innovation, Universities and Skills (DIUS). Like the local Children's Services Authority (CSA), the new department is responsible for working across government to ensure that the five outcomes for children are coordinated at national level (*see diagram on page 7*).

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Common Needs, Common Solutions *Continued from previous page*

DIAGRAM: UK COORDINATION OF SERVICES



List of Diagram and Article Acronyms			
ACRONYMS	DESCRIPTIONS	ACRONYMS	DESCRIPTIONS
DCSF	Department of Children, Schools and Families	DH	Department of Health
DCLG	Department of Communities and Local Government	DIUS	Department of Innovation, Universities and Skills
DCMS	Department of Culture Media and Sport	MoJ	Ministry of Justice
		DWP	Department of Work and Pensions

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Common Needs, Common Solutions *Continued from page 7*

THE BIG ISSUE

Underpinning all of the changes mentioned previously is the implicit recognition that the next step change in educational standards cannot be achieved simply by putting more pressure on the teachers in the classroom or even more money into schools.

Tony Blair was first elected in 1997 on a platform of “education, education, education.” This mantra was backed up by an intense focus on the performance of primary and secondary schools (K-12 in USA terms), underpinned by massive increases in the schools’ budget, for both revenue and capital.

After 10 years of relentless reform of the national curriculum, teaching methods, school staffing patterns, and special programs for children with additional educational needs, all of the educational “quick wins” have been made.

Performance tables that allowed comparisons to be made between every public school in England, compulsory, high stakes, national testing at ages 7, 11, 14, 16, and 18, and the ability to track the progress of every child through primary and secondary schools revealed a tapering off of the improvements made in educational standards.

In the last three years, since the Children Act 2004 became law, there has been a growing recognition that making a major impact on the “long tail” of under-achievement would depend on working with children, parents, and families to ensure that every child was best placed to take advantage of the education offered.

Ensuring that every child was safe, healthy and not living in poverty were acknowledged as essential preconditions for educational attainment. While the focus on improving the performance of individual institutions (schools) has not been lost, the new concentration on meeting the needs of the individual (the child) is now recognized as being of at least equal importance.

The practical expression of this new, holistic focus on the child can be seen in a number of very specific initiatives, including:

1. Ensuring a fairer school admissions system that prevents the “best” schools from selecting the “best” students
2. The Childcare Act 2006, which introduced the concept of a “foundation stage,” setting educational standards for children in early years settings (essentially for 3-5 year olds)
3. The registration and inspection (by Ofsted, the national inspectorate) of all childminding and nursery settings
4. The entitlement to 12.5 hours per week (soon rising to 15 hours) of free childcare from age three, with a foundation stage curriculum
5. Placing a duty on every school to promote the well-being of every child and to promote community cohesion
6. The requirement for all schools to become “extended schools,” offering a range of services before (breakfast clubs) and after (childcare, clubs and activities)
7. Basing a wider range of services in schools, including health, social services and even police
8. A focus on supporting parents in getting the best for their children
9. Ensuring that school funding took proper account of the additional needs of children living in poverty
10. Focusing on “narrowing the gap” between the highest performing children and their lowest performing peers

IS THERE A CONNECTION TO THE SITUATION IN THE STATES?

First, you have to acknowledge that both the development and delivery of education policy in England is simpler than that in the United States (*see diagram on page 7*).

In England:

- all 150 Directors of Children’s Services can get to London to meet the Minister for Schools for an 11:00 a.m. meeting and be home in time for dinner which makes direct communication a relatively simple affair
- while local authorities are made up of a range of political complexions, there is not a two stage legislature, as in the US, which both simplifies and speeds up the passage of policy from bright idea to implementation
- all schools are funded according to a national distribution to local authorities with “tweaks” by each local authority to reflect local conditions and priorities

In spite of the differences between the two countries, their needs are the same:

- high levels of skill in the basic subjects as well as in math, science, and the arts

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CCSSO-Smithsonian Collaboration Takes Flight

BY MICHAEL DIMAGGIO

When first approached by the Smithsonian Institution (SI) to explore opportunities to collaborate, CCSSO realized that a mutually beneficial opportunity existed. SI's mission of working for the development and diffusion of knowledge coincides with the Council's objective of improving teaching and learning for all students in the 21st century.

For the past two years, SI and CCSSO have collaborated to develop new ways for teachers and students to gain access to SI's rich resources. Essential to the collaboration is the enhancement and enrichment of classroom instruction for all students. In hopes of achieving this goal, the two organizations have set out to launch several new initiatives.

One of the most recent CCSSO/SI joint ventures is the publication of a social studies lesson about civic responsibility from a unit titled Liberty and Citizenship. The lesson and unit, created through the work of CCSSO's State Collaborative on Assessment and Student Standards (SCASS) Comprehensive Social Studies Assessment Project (CSSAP) and SI, are in the fall 2007 edition of *Smithsonian in Your Classroom*. This publication, which has been distributed to every elementary and middle school in the U.S., is available online at http://www.smithsonianeducation.org/educators/lesson_plans/civic_responsibility/siyc_fa1107.pdf.

An article about the CSSAP unit "Teaching and Assessing for Understanding in Social Studies," is also included. The article highlights how the lesson and unit being showcased can serve as a model for designing instructional strategies that scaffold student thinking with a focus on understanding the concept of how volunteering demonstrates civic responsibility. In addition, the lesson and unit model how to use resources available by linking to websites such as those

from SI to enrich a lesson and engage students in the learning process. See pages 1, 10, 11, 12, 13 of the electronic document *Smithsonian in Your Classroom* for the article and the lesson. The entire unit Liberty and Citizenship is available at: <http://scasscap.org/liberty/overview.html>.

The alignment of resources to the standard of learning in each state represents another important initiative of the CCSSO/SI collaboration. By simply entering a state name and grade level into the search engine at <http://www.smithsonianeducation.org/educators/index.html>, teachers have the opportunity to access many useful educational resources, such as lesson plans, artifacts, and virtual exhibitions applicable to their classroom. The Smithsonian regularly updates and revises these databases. Future initiatives include bringing state curriculum and assessment specialists to Washington DC, to work hand in hand with SI in collecting appropriate resources for students. Many of these resources include primary sources and digital photographs. SI also intends to bring distinguished teachers to team up with Smithsonian researchers and educators to develop unique educational

programs.

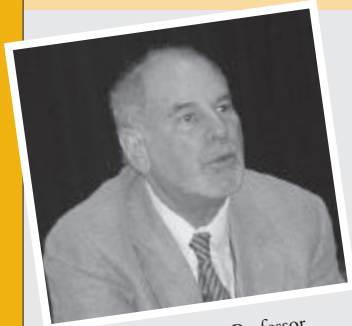
Additionally, 20 Delaware classroom and museum educators took part in a three-day Smithsonian professional development institute, "Learning with Objects," planned and led as a collaboration with the Delaware Department of Education, Smithsonian Center for Education and Museum Studies, and Smithsonian Early Enrichment Center. This institute is the first program in a five year professional development cluster authorized and funded by Delaware Department of Curriculum and developed as an outcome/pilot project under the CCSSO/SI agreement.



SI'S MISSION OF WORKING FOR THE DEVELOPMENT AND DIFFUSION OF KNOWLEDGE COINCIDES WITH THE COUNCIL'S OBJECTIVE OF IMPROVING TEACHING AND LEARNING FOR ALL STUDENTS IN THE 21ST CENTURY.

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Highlights from the 2007 Summer Institute



Philip Uri Treisman, Professor,
University of Texas at Austin



Bruce Buterbaugh (CCSSO), Ty Mapp (CCSSO) & Michelle
Bishop (Bishop Communications)



Chief Billy Cannaday (VA)



Katie Dunlap (Harcourt Assessment) &
Chief Alexa Posny (KS)



Chief Dave Driscoll (MA) & Chief Rick Melmer
(SD)



Chief Jim McBride (WY)



Chief Lana Seivers (TN)



Chief June Atkinson (NC), Chief Joe Morton (AL), &
Margaret Morton



Chief Kathy Cox (GA)



Chris Waterman (Executive Director, Association of Directors
of Children's Services)



Chief Alexa Posny (KS)



Gene Wilhoit (CCSSO) & Rick Melmer (SD)



Chief Keith Rheault (NV)



Chief Deborah Gist (DC), Chief Sue Gendron (ME), & Chief Elizabeth Burmaster (WI)



Chief Susan Zelman (OH) & Susan Sclafani (State Alliance for High Performance at NCEE)



Chief Linda McCulloch (MT)



Gaylen Picard & Sandy King



Chief Joe Morton (AL)



Chief Paul Pastorek (LA)



David Byer (Apple Inc.), Stephanie Norby (Smithsonian Institution), Susan Sclafani (State Alliance for High Performance at NCEE), Susan Patrick (NACOL), Joyce Winterton (NASA), & John Lawson (APTS)



Chief Jim Rex (SC)



Chief Linda McCulloch (MT) & Chief Lana Seivers (TN)



Chief Susan Castillo (OR)



Kaoru Nakanishi (APBES representative), Lois Adams-Rodgers (CCSSO), Melissa Johnston (CCSSO), Kazuo Yasuda (APBES representative)

Exploring Best Practices in Special Education Services Across the Globe

BY MELISSA JOHNSTON

CCSSO is striving to meet its commitment, as outlined in its *Global Education Policy Statement*, to readily explore best practices from our global education counterparts. In January 2007, the Council renewed its memorandum of agreement (MOA) with the Association of Prefectural Boards of Education Superintendents (APBES), which supports all of the superintendents in each of the 47 prefectures in Japan. Since 1990, previous MOAs with APBES have supported regular exchanges in both Japan and the United States between the association's members. This new agreement affirmed our longstanding relationship of educational exchanges but was amended so as to (1) allow greater ease for members to participate in the existing exchange program, (2) provide opportunities for each organization's staff to work collaboratively on mutual issues of importance, and (3) outline the meeting date expectations through 2014.

Chief Ito (Aichi Prefecture), Chief Kakitsuka (Kumamoto Prefecture), Chief Ozeki (Wakayama Prefecture), and Chief Sato (Wakayama Prefecture) attended our Summer Institute in 2006 and presented two areas of interest and concern—one was teaching students where Japanese was not their first language and the other was the difficulty in meeting the needs of special education students. After some discussion, APBES asked that CCSSO staff come to Japan and present information to them about special education in the United States. This exchange led us to want to learn more deeply about each nation's systems of support. APBES then selected Mr. Kazuo Yasuda and Mr. Kaoru Nakanishi, both special advisors on special support program for APBES, to attend our Summer Institute in 2007 in Portland, Maine.

Mr. Yasuda and Mr. Nakanishi gave an in-depth presentation about Japan's funding model, student identification strategies and procedures, delivery mechanisms, teacher preparation, results of special education to date, and lessons learned/promising practices. CCSSO, in turn, gave a similar presentation

regarding our system through the welcomed expertise of Chief Alexa Posny (KS), our Individuals with Disabilities Education Act (IDEA) Partnership colleagues Joanne Cashman and Patrice Linehan, and CCSSO staff Lois Adams-Rodgers, Tolani Adeboye, and Kathleen Paliokas. We were also pleased to have Chief Susan Gendron (ME) in attendance with her IDEA Act colleagues from her state education agency.

Once we were more familiar with each other's systems of support, we had a lively and in-depth discussion about special support services and future possibilities of cooperative study with Gene Wilhoit moderating and CCSSO consultant Mr. Yukio Itoh providing translation and CCSSO/APBES insights. We left the conversation with some identified priority areas for

collaboration and consideration. They were regarding

1. how each country identifies students in need of special support services;
2. what types of resources (teachers, funding) each country provides; and
3. how each country supports transitions (transition services provided between early childhood and the start of formal schooling; transition services provided after leaving formal schooling).

It is our hope that through regular staff and member exchange in this coming year that we will fully explore our respective systems and are able to identify each other's best practices in the effort to share key learnings with our respective members in both nations in future years. The practice of learning from international best practices (policies and programs) will help us to determine how to incorporate those practices into our existing policies and programs at the state and local levels.

For more information about our global education work, this exchange, or to receive copies of the APBES/CCSSO PowerPoint presentations from the Summer Institute 2007 post-conference session, please contact Scott Montgomery (scottm@ccsso.org) or Melissa Johnston (melissaj@ccsso.org). ▶

CCSSO IS STRIVING TO MEET ITS COMMITMENT, AS OUTLINED IN ITS GLOBAL EDUCATION POLICY STATEMENT, TO READILY EXPLORE BEST PRACTICES FROM OUR GLOBAL EDUCATION COUNTERPARTS.

From Vision to Action *Continued from page 5*

expressed the need for policies that ensure equity of access and solutions to the “digital divide.”

Sunday’s formal sessions concluded with education blogger, David Warlick, who provided a glimpse into the wired world of the student, both present and future. “We know nothing about the future we are preparing our students for; we must prepare them for an unpredictable future.” Warlick added that there is a new creative class being formed as we move from the industrial to a creative age with today’s students inventing new languages to match the emergence of new communicative technologies. Additionally, blogs and wikis are opening new channels of information creation. The challenge facing teachers is to make the classroom an engine that supports students in the new environments, challenged Warlick.

Marc Tucker, president of the National Center on Education and the Economy, and co-chair of the New Commission on the Skills of the American Workforce, provided Summer Institute participants with a compelling view of the American workforce, including present characteristics and future needs. Tucker shared data to establish the case that despite decades spanning a variety of education reforms, America’s schools lag behind those of other countries in the quest to keep pace with academic gains.

In this “flat” world, Americans are in direct competition with skilled laborers from around the world, willing to work for a fraction of the American wage. Tucker spoke of recommendations from the recent book from the commission titled *Tough Choices or Tough Times*. He shared a number of key recommendations from the book to challenge educators and partners to consider choices from a host of innovative solutions as a way to avoid what would otherwise prove to be tough times. Tucker’s remarks provided a valuable backdrop for another opportunity for chiefs and partners to consider new actions and new solutions.

A “fishbowl” discussion format was utilized at a meeting session with chiefs and business partners. The fishbowl format provided the opportunity for several chiefs and business partners to express and discuss key ideas. Several important themes emerged from the discussion, notably the need to communicate to the public the critical imperative to change education systems to better prepare all students for the challenges of the 21st century. Another strong sentiment that emerged was the need to partner to communicate this need for change, and spread the word about the work

that has been done and leverage each others’ strengths to develop high-quality products and services.

Chief Rick Melmer (SD) challenged states to step up to meet the need. His remarks included the notion that as soon as a couple of states begin talking and partnering with collaborative, innovative solutions, other SEAs and governors will join in the effort. Other chiefs echoed these sentiments, and added the need for strategic regional and national partnerships as well as the necessity of leveraging success to show the capacity of SEAs to provide effective solutions, particularly in cooperation with strategic partners. Chief Deborah Gist (DC) volunteered that she is more ready than ever to start a revolution, one that will combine the optimum balance between pushing the public and proving the tools necessary for success.

The concluding sessions of the Summer Institute combined powerful, compelling views of the present and the future. Daniel Pink, author of *A Whole New Mind*, set out the argument for placing renewed value on the “right brain” characteristics which seem to have suffered a loss of prestige in a school system dominated by “left brain” abilities. He said that the future belongs to those students who are designers, inventors, teachers, and storytellers with creative and emphatic minds. Pink highlighted the fact that the needed transitions in the system to accommodate these students may very well prove to be a tough shift for many of the players. Chiefs from around the country expressed a willingness to involve their SEA in this tough work and ideas ranged from online open source development of common end of course assessments to the commitment to using both right and left brain resources to meet those whose needs are not currently served.

The final session of the institute was a “Where to from Here” session moderated by CCSSO’s Executive Director, Gene Wilhoit. One of the main goals of Summer Institute 2007, was to ensure that the shared time was not an episodic event, but a major step in an ongoing commitment to move from visions of the future into realities of tomorrow. Wilhoit accepted the challenge to have CCSSO facilitate specific actions related to ideas discussed during the three days of meetings and move those ideas forward.

For a review of pre-conference materials as well as a chance to review materials from the individual Summer Institute sessions, go to http://www.ccsso.org/Projects/membership_meetings/summer_institute/3277.cfm. ▶

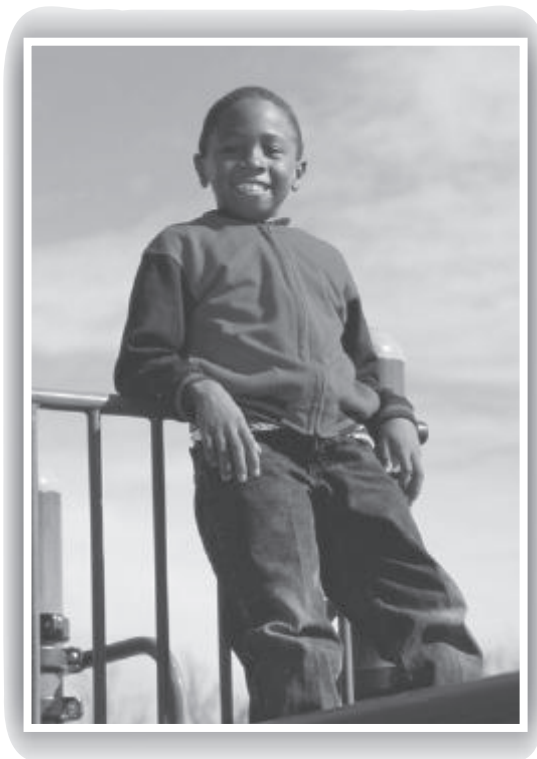
Common Needs, Common Solutions *Continued from page 8*

- the ability to compete for work in a global market, where low-level administrative jobs and an increasing percentage of medium/high-level jobs (accountancy, computer programming) can be off-shored
- the necessity of narrowing the gap between the high achievers and the long tail of under-achievement to give all students the opportunity to realize their potential

So, which elements of the English solution could cross the Atlantic?

The principle and over-arching element is a willingness to take a radical look at how to achieve the desired outcomes for children and young adults which should include:

- the development of a national consensus about the (minimum) entitlement of every child to education, healthcare and social services and a commitment to deliver it
- an acceptance that a successful society, in economic and social terms, depends on the full participation of all sections of that society in the labour market and the community; expecting the successful members of society to be able to support a long tail of under-achievement is no longer sustainable
- a recognition that more has to be done to give every child the opportunity to access education on a more equal footing; this means looking to narrow the resources gap between those devoted to the high-achieving middle class and the lower-achieving “working class”
- an acceptance that schools have to be about much more than teaching and learning, and that the school workforce (and, more broadly, the children’s workforce) needs to be flexible and focused on the needs of the student rather than the institution
- a recognition that high stakes testing will often lead to teaching to the test and a focus on that which can most easily be tested



IS THERE ANY GUARANTEE OF SUCCESS?

No. However, without a serious discussion about the issues and a preparedness to tackle them, there is a pretty strong likelihood of failure!

One current example of how a single subject cuts across the agenda of more than one agency at national and local level is that of childhood obesity, a growing problem.

At the national level, the DCSF is aware of the impact of obesity on a child's ability to take part in the whole curriculum. The DH is keen to reduce obesity for obvious health (and financial) reasons and the DCMS is keen to promote sports activities among young people. At the local level, it is the schools that are funded to provide additional physical activities for children, working in partnership with local leisure centers and sports clubs who run programs in schools.

Another example is the need to encourage mothers (including single parent mothers) back to work. The DWP is helping mothers to return to work and the DCSF, through the provision of free childcare (12.5 hours but which can be taken over 2 or 3 days rather than the traditional 5 half day sessions of 2.5 hours). At the local level, advice and guidance is offered to the mothers about returning to work. The local CSA works with public and private childcare providers to deliver flexible packages of childcare that will enable the mother to return to the labor market.

FURTHER INFORMATION:

The DCSF website is the best source of information at www.DCSF.gov.uk. The “Every Child Matters” information can be found at www.everychildmatters.gov.uk/. If you have a particular interest in one area, and cannot easily locate it using the search facility, contact Chris Waterman at Chris.Waterman@adcs.org.uk. ▶

CCSSO–Smithsonian Collaboration *Continued from page 9*

In hands-on sessions in six Smithsonian sites (Freer and Sackler Galleries, Hirshhorn Museum and Sculpture Garden, National Museum of African Art, National Museum of the American Indian, National Museum of Natural History, and the Smithsonian Castle), the Delaware educators had first-hand experience in working with primary sources, analyzing objects and exhibitions, and creating model classroom exhibitions with their students. The work will continue throughout the 2007–2008 school year in Delaware through regularly-scheduled follow-up meetings and other learning opportunities.

Another significant initiative initiated by the SI and CCSSO collaboration involves the National Teacher of the Year program. This spring, the 2007 state teachers of the year participated in a one-day workshop at the SI in Washington, DC. In addition to interacting with the museum curators of our national treasures, these noteworthy teachers received a glimpse of the world-renowned collections and research collected by SI, including famous objects like the Star-Spangled Banner and the 1903 Wright Flyer. More importantly, these teachers learned how collections and exhibitions can enrich and expand students' knowledge and capabilities across all aspects of their education. Following this opportunity, 44 teachers received materials and agreed to serve as Smithsonian ambassadors by providing demonstrations on the

usefulness of the Smithsonian resources and learning tools in their respective states.

These initiatives represent a positive start for the collaboration. However, despite SI holdings that number into the tens of millions, not nearly enough students and teachers have accessed these valuable resources. Many educators are perhaps not aware these resources exist, or perhaps they are unclear as to how they could be used to enhance their instructional practice. As holders of our national treasures, SI recognizes that the accessibility of research devices and learning tools has greatly expanded in our nation. With traditional resource information being displaced by online research databases, this trend is seeping into American classrooms. In anticipation of this trend, the Smithsonian Center for Education and Museum



FOR THE PAST TWO YEARS, SI AND CCSSO HAVE COLLABORATED TO DEVELOP NEW WAYS FOR TEACHERS AND STUDENTS TO GAIN ACCESS TO SI'S RICH RESOURCES.

Studies has centralized online access to over 1,400 free educational resources now available for our nation's schools. For its part, the Council will use its networks to help raise awareness and make these resources available to more teachers and ultimately more children.

For more information on the CCSSO/Smithsonian Institution collaboration, please contact Michael DiMaggio at 202-336-7024 or michaeld@ccsso.org. For access to Smithsonian educational resources, please visit www.smithsonianeducation.org. ▸



THANKS

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CCSSO would also like to acknowledge the hard work of the following Maine Department of Education staff: Jaci Holmes and Wanda Monthey.



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*For more information about any CCSSO event, please contact the Council at 202-336-7000.
All meetings are invitation only unless stated otherwise.*

DECEMBER 2007

DSAC Winter Meeting
December 3–4
Indianapolis, IN
Paige Kowalski & Terra Thomas
202-336-7033

Leadership Issue Group Conference
December 4–6
North Bethesda, MD
Tracy Malcom
202-336-7030

JANUARY 2008

ASR SCASS Winter Meeting
January 23–24
Salt Lake City, UT
Rolf Blank
202-336-7044

INTASC Member's Meeting
January 24–25
Alexandria, VA
David Paradise & Michele Parks
202-336-7068

NTOY Program Conference
January 29–February 3
Dallas, TX
Jon Quam & Andy Drewlinger
202-336-7047

FEBRUARY 2008

SCASS (ASES, CAS, ELL, FAST,
SEC, & TILSA)
February 4–7
Location to be Determined
Scott Montgomery
202-336-7000