

# THE CURRENT



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**VOLUME XXII**  
**OCTOBER 2012**

***Visible Learning: What Really Matters in Education?***  
***By Kim Gibbons, Executive Director***

Special Interest Articles:

<i>Secondary Literacy</i>	5
<i>Elem/Secondary Math</i>	9-10
<i>Spotlight on Interventions</i>	11

Individual Highlights:

<i>Instructional Services</i>	4
<i>Outcomes Services</i>	6
<i>UL Corner</i>	7
<i>Social Behavior</i>	8
<i>Early Childhood</i>	12
<i>We R Able</i>	13-14
<i>SCRED Announcements</i>	15-16

Reflecting back on my 19 years at SCRED, it is safe to say that we are in an era of increased accountability unlike ever before! When I started at SCRED in 1995, we did not have statewide accountability tests that disaggregated subgroups of students. We were just beginning to use General Outcome Measures (GOM) three times per year for students in Grades 2-6. Data were collected, however, they often weren't being used to drive instructional decision-making or to evaluate what we now call Core (Tier 1) and Supplemental instruction (Tier 2). We weren't collecting data in early childhood, kindergarten, or in secondary settings. We didn't administer the NWEA MAP test. And there really wasn't a culture of "data teams" in the buildings whose purpose was to be proactive and search for groups of students who were struggling and design standard interventions to meet their needs.

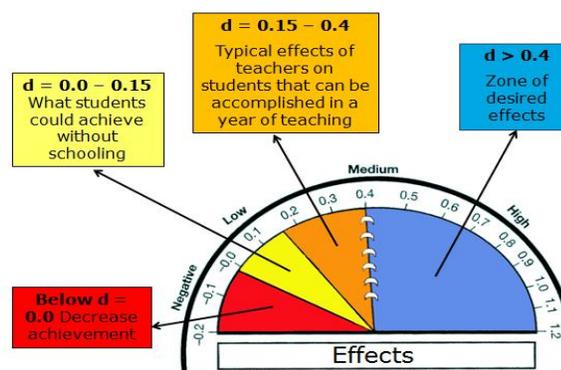
Now, if we fast-forward to the present school year, we have an established culture of using data to evaluate our instruction across multi-tiers of instruction. Some would argue that perhaps we have too much data at our disposal! We are in an era where the stakes are high – for students, teachers and administrators. Everyone wants to know what works, and it is tempting to jump on the bandwagon of the "latest and greatest" educational initiative. It is often reported that one of the most critical problems our schools face is not resistance to innovation, rather the fragmentation, overload, and incoherence resulting from the uncoordinated acceptance of too many different innovations. At the end of the day, what really impacts student achievement the most is the instruction that our students are receiving. This lies at the heart of the mission of SCRED. How can we work together as a group of school districts to coordinate our efforts at improving data-driven instruction?

## Director's Report – continued

In 2009, John Hattie published a book called “Visible Learning.” The book is a synthesis of more than 800 meta-analyses about influences on student learning and ranks the various “innovations” based on the effect on student achievement. Now we all know that everyone has an opinion of what works in education. If you ask 100 different teachers “what works in education?” you will likely get 100 different answers. Hattie argues, that the answer to what works is that most anything “works.” The real question is what works better given other possible alternatives. To answer this question, Hattie computed effect sizes for each of the educational innovations that purported to have an impact on student achievement. An effect size tells us about the results across all of the individual studies examined. For example, let’s say the purpose of the meta-analysis is to examine multiple studies regarding the effect of clear learning goals on student achievement (that is, the effect of X on Y). An average effect size reports the results of all of the included studies to tell us whether or not clear learning goals improve student achievement and, if so, by how much.

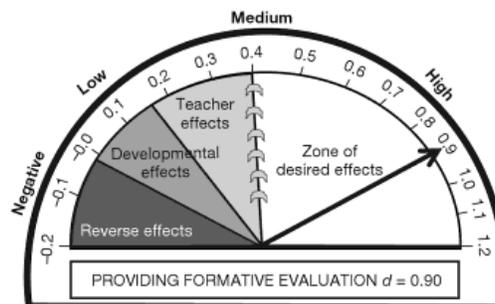
Hattie placed all of the effect sizes on a “barometer” (see figure below). Some of the educational practices included in Hattie’s Meta-analysis had what is called a reverse effect (negative effect size). This means that if you apply the particular innovation, not only will students fail to make progress, they will get worse. Educational practices that have a reverse effect are summer vacation, welfare policies, retention, television, and student mobility. Effect sizes between 0 and .15 are called developmental effects. This is what students could achieve without formal schooling due to maturation. The typical effects from teachers are between .15 and .40. Any influences in this zone are similar to what teachers can accomplish with one year of schooling. All influences that have effect sizes of greater than .40 are in the “Zone of Desired Effects” as these are influences that have the greatest impact on student achievement. Thus, if we want to accelerate learning and have students achieve more than a year’s growth in a year’s time, we need to focus on practices that have effect sizes above .40.

Barometers of Influence



## Director's Report – continued

For many years, SCRED has consistently focused on using formative assessment data to drive instructional decision-making within a Response to Intervention (RtI) framework. As it turns out, we have been right on the money! Formative evaluation has an effect size of .90 and implementation of an RtI Framework has an effect size of 1.1!



We are going to “stay the course” at SCRED and continue to provide high-quality professional development and support opportunities for our member districts that focus on data-based decision-making within an RtI framework. We will continue to use Hattie’s research to guide the specifics on those instructional practices that have the highest impact on student achievement. The instructional services team at SCRED is working with all of the district Grade Level Team Facilitators on the translating the research from *Visible Learning* into practice. Problem solving teams are using this research to guide intervention selection for students with intensive needs. Finally, we are working with the building principals on studying these practices as well. If anyone is interested in checking out a copy of *Visible Learning*, we have copies available in the SCRED library. Go to our website at [www.scred.k12.mn.us](http://www.scred.k12.mn.us) and click on the “SCRED Destiny Lending Library” quick link on the lower right side. This would make a great book study for your PLC’s or grade level teams! Here’s to a great school year, and I challenge you to make student learning visible!

*Instructional Services Update*  
***By Kerry Bollman, Instructional Services Collaborative Planner***

Welcome back from your Instructional Services Team! This year, Barb and Julie will be developing specific intervention protocols to support math skill development. At the elementary level, the focus will be solving word problems by teaching students to draw pictures to match the problems. This strategy is based on Singapore Math Bar Models. At the secondary level, a PEMDAS strategy is already available. Additional focus concept ideas are welcome! The alternative core math curricula identified last year are being implemented this fall. TransMath is being implemented in 5 districts starting, and Number Worlds is being implemented by 1 district. Implementation is being closely monitored so we can evaluate the effectiveness of these programs for our students.

For reading, a series of intervention training sessions are offered in September and October. These are designed to ensure that instructors providing intervention as described in district literacy plans have been fully trained. At the secondary level, SIM training will be offered two times this year on strategies designed to support diverse learners in content area classes. Registration for these events is on the SCRED website. Also, a pilot of the Kurzweil program is a project shared by general and special education teachers in support of struggling readers in content area classes.

Our grade level facilitators are off to a strong start, utilizing new functionality within the TIES system that has increased their access to student academic reports. A small pilot of a browser based scoring program within AIMSweb is underway, and promises to ease data management requirements for teachers. Additional training for GenEd Forms will be offered this fall for problem solving team users. Watch the SCRED website for details!

*Secondary Literacy*  
***By Jennifer Lake, Reading Collaborative  
Planner***

**Kurzweil Software Pilot at SCRED**

Secondary schools in the SCRED districts are participating in a pilot program of an exciting software program. *Kurzweil* is a program that provides multi-sensory access to virtually any text, including print, electronic, and web-based material. Students learn from grade appropriate content, develop valuable study skills, and become independent learners. Features of *Kurzweil* include text-to-speech audio, reference tools (dictionary, thesaurus, etc.), embedded bubble notes for comprehension questions, speak-while-typing, word prediction, read the web, and more. In addition, *Kurzweil 3000* supports the principles of Universal Design for Learning (UDL), enabling multiple means for students of all abilities to engage with digital text.

Students and teachers can access the program both at home and at school with the web license agreement purchased through SCRED, both via the *Kurzweil* software and the *Firefly* by *Kurzweil* app which is available for iPads and iPhones. The software can be installed by using installation DVDs, which are available from the Secondary Literacy Collaborative Planner, or by downloading from the SCRED website.

The *Kurzweil* program pilot is starting with one special education teacher and one regular education core content area teacher paired at each site. These teachers participated in their first day of training in August to learn the basics of using *Kurzweil*. Teacher teams then met with the Secondary Literacy Collaborative Planner before school started to work on plans for implementing *Kurzweil* with their students this year. Each of these pairs of teachers will continue to meet throughout the year to plan ways to effectively utilize *Kurzweil* for content area literacy support.

There will be an online follow up training with a *Kurzweil* trainer for teachers October 25. There will also be a collaboration day at the SCRED teacher center in January, facilitated by the Secondary Literacy Planner. The purpose of this day is to provide a six district network that will support lesson development and professional collaboration among teachers using *Kurzweil*.

Outcomes that we are looking for with this pilot program include increased engagement with content area text, improved content literacy, and higher achievement in classes in which *Kurzweil* is utilized.

*Kurzweil* has many possibilities for helping students learn more independently and gives teachers new tools for designing learning activities that meet all students' needs. I am looking forward to seeing how much we can help students learn through the use of this program!

***"Every child is gifted. They just unwrap their packages at different times."***

## *Outcome Services Update* *By Kindle Perkins Kabat*



The SCRED Outcomes Services has had a busy and productive start to the 2012-13 school year! Throughout August we were busy working with NWEA to facilitate a smooth transition to the new WEB Based MAP System. We will also continue to work with districts throughout the year to support the transition, and to provide training and support on how to use this new system for testing and report viewing. Likewise, there will be a MAP Coordinator training this spring, prior to the Spring Benchmark testing window.

As of Friday October 12<sup>th</sup>, all of the Fall Benchmark GOM data has been loaded into TIES. We are still in the process of cleaning up the MAP data for the majority of the SCRED districts and anticipate loading the remaining fall MAP data into TIES within the next week. The process of cleaning up the MAP data was more cumbersome this fall due to the transition to the new system, however, once this initial cleanup of data has been completed it should be a smoother and more efficient process in the future.

Other projects we have been working on throughout the summer and fall include (but are not limited to):

- 1) Organizing and cleaning up One Click reports and test definitions in iCue
- 2) Target analysis for IGDI, kindergarten TENs, MAP Math to MCA III, and the new Math Concepts and Applications (MCAPs)
- 3) Adding targets into TIES for the Early Literacy and IGDI measures, kindergarten TENs, 1<sup>st</sup> grade QDMs, revised MAP Math to MCA III, and revised MCAPs
- 4) Understanding and organization of the new Multiple Measurement Rating System (MMRs)
- 5) Refreshing many of the databases (e.g. Aimsweb-Academic and Behavior, Odyssey, Voyager/Vport, Kurzweil, etc.) with 2012-13 student data

We have continued to work closely with the Early Childhood Coordinators and TIES throughout the last year. The goal is that this school year we will have systems in place, so that all early childhood students will be listed in the TIES Student Information System and we can start to load the Early Literacy and IGDI data into TIES.

Over the next few months Kindle Perkins Kabat will be working on creating Principal Dashboards for each building and will be meeting individually with administrators to train them on these new TIES Dashboards. Simultaneously, the Instructional Services Team will be meeting with districts to review the fall 2012 data with the administrative teams.

This fall additional time for Outcomes Services was added. Sandy Benson will be moved to full-time Outcomes Assistant, and an additional part-time position will be added for support. The 2012-13 school year promises to bring continued progress in the Outcomes Services Area!

*From the Unique Learners' Corner – The "New" News at SCRED*  
*By Jamie Nord, Director of Special Education*

### **New Unique Learners' Manager**

Nicole Jack is our new Unique Learners Manager for East Central, Hinckley-Finlayson and Pine City schools. Nicole came to SCRED from Chisago Lakes High School in Lindstrom, MN where she served for two years as the Work Experience teacher, Transition Coordinator and Perkins Representative. Previous to that, Nicole taught and served as Assistant Principal in Belleville, IL. Nicole also spent 8 years as a Special Education teacher in Boyceville, WI.

On a personal note, Nicole lives in Taylors Falls, MN with her husband Chris and has two fantastic stepchildren, ages 6 & 11. Nicole lives and works in Minnesota, but is an avid Packers fan and is not afraid to display her Packer pride! Nicole is excited to be a part of SCRED and looks forward to working with staff in the districts she serves. Welcome aboard, Nicole!

### **New Unique Updates Blog**

The *Unique Updates* blog is up and running on the SCRED website. Please check it out at: <http://www.scred.k12.mn.us/blog/One.aspx?portalId=6498868> and subscribe for email alerts to be notified when new content is added. We are excited to have this new communication tool to keep us connected with you all between monthly department meetings!

### **New Job Site Development**

Stephanie Bellinger-Bushard has been hired to serve in a newly created position funded through the Chisago County Collaborative called a Job Developer. The goal of the project is to develop job sites within the community for students with disabilities and work with employers on using a common progress-monitoring tool to access students' skill development. The response from local businesses has been very positive. 16 new jobs sites have been created to date. Stephanie has provided guideline handouts to teachers and employers, student participants are being identified, and the application process is nearing final development.

### **New Kurzweil Pilot**

We are excited about the Kurzweil pilot project being implemented across the SCRED districts. The initial feedback from both special education and regular education teachers involved in the project has been extremely positive. For more information regarding this new project, please see pages 3 of The CURRENT.

*Social Behavior Update*  
***By Robyn Smith and Christine Matthews,***  
***Social Behavior Collaborative Planners***

## **TIES Behavior Module**

This fall, a new behavior module within TIES became available. The TIES Student Information System Behavior Management module allows schools and districts to easily track a comprehensive set of data on student behavior in support of Positive Behavior Interventions and Supports.

Several SCRED district representatives attended training in August to preview the module and the feedback was very positive. There may be a need for additional staff training in using the module, therefore the timeline for full implementation will vary within each school building.

Below are the features and benefits within the new, more user friendly module.

<b>Features</b>	<b>Benefits</b>
Dynamically populated notification letter templates	Improves communications between parents and schools with home letters, alerts, and referrals.
Staff can generate online, real-time referrals to a receiving queue at the central office or behavior room.	Allows immediate response for Positive Behavior Interventions and Support
Incident history and notes are tracked over multiple school years.	Provides longitudinal views of individual students
Multiple participants per incident are tracked, including offenders, victims and witnesses, as well as nonstudents and nonstaff members.	Offers more detailed view of incidents and participants.
Designed to handle state uniform reporting requirements, as well as unique district needs.	Provides maximum flexibility in reporting
School responses to incidents are recorded and categorized, and multiple notes - including records of nondiscipline related behaviors - can be associated with an incident in TIES Student Information System.	Assists in maintaining accurate records of events
Automatic reporting to the state Disciplinary Incident Reporting System (DIRS)	Eliminates the need to enter incidents into DIRS

*Elementary and Secondary Math Update*  
*By Barb Scierka and Julie Seldon, Math Collaborative Planners*

## MATH IS THE LANGUAGE OF THE UNIVERSE

*The universe cannot be read until we have learned the language and become familiar with the characters in which it is written. It is written in mathematical language, and the letters are triangles, circles and other geometrical figures, without which means it is humanly impossible to comprehend a single word. ~Galileo Galilei*

The importance of math has been understood since time began. The best methods to develop that understanding however, are still under debate. This year there are five districts implementing the new secondary replacement core curriculum we chose last year, TransMath. At the elementary level, Number Worlds is the replacement core curriculum that was chosen. We will also be focusing on the development of new interventions for math teachers. As always, we at SCRED will continue to look for ways to help all the districts support RTI implementation, increase achievement for special education students, and improve core instruction. This year in math looks to be a productive one! (...did you catch the pun?)

In August, SCRED hosted training for the teachers of TransMath. TransMath offers the students a very structured opportunity to see math conceptually in order to learn it procedurally. We continue to monitor the implementation of the program and will do so throughout the year. So far, it is off to a great start and the students and teachers are finding the curriculum enjoyable and helpful. Students are engaged, teachers are differentiating, technology is being infused in the lessons and overall it feels awesome! TransMath has had a great start and looks promising.

Number Worlds is the replacement core math program recommended for the elementary level student. East Central is adopting this program for their at-risk math students. Number Worlds is designed as a preventative program for students in Kindergarten and Grade 1. At this early stage the emphasis is on giving students a strong foundation in Number Sense and filling in for any possible lack of early experience with numbers. For students in Grades 2 through 5 or 6, the program is designed to take students who are one to two years behind in math concepts and bring them up to Grade level. A technology piece called Building Blocks enhances the program. Number Worlds was developed in consultation with Doug Clements, a leading researcher in Early Numeracy. Further information can be seen at <http://sranumberworlds.com/>. Samples of materials are available from the SCRED library.

*Math Update – continued*

Throughout the year Barb Scierka and Julie Seldon will be developing new interventions. Please feel free to forward specific topics your students traditionally struggle with (no promises we can make an intervention for ALL of them but hopefully we can hit the key ones!) In the spring we will have a day where we invite teachers to come in and be trained on the implementation of the new interventions.

One of the interventions will use the Bar Modeling method from Singapore Math to teach students how to draw pictures (Multiple Representations) of word problems. This component is one of several that Singapore credits for improving their international ranking of students in mathematics. The bar models are simple yet powerful visible representations of an abstract number sentence. They build conceptual understanding that is a great lead in to algebraic expressions.

Math continues to challenge us to find innovative ways to present material conceptually versus procedurally while incorporating technology we have access to. As teachers focus their questioning on student thinking processes and different ways to solve problems understanding and proficiency is bound to improve. Math does not promise the easy way or quick answers but it does offer satisfaction along with a glimpse at the workings of the universe. Take the challenge, do math!

*Spotlight on Interventions*  
*By Melissa Chinn*

When utilizing the internet, finding the intervention resources that meet your needs can be a little overwhelming and time-consuming. Although both have been available for some time, the two resources below can get your search off to a great start.

One of the most comprehensive compilations of resources available is the RtI Intervention Bank maintained by R. David Freeman, Ed.S., of the Bartow County School System. This downloadable .pdf contains links to interventions and information on a wide variety of topics from behavior to RtI. Especially appreciated is the organization; each larger subject area is broken into sections (e.g, Behavior (overall), Behavior/Aggression, Behavior/Anxiety, Behavior/Bullying, etc.).

[www.bhs.k12.oh.us/RtI/RTI-InterventionBank.pdf](http://www.bhs.k12.oh.us/RtI/RTI-InterventionBank.pdf)

The second resource, Evidence Based Intervention Network, is maintained by the University of Missouri. What is particularly exciting about this site is its match with our own Problem Solving Training. Just as training participants learn how to use “Daly’s 5” during problem-solving to assist in generating hypotheses for the cause of a student’s problem, this site allows you to begin your search for evidence-based interventions based on Daly and Marten’s five common reasons for performance problems.

<http://ebi.missouri.edu/>

*Early Childhood Update*  
*By Karen Wolner,*  
*Early Childhood Collaborative Planner*

*“The most important period of life is not the age of university studies, but the first one, the period from birth to the age of six.” ~Maria Montessori*

Early childhood programming has had a productive start as we enter into our sixth year of our Age 3 to Grade 3 concept that provides a consistent measurement, instruction, and philosophy across this vital age range. The quote above by Maria Montessori recognizes the importance of providing quality programming at the early childhood level. Some may have the impression that we are taking play away from children and are pushing them to learn what Kindergarten children used to learn. That is far from the truth. Research has provided us with the evidence that if we provide children with a quality, literacy rich environment, learning increases. Over the past five years, we have seen this as literacy scores across the SCRED Districts have increased, some reaching beyond our expectations! So, my response to the false impression is, “we have learned how to play smarter with children.” Our data shows the results!

Several of our early childhood classrooms are integrating technology. Smart Boards and iPads are becoming common components of lesson plans. Teachers are expanding their literacy and math activities with the use of technology that not only provides the phonological awareness and number concepts needed, but also allows children the opportunity to interact with touch screens.

A study with iPod touch devices and PBS-created content for children ages 3-7 found that children made gains in vocabulary and phonological awareness, with children ages 3-5 making the most gains (Chiong & Shuler 2010).

With a clearly defined process in place for literacy, the past few years have seen a shift in focus to strengthen programming in the area of mathematics. For the past several years, districts have collaborated with Robin Hojnoski, Ph. D. from Lehigh University in this effort. We have been collecting data using the Preschool Numeracy Indicators to help form a data pool with the intent of identifying target scores to measure student progress. There are four Early Numeracy Curriculum-Based Measurement tasks: Quantity Comparison Fluency, One to One Correspondence, Oral Counting Fluency, and Number Naming Fluency.

This past June, early childhood teachers were invited to attend a training to increase their application of the “Big Ideas” in the content areas of Numbers and Operations, Geometry, and Measurement. The session focused on developing and evaluating activities to support early mathematical development in the classrooms. Activities were selected from an evidence-based curriculum and discussed in the context of Big Ideas in early mathematical development, learning trajectories as described by Clements and Sarama (2009), monitoring individual child performance, and using the data to inform instruction. Participants worked in small groups to evaluate classroom activities that they have developed using the same framework. The session concluded with a discussion on evaluating the effect of instruction/intervention using child performance data.

*We R Able Update*  
*By Valorie Arrowsmith*

Successful grant writing to the value of \$10,455 and collaborative relationships with area organizations contributed towards arts, culture, and recreational programming for We R Able audiences this past year. We supported concerts by Minnesota-based and European performers with funding from the East Central Regional Arts Council (ECRAC). The same agency also funded a clay-tile narrative summer school program with the Pine City High School Special Education department and the Pine City Senior Center.

Funding from the East Central Energy Operation Round Up made it possible to offer KUBB, which is a Viking throwing game, Disc Golf, and Tips Promenad, a Sweden orienteering type of scavenger hunt, plus a field trip to Gammelgarden in Scandia. It also supported the clay-tile project. Cross country skiing was on the agenda through that same grant source; however Mother Nature provided too little snow to make it work last winter.

The We R Able support group met faithfully twice a month at the senior center in North Branch, enjoying educational, social, and musical programs. The numerous Coffee Time Concerts, including a benefit performance by Pierre Pleau of the North Star Theater Company, and Coffee Cohorts attracted a wide audience and gave members multiple opportunities to talk about the focus of their meetings. Several members also went on three field trips to the North West Company Fur Post, the Pine City High School Theater Production, and the American Swedish Institute in Minneapolis.

Classes and activities that continue in popularity are bowling at JJs in North Branch, the bowling banquet with music by Neighberz, gift bags coordinated by Natalie Oknich, and a visit from Santa Claus Don Hartzell, softball with Jerome Dajm, and monthly movies at the North Branch Mall. Participants also made seasonal garlands with Sue Deluney, decorations for their homes and garden fancies with Del Gralisch, and some learned to make pie with Kelly Appledorn, while others took bookmaking classes.

Sue Wehrenberg has taught the annual six-week painting and drawing classes for many years. She worked with previous We R Able Coordinators Claudia Hanson and Jeannette Kester to plan for a rotating regional art exhibit. This came to fruition in August after the paintings were framed by Rush City craftsman Carl Heinrich, and went on exhibit to four regional libraries. Each art show opening featured a reception and an opportunity to dance to express what the paintings portrayed.

Expanding on the dance theme we introduced several "Dance from your Chair" sampler classes to give participants the experience of being dancers regardless of movement challenges. Teacher Cheryl Braddock and We R Able Coordinator Valorie Arrowsmith took training in Dance for Parkinson Disease with the Mark Morris Dance Company at the Perpich Center for Arts Education and determined to provide opportunities to residents in our service area to explore movement. It is hoped that the sampler classes will generate enough interest to form a regular dance group. The audience at these events enjoyed music by area performers and Karaoke hosts:

*We R Able Update – continued*

Cherie Wright, Troy Heling, Jennifer Thyng, Pat Schonhardt, and Jim Anderson.

Collaborative relationships proved to introduce We R Able to both new and familiar audiences. The North Chisago Historical Society joined us in producing two concerts. The Rush City Community Center, the Pine City Senior Center, Chisago County Senior Center, and the Vitalize! Studios of Art in Chisago City served as venues for spring and summer programming.

The three staff members, Loreli Miller, Dana Johnson, and Valorie Arrowsmith, continue to support participants to make programming accessible. They explore publicity options as they track promotion results from press releases, posters, and community education brochures. They are currently testing newsletter size, format, frequency, and distribution strategies to see which type of document successfully reaches the hands of participants, staff, and the general public. Regular volunteers support the work of We R Able by assisting with bowling, softball, the support group, and the bowling banquet. Special volunteers also include program providers who donate their time or offer a special rate.

Current We R Able goals are to explore ways to acknowledge volunteers, foster collaborative relationships with area organizations, continue to write grant, seek out effective promotional strategies, and support community and high school theaters in our region by encouraging our constituents to attend the various productions through organized program offerings.

## *SCRED Announcements*

Congratulations to Jackie Hansen!

Congratulations to Jackie Hansen, SCRED Teacher of the Deaf and Hard of Hearing for receiving the High Five award at the Minnesota Hands & Voices Advisory Board! We all know what a great asset Jackie is to the SCRED organization, so it isn't any surprise that she would be recognized. Way to go Jackie!

Please see the article from the Hands and Voices newsletter for the nomination letter:

<http://www.mnhandsandvoices.org/news-events/focus-newsletter/october-2012/i-am-minnesota-hands-voices-jackie-hanson-dhh-teacher.aspx>

Congratulations to Candice Ames, Curriculum Director for Pine City Schools!

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The award was presented at Resource Training and Solutions' 34th annual celebration and awards social on the evening of October 10, 2012. Candi has been employed by the Pine City Public Schools for 43 years and involved with various Resource programs such as staff development, AYP services, wellness, curriculum, and testing for 33 of those 43 years. The award was presented by Dr. Robert C. Cavanna, Executive Director of Resource and Ken Anderson, Chairperson of their Board of Directors. Following the award component of the program, there was a keynote address by Dr. Joanne Owens-Nauslar, a nationally-known speaker who emphasizes the importance of the relationship among physical health, emotional growth, and professional productivity. Her presentation was followed by a social reception. Candi's background information:

- \*Bachelor's and master's degrees in social science from St. Cloud State University in 1970 and 1974

- \*Ph.D. from the University of Minnesota in 1985 in educational administration with a collateral field in political science and economics from the Humphrey Institute

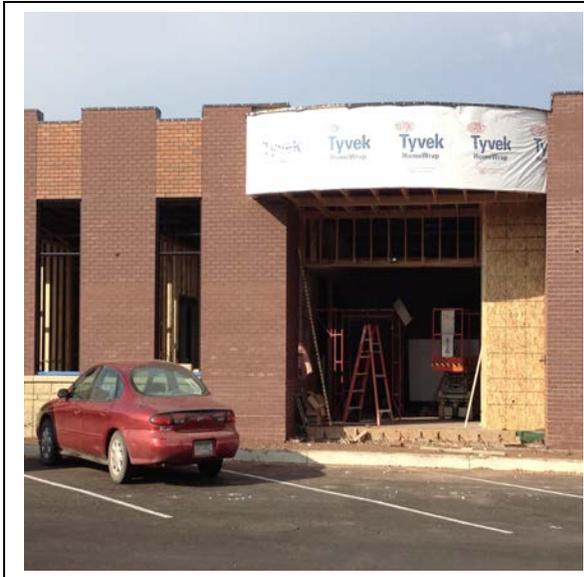
- \*Ten years of teaching senior high social studies at PCHS and 33 years as curriculum director for the Pine City Public Schools

- \*Believes in the importance of long-term, regional educational planning plus staff and citizen participation in that process

Other staff members of SCRED schools who have received this award include Heide Miller from Chisago in 2003 and Jack Almos from Hinckley-Finlayson in 2009.

## *SCRED Announcements*

### New SCRED Facility Update



The closing date for the new SCRED building is Friday, November 16<sup>th</sup>, 2012 with an anticipated move date of November 29<sup>th</sup> – 30<sup>th</sup>.  
Stay tuned for Open House details!

New SCRED Website – Check it out!

[www.scred.k12.mn.us](http://www.scred.k12.mn.us)

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<http://www.facebook.com/pages/St-Croix-River-Education-District/159947326601?fref=ts>

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