



In the spotlight: Kristi Rennebohm Franz -by Steve Witter

Pullman teacher featured on PBS

When PBS conceived the acclaimed “Digital Divide” series exploring the impact of computer technology on young people, one of the first places it visited was the Pullman classroom of Kristi Rennebohm Franz.

PBS chose Rennebohm Franz because she offered the perspective of a teacher with experience on an international education network who also was a Harvard University Visiting Scholar.

In addition to her Pullman teaching and technology coordinator duties, Rennebohm Franz served seven years as the lead teacher for the New York-based International Education and Resource Network (I*EARN), where she designs and implements telecommunications projects in science, social studies, literacy, visual arts, world languages and service learning.

On top of that, she spent 1997 as a Visiting Scholar at Harvard University’s Graduate School of Education, where she collaborated with faculty on educational technology.

The end result for her students—a multi-age class of first- and second-graders—is a broad awareness and appreciation of the world beyond their school. The “Digital Divide,” series explored technology’s relationship to education, employment, race and gender.

An examination of Rennebohm Franz’s Web page testifies to the depth of her students “local to global” education. A sampling of the last three years includes:

- Write to Care Framework—a reading and writing program which allows students to develop literacy and communication skills through the Internet with their peers in 60 countries.

- Water Habitat Project—an ongoing environmental education project (now in its 7th year) in which students conduct a longitudinal study of a local pond. Findings are documented with narrative in photo journals and shared with other schools via the Internet.
- I*EARN Global Art Project—a program in which students use the Internet to conduct multi-school, multi-cultural projects by exchanging essays and artwork.

“New technologies are continually providing tools that enable us to successfully teach and learn today’s critically important educational concepts in ways not previously possible,” says Rennebohm Franz. “As my primary students do meaningful on-line collaborative curricular projects with global peers, I see them building bridges of understanding about themselves, one another, and the world.

“As they communicate in local to global collaborations, these young children realize that what they have learned is valued and useful to others. They come to care about learning and care about others. I can’t think of a more important gift to give children in their school years than helping them realize they can make positive differences in their world with what they learn.”

While many in our society still view technology with trepidation, Rennebohm Franz offers proof of its commanding benefits in education. Her students can not only locate Puerto Rico on a map—they also can name their friends and “classmates” who live there.

For more information visit Kristi’s Website at: www.psd267.wednet.edu/~kfranz/index.htm.



Kristi Rennebohm Franz

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FOCUS is published semimonthly during the academic school year by the Superintendent's Office of Educational Service District 101. FOCUS is published to provide current information about ESD 101 sponsored and cosponsored programs and issues of educational significance to staff in the 59 public school districts and 54 state-approved private schools receiving administrative and instructional support services from ESD 101.

Comments, questions or suggestions should be sent to the editor, ESD 101, 1025 West Indiana Avenue, Spokane, WA 99205.

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Superintendent's column:

Pride, ownership, communication: a winning combination for school levies and bonds



Dr. Terry Munther

Public opinion polls consistently show public education atop the nation's list of highest priorities.

This was confirmed again in January when the Gallup organization conducted a survey on the issues most critical to this year's presidential election. Respondents were asked to rank the importance of 25 diverse issues on a scale ranging from "not important at all" to "extremely important."

When the final results were tallied, the issue garnering the most priority votes was public elementary/secondary education, with 85 percent ranking it very important or extremely important. While the balloting was close, education out-pollled a stable of other high-profile issues including Social Security, Medicare, health care and the economy.

The poll reflected the public's recognition that all of us have a stake in public schools, whether as students, parents, grandparents, taxpayers, employers, employees or any combination of the above.

Closer to home, another measure of public attitudes is voter response to school levy and bond elections. In March results from the seven-county ESD 101 region, voter response to school needs was the most positive in the state. In fact, local districts pulled numbers that were unprecedented in modern state history. Passage rates of 70-85 percent were not uncommon throughout the region.

This local success begins with 1) an enlightened public that recognizes education as the foundation of American life, 2) an education system that is committed to high quality and standards, and 3) a spirit of openness and cooperation in which the education of children is viewed as a shared responsibility and a shared

investment by the community and the school alike.

For school districts, levy passage always is a reflection of local economic health. Beyond that, however, it also is a measure of voter satisfaction with the present—and voter expectations for the future. If voters are satisfied and confident, they will usually say so at the polls.

There is no shortage of ideas when it comes to ways of reforming schools. Some believe the emphasis should be placed on new standards; others, on new content or methods; and still others, on the distribution of money. Regardless of the strategy which is appropriate in any given community, it is vital that the public be a part of the local decision-making process.

Throughout Eastern Washington, levies pass because communities take pride and ownership in their local schools. They also pass because local teachers, administrators and boards make a concerted effort to keep the public in public education. Together, the two sides form a winning combination for kids.

Congratulations to all on the passage of this year's levies.





Fifth District Congressman George Nethercutt conducted an “electronic town hall meeting” in April—via the state K-20 Network—with students from the Cheney, East Valley, Oakesdale, and Reardan-Edwall school districts. The program originated from the ESD 101 Bryant Technology Center and included about 50 students who joined the Congressman on-site, and another 50 who participated from their home campuses. Students queried the Congressman on a diverse range of subjects including education, agriculture, and the environment. Featured above from left, Rob Clark, superintendent at Reardan-Edwall School District, Congressman George Nethercutt, and Dr. Terry Munther, ESD 101 superintendent.

Announcing 21st century community learning centers, from the Center for Prevention Services

Led by ESD 101, a consortium of five school districts have received a 21st Century Learning Centers grant. The lucky winners include: Inchelium, Nine Mile Falls, Mary Walker, Northport, and Newport school districts. We are all very excited about this opportunity to be able to provide after-school, Saturday, and summer programs for the kids in these rural areas. The schools will house multi-service community centers to provide creative educational, cultural, and recreational activities for youth, families, and community members. Other project goals are to increase commitment to learning and adult involvement in school, increase commitment to drug-free life-styles, and increase youth safety.

The grant period is for three years beginning this summer. Each school has been gearing up over the last six months to implement these programs starting mid-June. These school districts now have the funds to hire several part-

time staff in order to facilitate these programs. Many community organizations and individuals will be joining the program throughout the year to enhance the activities offered during the time sessions. The 4-H cooperative extension offices will also be teaming up with community learning centers by conducting life skills workshops. The employment security department will also be training staff on the one-stop employment center information which is web-based in order to assist students in learning skills to obtain a job and for adults to learn about employment possibilities and how to apply.

The 21st Century Learning Centers are going to have exciting new programs to offer our students during their out-of-school time. The learning possibilities are endless. If you have time available to volunteer at one of the new learning centers please do. All are welcome!

For information, contact Lori King, program manager for the ESD 101 Center for Prevention Services (509) 458-6325.

Coming up

The ESD 101 Center for School to Work will host two events this August for staff development:

- School to Work Mini-Conference
- Gender Equity Conference.

Watch for fliers and other informational materials about these two important events! Or call Anne Millane, director of the Center for School to Work at (509)456-7660.

Outstanding teacher scholarships

The Rachel Royston Permanent Scholarship Foundation would like to offer scholarships to outstanding teachers.

The foundation grants awards to outstanding women educators for study towards an advanced degree or specialized study. Recipients must be women educators residing in the state of Washington who are pursuing post-baccalaureate study at an accredited college. This is the 33rd year of awards, twelve recipients this past year were chosen to share \$20,000. An accumulative total of 265 awards and \$500,440 have been given to recipients.

Information, applications and brochures are available at no charge from:

Secretarial Assistant
PO Box 99520
Tacoma, WA 9849

The scholarship application deadline is December 1, and applications will be available in mid-July.



ZAGNIFICANT!! ESD 101 proudly displayed its spirit during Gonzaga University's March run through the NCAA Men's Basketball Tournament. Cheering on the Zags—to the Sweet 16 for the second year in a row—were (clockwise from top) Rex Shaw, Connie Adams, Sara Ballard, and Bonnie Hunter.

Safe and civil schools project

This winter OSPI offered a grant competition for schools to create a team of school employees in all areas of service to learn ways of meeting the needs of students who are disruptive to their learning environments. The five ESD 101 schools selected for the project include Deer Park, Mead, Newport, Riverside, and Tekoa. Each of the schools' 10 to 12 person teams will be attending a three-day summer training institute and one-day trainings in the fall and spring of this coming year. The school teams will bring back knowledge and tools to share with the rest of the school staff. The goal is to create a better learning environment for all students within their schools.

ESD 101 is working with OSPI to offer abbreviated training to other schools who did not receive the full grants. Stay tuned for more information and future opportunities...

Literacy learning in the classroom

Presented by Richard C. Owen Publishers, Inc., The Learning Network

August 7-10, 2000

Cosponsored by Educational Service District 101 and Idaho Panhandle Reading Council

Literacy Learning in the Classroom examines a consistent, cohesive model of skillful teaching through reflection. Experience a model of teaching and learning that explores the four key elements of the teaching and learning cycle—assessment, evaluation, planning and teaching—supported by an understanding of the reading process, the writing process, and the conditions for learning that are favorable for classroom achievement. Together with an exploration of the teacher as a learner and as a reflective practitioner, these understandings provide the touchstones against which teachers make instructional decisions in their classrooms. The components explored include:

- **Assessment and Evaluation:** The continual defining of starting points for new learning through the use of running records, monitoring notes, and writing samples.
- **Planning for Effective Classroom Organization and Management:** Planning and scheduling to meet the needs of learners, classroom organization and management, and selecting appropriate resources and learning experiences.
- **Teaching:** Providing support for new learning to occur through reading to students, modeling writing, shared reading and writing, guided reading and writing, and independent reading and writing.
- **Putting It All Together:** The Reflective Teacher uses an action plan as a vehicle for reflection and develops understandings as the guide to more effective teaching and learning.

For additional information regarding conference location and registration, please contact Andrea Fryzowski at (509) 456-7683 or e-mail her at afryzowski@esd101.net or contact Norie Wyatt at (208)773-1508 or e-mail her at yit@micron.net.

The Office of Superintendent of Public Instruction presents . . .

Strengthening ability in accountability for student success

Overview of summer accountability institute

It's been seven years since House Bill 1209 was passed, and the pressure to improve student learning is increasing with each passing year. We now have assessments at all levels, WASL results are being printed in our newspapers, and a new Academic Achievement and Accountability Commission is responsible for recommending an accountability and assistance system.

At times, it seems overwhelming! How can we more effectively help students meet the Essential Academic Learning Requirements? How can we organize our schools to be more effective? How can we find time for extended learning opportunities?

The overall focus of the institute is:

- to provide you with an opportunity to begin to address these issues.
- to improve student learning, pre K-12, across the content areas.

Specifically, the institute will:

- clarify your understanding of accountability.
- provide useful and applicable information for use in your classroom/building/district/community.
- assist in your ability to link assessment and instruction.
- provide strategies to help you meet the needs of diverse learners.
- provide strategies to help you create supportive learning environments.

Dates and locations

June 21-23, Shadle Park High School, Spokane
 July 18-20, Mountlake Terrace High School, Edmonds
 July 25-27, North Thurston High School, Lacey
 August 1-3, Southridge High School, Kennewick

Questions

Registration questions should be directed to the Columbia Resource Group at (800) 322-9657 or e-mail to institutes@events.crgnet.com.

Any other questions should be directed to Helene Paroff, assistant superintendent, or Jennifer Toulouse-Lee, program assistant, Educational Service District 101, at (509) 456-7685.

Cost

\$60.00 per person. Registration fee includes continental breakfast and lunch each day.

1st annual institutes on school health/fitness

Overview of institutes on school health

During the Summer Accountability Institutes 2000, the first annual institute on school health will be held. This two-day institute will provide direction and strategies for health and fitness educators to design curriculum, assessments, and instruction giving students opportunities to meet the Health & Fitness EALRs. Participants may register for a three-day combined Accountability/Health & Fitness Institute or a two-day Health & Fitness Institute.

Dates and locations

June 22-23, Shadle Park High School, Spokane
 July 19-20, Mountlake Terrace High School, Edmonds
 July 26-27, North Thurston High School, Lacey
 August 2-3, Southridge High School, Kennewick

Tentative agenda

Day 1 (optional)

- Registration/Refreshments
- Keynote Address - Terry Bergeson
- Health & Fitness Breakout Session
- Lunch
- Keynote Address

Day 2

- Registration/Refreshments
- Welcome/General Session
- Session #1: Curriculum Overview
- Session #2: Designing Curriculum
- Lunch
- Session #3: Assessment Overview
- Session #4: Designing Assessment
- Session #5: Team Planning

Day 3

- Refreshments
- General Session
- Session #6: Instruction Models
- Session #7: Instruction—An Overview
- Lunch—Resource Fair
- Session #8: Designing Instruction
- Session #9: Team Planning Technical Assistance

Cost

Three-day institute: \$60; Two-day institute: \$40.
 Registration fee includes continental breakfast and lunch.

Questions

You can receive updates and additional information at the C.H.E.F.® website: www.chef.org/ish.htm, or call any of the following people.

Jerry Warren (206) 824-2907; June Shigeno (206) 824-2907;
 Pam Tollefsen (360) 586-0245

Two choices for membership

There are two instructional media cooperative memberships currently available for ESD 101 area public and private schools. District cooperative membership is based upon the full-time enrolled student count of the entire district, and allows access to the media collection by the entire district. Building cooperative membership is based on a single building's full-time enrolled student population with full access to the media collection for the individual building contracting for media support services. Additional buildings in the same district may have limited bookings through an open purchase order system at a reduced rental rate. Optional courier service is available for either option.

Current membership rates and sign-up details are available from Mary Rickerd, the IMC media coordinator (509) 456-6195.

From the Instructional Media Center

Digital copyrights

One of the most challenged parts of the Digital Millennium Copyright Act (DMCA) is the access to and fair use of electronic copyrighted works which are protected by "technological protective measures" (TPMs).

The DMCA establishes stiff penalties for anyone accessing an electronic copyrighted work protected by "technological protective measures" without the consent of the copyright owner. The law also bans equipment or services whose primary purpose is to defeat "technological protective measures" that limit access to copyrighted works, also known as the process of circumvention. According to the Act, only those persons with "permission," whether by agreement with the copyright holder or purchase of a license or subscription, should be able to access the digital works.

Librarians argued in response to this bill stating that Congress would be creating a new right that circumvented the "fair use" protections already embodied in the Copyright Act. If it would be illegal to access works without permission, as the legislation proposed, there would be no fair use with regard to those works. The library lobby was successful when the House Commerce Committee took jurisdiction over the commerce aspects of the legislation and drafted a regulatory plan to replace prohibition on access without consent. The Librarian of the Library of Congress was instructed to conduct a rule-making proceeding to determine if libraries and educational institutions would be adversely affected in their ability to make non-infringing uses of a class of copyrighted works.

The Librarian was instructed to consider the availability of copyrighted works for use; the availability of the works for archival, preservation, and educational purposes; the impact on criticism, comment, news reporting, teaching, scholarship, and research; and the effect on the market for the value of the copyright to determine whether or not particular classes of works should be exempt from these rules. To date, the Librarian has gathered comments from all affected parties explaining how they would be

adversely affected in exercising their copyright privileges and is now determining what classes of works should fall outside the scope of the access rules. Based on the results of the rule-making, classes will be identified and for a three-year period these works will be exempt from the prohibition on circumvention.

An explicit prohibition of the DMCA now exempts educational institutions from the access prohibition if they want to break through the technological protection measures for the purpose of previewing the work to determine whether or not to buy or license the work.

The technological protective measures and anti-circumvention provisions of the DMCA ensure that more works will come with licenses. Educators will see definite limitations on copyright access and use of works that are licensed. Digital access will essentially mean limited access for educational institutions.

Children's on-line privacy

The Children's On-line Privacy Protection Act and Rule became effective April 21, 2000, and applies to collection of personal information from children under 13. The Act and Rule applies to individually identifiable information such as full name, home address, e-mail address, telephone number or any other information that would allow someone to identify or contact the child. The Act and Rule also covers other types of information, such as hobbies and interests when they are tied to identifiable information. This is the first federal law governing privacy in cyber-space, and it spells out what a Web site operator must include in a privacy policy, when and how to seek verifiable consent from a parent and what responsibilities an operator has to protect children's privacy and safety.

Who must comply? Operators of commercial Web sites or on-line services directed to children under 13 that collect personal information from children OR operators of general audience Web sites with actual knowledge of personal information collection from children. Web sites will be required to use more reliable methods of getting

... and more from the media center

consent before children can participate in chat rooms or give information to third parties. For information used internally by the collecting Web site, operators will be able to accept an e-mail from a parent, as long as there is a follow-up e-mail message or telephone call.

For at least the next two years, the methods required for gaining parental consent will vary on a sliding scale, depending upon how much information the sites collect. This will allow companies and institutions to ease into the new rules without having to make costly changes to their operating procedures.

The children's law was passed in 1998, after the Federal Trade Commission's first privacy survey showed that 89 percent of web sites collected personal information from children, but only 24 percent posted privacy policies, and only one percent asked for parents' permission.

Some good TV habits to acquire

Television has a strong influence on the lives of most American families. The Center for Media Literacy has published some good TV habits to acquire:

Instill the habit of watching specific programs rather than just anything that happens to be on. Train children to ask to watch television before being allowed to turn it on. This gives the opportunity to ask why and what they want to watch. Get in the habit of turning the television off after a selected program is over. Use a TV guide to select programs at the beginning of the week. Find good shows for everyone to watch!

Instill the habit of talking out loud to television—express your point of view. Challenge and question what you see and what you hear and encourage children to do the same. Consider television a guest in the house, with ideas and opinions you may or may not agree with. It's okay not to agree with everyone, but it is good to find out what people think before we spend time with them. Once you've established that a television program is a guest you want to spend time with, then converse with the guest. If an individual says something you disagree with, challenge them right then! Use commercial time

to mute the television and discuss with children what has just been said or seen on the program—words—visuals—jokes—messages about what's important—how individuals are treated.

Picture books

Twenty favorite picture books are selected annually by Washington children in grades K-3 who then vote on their favorite from the list. Eighty-four thousand K-3 students participated in the voting procedures and selected Robert Blake's *Akiak: A Tale from the Iditarod* as their favorite picture book for 2000.

The Sasquatch Reading Award, a name chosen by students, promotes the reading and writing of chapter books for the pleasure of young intermediate level readers. Twenty-two thousand students selected *Harry Potter and the Sorcerer's Stone* by J.K. Rowling for 2000.

Established in 1940 by a Seattle bookseller to promote reading for enjoyment, the Pacific Northwest Library Association's Young Reader's Choice Award is the oldest award in the United States. Children, teachers, parents and librarians of the Pacific Northwest nominate and vote on favorite books published three years previously. This year's winner is *A Mouse Called Wolf* by Dick King-Smith.

An impressive collection, indeed!

Housing a collection of over 9,000 instructional multimedia products, the Instructional Media Cooperative represents a million dollar investment in education, allowing members access to a collection of high quality educational multimedia. Research indicates that media enhances learning. Multimedia formats allow students to share learning experiences regardless of geographical boundaries, cultural diversity, classroom time restraints and learning styles. Cooperative members also have electronic access to the media collection and can browse the current collection, make media reservations, even check "historical" bookings all from computers in classrooms or home.

Site of the month

EDUHOUND <http://www.eduhound.com>

Developed in 1999 by a team of educators, teachers and parents who felt the need for an educational resource, EduHound is an excellent resource for educators, students and families. The EduHound directory provides a pre-screened database directory of K-12 educational links categorized by subject, alphabetically from a list of clickable keywords, and link pages to selected pertinent resource areas.

Instructional resources, too!

Plan to access the Instructional Services Resource Center during the summer for personal professional development! This collection of videos, kits and books from several of the ESD programs can be used by anyone in the ESD 101 area involved with the education process. The collection can be browsed electronically <http://media.imc101.wednet.edu> or in the Instructional Media Center during normal operating hours.

Spread the news

One of the new features in FOCUS is a commitment to saluting the service and work of educators and schools throughout our region. Our goal is to recognize outstanding accomplishments and exemplary programs, and to say thanks for the dedication and service provided on behalf of public education. To this end, nominations for future recognition or information about exemplary or unique school programs may be directed to Kelly LaGrutta or Steve Witter, ESD 101, 1025 West Indiana Avenue, Spokane, WA 99205. Please include a short description of the work or school program being recognized, and the reasons why the program or educator is exemplary.

Help us share your success stories with educators throughout our region. Our next publication deadline is August 1, 2000.

Eastern Washington a Bergeson spring ritual

For creative thinkers who love the challenge of WASL tests, here's a mind-bender: What do you get when you cross Bob Hope's "road pictures" with "Driving Miss Daisy" and "On the Road with Charles Kuralt"?

What you get is a typical week in the life of Terry Bergeson, Washington's on-the-go superintendent of public instruction.

In late March, ESD 101 was pleased to host Superintendent Bergeson on a two-day driving tour of schools in Eastern Washington. Around our office, we affectionately referred to it as the second annual "Driving Miss Terry" tour.

In 1999, we visited schools in the Panorama region north of Spokane. This year, it was an expansive swing through the Spokane, Bi-County and Whitman County regions.

Our Spring 2000 tour included: meetings with students and staff in the Great Northern, Colfax, Freeman, East Valley and West Valley school districts, plus the Spokane Juvenile Detention Center; meetings with Whitman County administrators, staff and community members; a visit with citizens at the Ralston Grange (near Ritzville); lunch with the Spokane Valley Chamber of Commerce; and a meeting with area parents in Reardan.

Ever wonder how Dr. Bergeson comes up with those great stories in her speeches—the stories about kids from all over the state? They aren't second-hand accounts picked up in the hallways of Olympia. Rather, they are personal accounts of meetings with real people—students, parents,



State Superintendent of Public Instruction, Dr. Terry Bergeson works with students at Freeman Elementary during a spring trek through Eastern Washington.

taxpayers, teachers, administrators and board members—she's met from around the state.

In a diverse state of 1 million students and 296 school districts spread over 66,000 square miles, staying in touch is an obvious challenge. Working in Olympia, it would be easy to become insulated and to believe the world begins and ends on Interstate 5. Not Terry Bergeson. Her Washington is bordered by Canada, Idaho, Oregon and the Pacific Ocean.

We greatly appreciate her willingness to meet the people of Eastern Washington, hear their issues and act on their concerns.

Thanks Terry. ESD 101 and Eastern Washington look forward to our next tour.

—by **Dr. Terry Munther, Superintendent**

Getting writing right?

How can schools be focused on teaching students to write well, but find out their test scores in writing have declined? Some of the reasons for this decline apparently don't have anything to do with the classroom. As the state has worked over the past three years to fine-tune and perfect the test, it has slowly ratcheted-up the rigor of the writing test in two ways.

First, the test now contains more difficult writing assignments for students. Another factor contributing to the lower writing scores was the adoption of new, more rigorous scoring procedures, which were developed when state officials found that the exams had initially been graded higher than they merited. (Printed with permission from the Partnership for Learning. For more information call (800) 550-5437 or www.partnership-wa.org.)