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To: **Superintendents & Principals**

Date: April 21, 2004

Regarding: Innovations in Education Conference  
Monday & Tuesday, June 7-8, 2004  
Eastmont Middle School  
10100 South 1300 East  
Sandy, Utah

It has been four years since Innovations in Education has held a conference on innovations. We have been busy with individual projects in selected schools and especially the preparation of the Legislative RFP established by SB 154 last year. See our web site at ([www.ije-edu.org](http://www.ije-edu.org)). As many of you know, as a result of our RFP we were given \$1,000,000 in funding by the 2004 Legislature but were vetoed by Governor Walker. Although further action is pending on the veto at this writing, it is unlikely we will receive any public funding to implement the demonstration projects we proposed. Some of you were anticipating being participants with us in implementing this RFP and were as disappointed as we were at the veto. We are seeking private funding to accomplish what we had hoped public funding would support and will keep you updated on this effort.

We are having a conference this June to present some of the innovations we included in our RFP along with other innovations. Those of you who have attended our conferences in the past know that they are jam packed with innovations to help improve public and private education. We are charging only \$30 dollars for the conference and this includes two box lunches and the breaks. As you know, we work everyone through lunch and our luncheon presenters are usually conference highlights. A draft copy of the conference program is included in this packet. **We are indebted to Superintendent Barry Newbold of the Jordan School District and Principal Ann White for hosting us at Eastmont Middle School.**

We ask that you share the enclosed flyers with specific members of your staff who would have an interest in a presentation in the area that flyer highlights. **Please make extra copies as needed.** Note that the conference format allows everyone to get a taste of each of the innovations presented and then spend the afternoon in an immersion in the area of their choice.

The conference areas of interest include:

- Special Education Teachers & Administrators;
- Teachers & staff responsible for youth where English is a Second Language;
- Those responsible for Youth at Risk, especially in an alternative school setting;
- Math & Reading Teachers, especially those who work in remediation.
- Those interested in learning about how an automated learning support system can help implement a competency based education program in your school.
- Those interested in learning how to help students become lifelong learners using study technology.
- Those who want to learn about precision teaching, an old neglected, but powerful friend.
- Those interested in the impact on learning of all the new brain based techniques.

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## Please Mail Registration to:

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Bountiful, UT 84010

# Special Education/Resource Demonstration Project Learning Technics

- This intervention will serve the 7% to 10% of our children who are designated as having a learning disability and who are usually assigned to a special education program.
- Students are removed from their regular or special education class for about 30 minutes each school day for 7 to 9 months where a trained teacher's aide supervises them in a series of brain based activities that correct the neurological problem that is blocking their learning.
- Traditional special education classes return less than 10% of the youth to the regular classroom during their k-12 years. This intervention, called the **Intercept Program**, will permanently exit over 50% of the students from special education by the end of the first year.
- Students in this intervention will **gain an average of 33 percentile points** in the year of the study as determined by pre and post Stanford Achievement Tests scores and will maintain that level or higher in subsequent years.
- If adopted state wide, this Intercept Program **could save the state of Utah over 200 million dollars over five years**, as projected in an independent study conducted by the CPA firm Lake, Hill & Myers.
- **No changes are anticipated** in regular or special education classrooms. Intervention will be provided by a trained teacher's aide and the youth will then be returned to the classroom with no special attention required.

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District &/or School: \_\_\_\_\_

Superintendent

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Principal or Assistant

Special Ed. Teacher

School Board. Member

Math or Reading Teacher

Teacher

Counselor

At Risk Staff

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Student

Private School Staff

Interested Citizen

Legislator

Social Worker/Psychologist

Other: \_\_\_\_\_

**\$30 Registration fee**  
for 2 box lunches  
plus breaks.

#### Method of Payment

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### English as a Second Language Accelerated Learning

- This demonstration project removes youth from the normal classroom who have few or no English speaking skills.
- Following a 6 month immersion program in English, American Heritage and Public Speaking these students emerge with sufficient English skills to succeed in an English speaking classroom and quickly catch up with their class. This compares to a minimum 2 to 3 years to achieve this goal in our current programs.
- This project is being successfully used in a large Texas school district, staff from which will come to Utah and train Utah teachers in the use of this model.
- The use of this intervention will help Utah schools meet the requirements of the No Child Left Behind standards.
- The intervention model was developed at the University of Houston from an international model developed by Dr. Lozano, at the University of Sophia, who received a United Nations award for his contributions to education.
- Teachers trained in Accelerated Learning will find that the use of these skills also improves their teaching in other subjects.
- The regular classroom will not be changed since ESL youth will be in a separate class during the demonstration project.

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- |  |   |
|--|---|
| <input type="checkbox"/> Superintendent          | <input type="checkbox"/> At Risk Staff              |
| <input type="checkbox"/> District Specialist     | <input type="checkbox"/> Parent                     |
| <input type="checkbox"/> Principal or Assistant  | <input type="checkbox"/> Student                    |
| <input type="checkbox"/> Special Ed. Teacher     | <input type="checkbox"/> Private School Staff       |
| <input type="checkbox"/> School Board. Member    | <input type="checkbox"/> Interested Citizen         |
| <input type="checkbox"/> Math or Reading Teacher | <input type="checkbox"/> Legislator                 |
| <input type="checkbox"/> Teacher                 | <input type="checkbox"/> Social Worker/Psychologist |
| <input type="checkbox"/> Counselor               | <input type="checkbox"/> Other: _____               |

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### Youth at Risk Brain, Behavior & Improvement

- This demonstration project serves youth at risk, usually already placed in an alternative school environment.
- The project employs a substance abuse intervention model that has been used successfully in Utah with delinquent youth. Half of these youth were still crime free for at least 2 years following the intervention.
- The project also deals with the nutritional issues that inhibit learning, especially with substance abusers.
- This project saves considerable future costs for these youth, many of whom would otherwise end up in expensive youth or adult correctional institutions.
- It also directly addresses a problem that consumes 11.7% of Utah's total state budget (over 500 million dollars) each year. Shoveling up after the impact of substance abuse.\*
- Our sub-contractor in this area is a leader in environmental medicine who has successfully used a similar program with patients contaminated by their environment.
- We are also looking at other environmental issues that impact learning in our schools.
- This demonstration project will not impact the regular classroom since all interventions are external to classroom operation.

\* Shoveling Up: The Impact of Substance Abuse on State Budgets, A 2001 study by the National Center on Addiction & Substance Abuse, Columbia University, <http://www.casacolumbia.org>

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# Reading & Math Remediation IndiVisual Learning

- This demonstration project serves youth who are falling behind in math and reading but who are not in special education classes. The 20 to 50 percentile group that are usually overlooked in our schools.
- Very creative computer programs, developed by a Minnesota firm, are used to bring these students up to speed after 40 lessons.
- Results are guaranteed or there is no cost.
- Actual cost for math are \$30 per student, \$100 per student for reading, a fraction of the costs of traditional remedial tutoring which usually exceeds \$500 per student.
- The software fits easily on existing school computer platforms and is easy to learn. No additional hardware is needed.
- Initially serves youth from 4<sup>th</sup> through 8<sup>th</sup> grades where Utah's reading and math scores traditionally fall furthest behind nationally.
- Little impact on the traditional classroom since youth can take the lessons in computer labs or at home on the internet without significant supervision and teacher and student can learn the software in 30 minutes.

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# Competency Based Education/Learning Support System

- This demonstration project serves all youth in grades 3 and up providing an automated learning guide that allows each student to proceed at their own pace in the subjects of their choice within the prescribed curriculum.
- Teachers spend less time lecturing and more time in customizing and delivering intervention for individual students and small groups.
- Children take more responsibility for their own learning with most of their time spent learning rather than listening to material they either do not understand or already know.
- Students are taught how to mentor and be mentored so they help each other learn.
- Automatic feedback is given the student, teacher, parents, and school administration on learning rates and learning problems on a daily basis.
- Instant messaging is used to automatically communicate with parents, teachers and fellow students.
- Depending on the level of automation of each of the learning modules, a class would need only 2 computer terminals to use this model.
- A review of the research that supports this model will be conducted.
- The system provides automatic feedback on the impact of any curriculum change as it is implemented as rates of learning change with the new implementation.
- This tool uses the existing curriculum subdivided into small learning modules.
- The tool reduces teacher paperwork and administrative duties.

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# Precision Teaching Utah State University School of the Future

- This demonstration project teaches the principles of precision teaching, reviews the related research and the impact on the classroom.
- Examples are provided on how to effectively implement a precision teaching model.
- Engaging in precision teaching for 30 minutes each school day, resulted in students advancing from 19 to 40 percentile points more than other comparable students on the Iowa Test of Basic Skills.
- After four years of study, students exposed to precision teaching scored above the 90<sup>th</sup> percentile compared to a district average at the 65<sup>th</sup> percentile.
- These results were confirmed by the Joint Dissemination Review Panel of the U.S. Office of Education.
- The cost/benefit of precision teaching is especially impressive considering the relatively small time allocation and the inexpensive materials cost.

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