



Eyes on **iISME**

May 2008

A quarterly publication of IISME

Inside this issue:

IISME Impact Report	2
Peer Coach Receives Grant	2
IISME Welcomes New HR Associate	3
IISME Fellow Utilizes Advanced Math ETP	3
2008 Program News/Calendar	4
Aiming to Excel—Technology Used to Track Student Progress	4

IISME Fellow Speaks at International Conference

Don Rizzi, 2006 and 2007 Fellow at Stanford University, was invited by the Wallenberg Global Learning Network to speak at their Harnessing Technology for Learning—University and School Partnership Symposium at Lund University in Sweden.

Don's talk entitled "Improving Teaching and Learning; Solutions in a U.S. Classroom" focused on web and software applications that can engage modern students, provide collaboration opportunities worldwide, and increase motivation through a more personalized learning experience.

Think.com - This free website represents a great and very safe place to start with limited housekeeping required. The site connects teachers and students globally, offering easy project integration ideas, and personal web page design capabilities in a password-protected, teacher-monitored environment free from advertising, spam, and viruses. The site also hosts the ThinkQuest International Website Competition that brings students together to focus on collaborative, cross-cultural learning and the creation of educational content published in the ThinkQuest Library for others to utilize. Topic options are vast and include virtually all academic areas.

Social Networking using Ning.com - This free site offers users the opportunity to create, customize, and share their own Social Network.

Teachers can assign homework, provide handouts, and embed educational resources including podcasts, helpful links, etc.

Flash Animations - Producing with Adobe's highly interactive program

"I felt deeply honored to be there and it wouldn't have happened if I hadn't pursued an IISME Fellowship."

develops oral, written, and graphic presentation skills while providing the opportunity for instant feedback. Teachers and students can develop enhanced, unique, presentations utilizing streaming video, graphics, and animations.

Digital Portfolios - This modern take on the traditional portfolio showcase student writing and the writing process in action while providing a venue for vast creativity, easy management, fast revision/editing, and a perpetual audience to inspire quality work. Teachers can view student progress and growth while the students actively collect, select, and reflect on their work. This format allows for easy storage, variety including options for alternative assessment, and the benefit of being able to incorporate technology standards.

Sketchcast.com - This is an innovative and free way to communicate online. A person can record an audio message and drawing simultaneously; this whiteboard style allows for the presentation of complex ideas

difficult to convey through audio, an essay, or drawing alone. Once the sketch is done, it can be embedded in a blog or linked using a URL.

Don's IISME Mentor, Cammy Huang, and Fellowship experience in Stanford's Center for Innovations were paramount in introducing him to the Wallenberg Foundation and the many opportunities associated. "I felt deeply honored to be there and it wouldn't have happened if I hadn't pursued an IISME Fellowship."

Don's presentation slides are rich with ideas and additional resources. To view the entire pdf version, go to: http://www.wallenberg.com/docs/Don_Rizzi.pdf

Source: Don's presentation slides, www.Think.com, www.Ning.com, and www.sketchcast.com.

The IISME Impact

After Fellows implement their ETPs, they share how their IISME Fellowship and ETP impacted their teaching, student performance, and professional development via the IISME Impact Report. The results for 2007 are in and IISME is proud to report the following:

2007 IISME Fellowships reached over 17,785 students. Many 2007 IISME Fellows have assumed leadership positions as team leaders, department chairs, or other school-based leadership positions. Many have provided workshops or other training to teachers, mentored new or student teachers, and served on school and district committees. Other Fellows applied for National Board Certification.

2007 Fellows . . .

IISME was either The Best or in The Top 10% of all professional development programs in which I have participated.	92%
I was able to implement my Education Transfer Plan in my classroom or school. (96% of whom would use their ETP again)	95%
I feel proud of my accomplishments.	96%
I became empowered in new ways.	90%
My teaching became more effective.	87%
I implemented/applied new instructional practices and strategies.	87%
My IISME Fellowship made a positive impact on student learning.	85%
I noted positive changes in my teaching.	85%

IISME Peer Coach Receives a \$7,000 National Semiconductor Grant



Diane Main (center) has held two Fellowships at IBM and has been a Peer Coach for two years.

IISME Fellow and Peer Coach Diane Main enlisted a group of four colleagues to start a data collection project. The group received a grant from the **National Semiconductor K-12 Initiatives** program dedicated to awarding one million dollars over the course of three years for the promotion of “innovation in education using technology.”

The data collection project includes the use of Global Positioning System (GPS) receivers to mark coordinates where data collection kits have been hidden. Students will then utilize the Geocaching online network to store and track their data. Geocaching is a new phenomenon that works a bit like a treasure hunt. GPS users from all over the world can participate. Individuals can set up “caches” anywhere in the world and then enter the GPS coordinates online. The simplest cache contains only a logbook; the more advanced or specialized cache can contain any number of items. Once the location of a cache is posted on the geocaching.com website, other GPS users seek to find that cache and enter their information into the log. These students will utilize the geocaching.com website to publish the locations and purposes of specialized hidden geocaches

containing materials for conducting weather and water quality tests and gathering data. The students will then track and graph the data in their computer technology class.

The National Semiconductor grant included \$5,000 to purchase fifteen Garmin eTrex Venture HC GPS receivers. These units will be utilized for this project and be available to loan out to other teachers for other projects. The remainder of the funds will be used to purchase water testing strip kits, thermometers/hygrometers, and materials for making, restocking, and camouflaging the geocaching containers themselves. An additional award of \$2,000 was granted for the participating teachers to divide up and use at his or her discretion.

Developing and Implementing Financial Literacy for High-School Math Students

Jim Oliphant, 2006 Fellow at IBM and 2007 Fellow at National Semiconduc-

Implementing two Education Transfer Plans has brought curricula alive and made relevant real-life applications to my math students. These ETPs were based on projects I have been privileged to work on at leading edge companies and honed by collaboration with company mentors, peer coaches, and other teachers making for an exciting learning experience for my students.

Developing and implementing financial literacy for my high-school students was one such ETP.

Few things can be more daunting than tackling personal financial responsibilities and obligations. Not only is financial jargon a language all to itself but the mathematics of analysis can be overwhelming and mysterious. No wonder so many students are put-off by the effort required to master their own financial resources. Fortunately many resources (from both government and financial consortia)

are available for teachers.

Developing and following a structured plan that gives both insight and provides a foundation for making rational decisions is crucial to good financial planning, not to mention peace of mind. My ETP was designed around Excel[®] and Vision[®] to develop an interesting and robust learning environment for the student to tackle some challenging financial concepts. Excel is used to solve various real-life complex financial problems and construct "what if" scenarios to compare and contrast complex choices. Vision monitors student task progress while on the computers and acts as a platform to have the student (or their group) explain to the class the rationalization of choices made during problem solving.

A final objective of this ETP was to make the example problems relevant to the student's lives today. Toward this objective, students studied origins of the "sub prime" mortgage debacle by analyzing the effect of teaser low interest rates subject to

significant increases and balloon payment after a few short years. After this, my students studied the effects of using credit cards for essentials (such as textbooks, tuition, meals, rooms, etc) and not paying off the card each month. Again, teaser interest rates of 2.99% or even 0% for a few months reverted to the standard rates of 14% to 15% (and in the event of missing a payment or two could soar to 31%!) were analyzed in "what-if" scenarios to demonstrate the catastrophic consequences of careless financial decisions. Both my statistics and finite math classes participated; they were sobering lessons indeed.

A key focus of my implementation of the ETP was student involvement and discussion of given problems. Vision software allowed me to select a student's computer and project his/her monitor onto a screen so that student could explain reasoning and solicit feedback and comments. This software has proven to be very valuable.

<http://www.jumpstartcoalition.org/>

<http://www.fl2010.org//>

<http://www.treas.gov/offices/domestic-finance/financial-institution/fin-education/commission/>

IISME Welcomes New Staff Member, Rachel Petersik



Rachel Petersik joins IISME as the part-time Human Resources Associate for the Summer Fellowship Program. Rachel holds a

Bachelor's Degree in Accounting. After several years working in the field of accounting, Rachel decided to fulfill her longtime goal of working for a non-profit. She also regularly participates in two volunteer service organizations, One Brick and Hands on Bay Area. Rachel is enthusiastic about combining her work endeavor and community service experience together in this position.

Story problems basics			
1		2	
1	What is the future value of 20,000, invested at 6.5% per year compounded monthly for 7 years?	2	What is an investment at 18% annually for 4 years?
2	Given	3	Given
3	Accumulated Total= \$20,000	4	Accumulated Total= \$1,000,000
4	Interest Rate= 6.50%	5	Interest Rate= 18%
5	# Periods= 84	6	# Periods= 364*4
6		7	
7	Calculations	8	Calculations
8	FV= \$31,484.79	9	FV= \$2,054,068.63
3		4	
10	What is the present value of an investment earning 12% per year compounded monthly if it is worth \$25,000 in two years?	11	Consider an investment of \$900 made for two years at a simple interest rate of 7.5% per year.
11	Given	12	Given
12	Accumulated Total= 25000	13	Accumulated Total= \$900

An example of student work projected on the overhead screen on a variety of problems ("story problem basics" are mine to emphasize to other students an example of good organization). The student worked from this example to explain thought process and results.

2008 Program News

The IISME Community Website

All IISME Fellows will be utilizing the IISME Community Website this summer for the first time. It is an online community for sharing the IISME experience with other Fellows and collaborating to create great ETP ideas and lesson plans. Fellows build their ETPs online and when complete, those lessons enter the new searchable database .

Graduate Credit Available

Remember, completing an IISME Summer Fellowship provides the opportunity to earn 6 extension credits through the University of San Diego's Division of Continuing Education. Registration must be complete by June 30, 2008.



Important Dates

March–May: Teachers can view available Fellowship opportunities and are highly encouraged to express written interest in specific Fellowships

March-May: Sponsors review resumes, interview applicants, and extend Fellowship offers.

May 31: 2008 Program Orientation (Option 1)

June 14: 2008 Program Orientation (Option 2)

June 16: Summer Fellowships Begin

July 16: Mid-Summer Meeting

August 7: End of Summer Celebration at Google

Aug. 8: Summer Fellowships End



Aiming to Excel

IISME Fellow Denise Ryall's kindergarten students and the other students at Eliot Elementary School are extremely focused and working very hard to raise their test scores, currently the lowest in the district. The administration and teachers have developed an approach that includes extensive data analysis, smaller classroom ratios including pullouts for the most struggling students, and a variety of computer programs including one called SuccessMaker which lets teachers know which students are up to speed and which are falling behind. To view the full article visit: <http://www.gilroydispatch.com/news/237905-aiming-to-excel>

SUBSCRIBE TO IISME-L!

Want to stay on top of the latest and greatest opportunities available to Bay Area teachers?

Join IISME-L for regular postings of grants, workshops, and events for educators.

<http://lists1.safesecureweb.com/mailman/listinfo/iisme-l>

About IISME

IISME transforms teaching and learning through paid summer Fellowships. IISME provides Bay Area K-16 teachers with experiences and tools they need to update their content knowledge and adapt their teaching practices in order to prepare their students to be lifelong learners, responsible citizens, and productive employees.

IISME Summer Fellowships remove teachers for an extended period from the culture of education to immerse them in the culture of industry and research and allow them to become contributors in this new environment. This is key to the transformational nature of IISME's unique type of professional development.

IISME engages the resources of the Bay Area's high performance corporate workplaces and research institutions—especially the expertise of their scientists, engineers and technologists—and involves them in the process of improving education, one teacher at a time.



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