

NCES Media Center

Ahh, June. The smell of lilacs and cherry blossoms in flower (ack! Too much pollen!). The beautiful green of the grass (ooh, not the lawn to mow again!). And, a wonderful stretch of sunny weather (The early sunrise wakes me before the alarm clock. And, I can see that all the windows need to be washed!) Finally, summer is here. And, soon, we can all begin to recover from the end of school stressors, take a deep breath, and relax for a minute – before gearing up for the next school year, that is.

Consider a yoga tape –

Kundalini Yoga with Strength and Grace (VCK-2995)

Or, a motivational audio book –

Don't Sweat the Small Stuff (ABL-014)
Never Be Lied to Again (ABL-015)

Dealing With Conflict and Confrontation (ABL-005)

Maybe, something just for fun,

Bridges of Madison County (ABT-010)
Slow Waltz in Cedar Bend (ABT-009)

As you plan for the next school year, look through the lists of new materials purchased that have appeared in the previous issues of this newsletter. Here's some innovative materials that are recent additions to the Media Center collection:

The Reduced Shakespeare Co. presents the Complete Works of William Shakespeare. The video (VCT-1800) and the script in book form (13-0-110) are a hilarious introduction to Shakespeare. Using slapstick humor, 37 of the bard's plays and a handful of sonnets are condensed down into 90 surprisingly original – and funny – minutes.

NUMB3RS: Season One (VCJ-1151) and *NUMB3RS: Season Two* (VCJ-1152). The National Council of Teachers of Mathematics (NCTM) and Texas Instruments (TI) have led a math education initiative based on the hit series "NUMB3RS." Working with CBS, they have created classroom activities based on the mathematics of each episode. You can access these at www.weallusematheveryday.com.

So, have a relaxing (too much work around the house to catch up on) and stress-free (I've got to finish planning for the fall) summer vacation (work, work, work!).

Vicky McGillicuddy
Media Center Coordinator
library@ncedservices.org

Director's Notes

It is difficult to believe that this school year is ending as we make preparations for the succeeding year and the anticipated challenges that it will bring.

I offer sincere appreciation to each of you who work at NCES and our local schools for the quality of professional work that you devote to students daily. To all the administrators that I have come to know over this past year – the superintendents, assistant superintendents, and many principals – thank you for your assistance and hard work during this past school year. Special recognition must be given to Dr. Dean S. T. Cascadden of SAU 36 as he moves on to his new position in Bow, NH, and Sherwood Fluery of SAU 58 who will retire to Florida for all they have accomplished for their school districts. Congratulations to you all!

I'd like to recognize Plymouth State University for all of their hard work which has culminated in the approval of the inception of a doctoral program in education. PSU has also agreed to host core graduate level courses for CAGS students at NCES beginning this summer with "Collaborative Leadership". The course is being offered from 9:00 to 4:00 from Monday, July 23 through Thursday, July 26. This program will be dependent upon having an enrollment of 12 – 15 students. Your commitment to this and future course offerings is crucial to the success of these programs.

Granite State University should be commended for their leadership in providing teacher preparation opportunities in the North Country to increase the pool of professional educators through their satellite programs, and through their assistance in facilitating programs leading to alternative certifications.

Last, but by no means least, my compliments to New Hampshire Community Technical College – Berlin for their collaboration with North Country Professional Development Day and their foresight in providing "Project Running Start" to benefit gifted and highly motivated high school students through cost-effective, challenging college courses offered through participating high schools.

From the staff of NCES, I offer you best wishes for a healthful and restorative summer vacation. I hope to see many of you attending various professional development activities hosted by our facility this summer.

Charles F. Thibodeau, Jr., Executive Director

Design Technology: Boston Museum of Science Resources

On July 19th at the NCES-PDC in Gorham from 9:00 to 3:00, the Boston Museum of Science will share resources on Design Technology, an exciting new aspect of NH's Science Framework. The program will also be conducted at other professional development centers throughout the state.

All grade levels are welcome! You will learn about user friendly curriculum materials to help students at all levels gain an understanding of technology and develop design skills.

Stipends are available for the first 300 teachers. You must register online. Visit www.ncedservices.org for the registration link.

**Last chance for
Presenter
Proposals
for North Country
Professional
Development Day
October 5, 2007
Whitefield, NH**

**Interested in presenting?
To submit a proposal for
consideration, visit
www.ncedservices.org/ncpdd.htm
or contact
lori@ncedservices.org
for more information.**

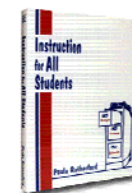


NEWS

June 2007

300 Gorham Hill Road Gorham, NH 03581 603-466-5437 Fax 603-466-2907 www.ncedservices.org

Upcoming Courses with Louise Thompson



Instruction for All Students

June 28-29, August 21-22, September 26 and October 31, 2007

Instruction for All Students begins with an overview of the initiatives that are in the news and influencing our thinking as we implement instructional programs that lead to the achievement of high standards by all students. The goal of this series is for participants to become comfortable with and build skills at using the standards-based planning process. Participants learn to:

- Go beyond planning how to teach facts to planning around concept-based essential understandings
- Extend their thinking about assessment beyond an event at the end of learning to a continuum of assessment opportunities embedded in the instructional process
- Use task analysis and pre-assessment to identify the learning experiences most likely to lead to student success
- Use student work to assess not only student learning but the effectiveness of the instructional program

Register today for the NCES PD Center courses with Louise Thompson !

Please contact lori@ncedservices.org for cost information, including optional graduate credits through Plymouth State University.

Why Didn't I Learn This in College?

August 20, September 25, October 30 and December 5, 2007

F. J. McDonald wrote that teachers within the first six months of their teaching experience adopt a teacher style that will be the basis of their decision making throughout their careers. If beginning with chapter one and marching through a text, focusing on compliance and control, or activity-driven decisions frame that style, we will never reach our goal of high achievement for all students. It is, therefore, essential that we "begin with the end in mind". This series is for beginning educators who are in the early years of their teaching careers and will explore:

- What is a learning centered environment and what do I do to create such an environment?
- How do I translate "beginning with the end in mind" into planning and pacing for the year, the unit, and the lesson?
- What are systems for organizing myself, the learners and the learning environment?

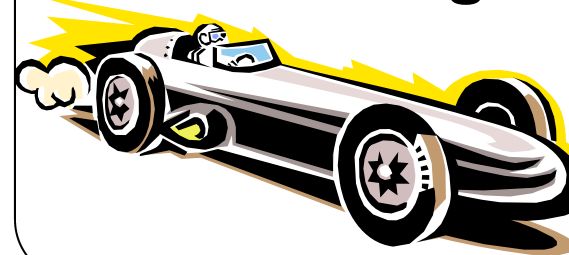
Differentiated Instruction: Meeting the Needs of Diverse Learners

March 11, April 1, May 8 & 28, 2008

This multiple-day series is designed for teachers who teach in districts with clearly articulated student learning standards, who have mastered their content and developed an extensive repertoire of instructional strategies, and are ready to focus on the diverse needs of their learners. During this series teachers explore ways to provide multiple pathways to learning so that both advanced and struggling learners are challenged yet not frustrated and ways to scaffold instruction for struggling learners, divergent learners, and second language learners. Participants learn how to:

- Use pre-assessment and task analysis to plan differentiated instruction
- Gather and use on-going assessment data
- Scaffold instruction
- Build in student choice
- Teach students to self-assess and self-adjust

CO₂ Dragster Racing at Your School



The NCES PD Center is hoping to offer professional development training for math and science educators in utilizing CO₂ dragsters in the K-12 curriculum. From simple science inquiry skills of car shape and weight to complex physics calculations, CO₂ cars can engage students in learning. Educators who participate in the training would then have access to the race track system for two weeks for their school. Pending grant funding, two sets of training are planned: evenings of July 9, 10 & 11 OR July 12 & 13, 2007. If you would like to learn more, contact lori@ncedservices.org.

Math for Elementary and Middle School Educators

Intended primarily for teachers of grades 3 to 8, but open to all, this series can be attended in part or in whole. The cost for each session is \$25 which includes lunch. The sessions will be held at the NCES PD Center in Gorham. Register by emailing becky@ncedservices.org or calling 466-5437 or 800-268-5437.

Graduate credit option: Three graduate credits are available to those participating in the complete series through Plymouth State University. Each credit will be \$125 plus a \$25 registration for a total of \$400 for in-state residents.

I. Algorithms & Good Number Sense

Presenter: Kathy Fowler

Dates: July 9 and 10 from 9:00 to 3:00

As stated in the Principles and Standards for School Mathematics, (NCTM 2000), "Understanding number and operations, developing number sense, and gaining fluency in arithmetic computation form the core of mathematics education for the elementary grades." In order to develop fluency, students need opportunities to experiment with numbers, to create, share, and explain their strategies, and to analyze and critique the strategies of others. Join in as a student in this session. We will create and share computational methods. Leave this session with hands-on activities and strategies for developing students' computational fluency, number sense, and confidence.

II. Algebra Across the Grades

Presenter: Betty Erickson

Dates: July 11 and 12 from 9:00 to 3:00

Using the Navigations Series, participants will come away with instructional strategies focusing on repeating and growing patterns, concepts on variable and equality, examine functions and relations, construct growing patterns using the Isosceles triangle, analyze situations with constant or varying rates of change and observe and represent patterns in an array.

III. Proportionality: More Than Two Equal Ratios

Presenter: Christine Downing,

Dates: July 16 and 17 from 9:00 to 3:00

The National Council of Teachers of Mathematics in their Principles and Standards for School Mathematics (2000) proposes an emphasis on proportionality in the middle grades. Proportional reasoning is evident through many areas of the elementary and middle level mathematics curricula, such as percents, similarity, scaling, linear equations, slope, and probability. Several of the GLEs have connections to proportionality. Join in this session and gather materials that you can share with colleagues and use in the classroom to promote proportional reasoning with all students.

IV. Analyze This!

Presenter: Phil Loud

Dates: July 18 and 19 from 9:00 to 3:00

Analyze This! Since the inception of the NCTM Standards, probability, statistics, and data analysis have more and more become an integral part of our mathematics curriculum. In this workshop, participants will have the opportunity to take a closer look at probability, statistics, and data analysis with particular emphasis given to their role in and how they span the GLEs. Finally, participants will work together in small groups on several "hands-on" activities including using the Probability Application that comes built-in to the TI-83/84 calculators.

V. Opening Up

Presenter: Caroline Herold

Dates: July 23 and 24 from 9:00 to 3:00

Many years of research indicate that most questions that are asked in the mathematics classroom are at a low cognitive level. By solving open-ended problems, students create and adapt solution strategies that better develop and connect their mathematical knowledge. Attendees will look at how to develop open-process and open-ended questions from closed, skill-based problems often found in traditional programs.

VI. Mathematical Tools & Strategies for Integrating the Process Strands

Presenter: Connie Upschulte

Dates: July 25 and 26 from 9:00 to 3:00

This session will introduce participants to select tools and strategies that can be used to enhance the instruction of the mathematical process strands. Participants will explore mathematical research through a tool called "Curriculum Topic Study Guides." In addition, a protocol for examining student work will be introduced which enables teachers to identify misconceptions and adapt instruction as needed. Based on the research, diagnostic probes emphasizing the mathematical process strands will be shared and designed for use before, during and after classroom instruction. Finally, various formative assessment strategies will be highlighted throughout this session.

Reflections on Study Abroad in the Middle East

On August 6 & 7, Ruth McDonough, a World Religions Major at Swarthmore College and graduate of Middlebury College's Arabic Language School, is scheduled to share her experiences with Middle Eastern music, food, dance, literature, family life, rituals, traditions, and Arabic language. Ruth recently returned from a year abroad studying in Amman, Jordan and Aleppo, Syria. Contact Becky at 466-5437 or becky@ncedservices.org



Summer session
June 26 to August 15.

Learn more at
neon.org/opennh

Register by July 18th!

Wilson Foundations®

Presenter: Audrey Lacher-Katz, Wilson Language Trainer

Date/Time: Monday & Tuesday, August 20 & 21, 2007 from 9:00 to 3:00. Registration deadline: July 18.

Cost: Member School Staff \$250/person, Associates \$275, Nonmembers \$325.

Meals: Refreshments and lunch will be provided.

Wilson Foundations® is a research-based supplemental (Tier 1) and intervention (Tier 2) program that provides students in kindergarten through third grade with a solid foundation for reading and spelling. Foundations provides explicit and highly systematic daily instruction in key areas necessary for effective reading, including: phonological and phonemic awareness, phonics, word and syllable study, vocabulary, sight word instruction, fluency, and word and sentence writing practice. Critical thinking, speaking and listening skills are practiced during regular Storytime activities. Foundations is designed to supplement literature-based language arts programs. This two-day Foundations training will provide teachers with an overview of program principles and guidelines for implementation.

Visualizing and Verbalizing® for Language Comprehension and Thinking

Presenter: Lindamood-Bell Trainer

Date/Time: Thursday and Friday, August 23 & 24, 2007. 9:00 to 3:00. Registration deadline: July 18.

Cost: Member School Staff \$549/person, Associates \$599, Nonmembers \$649.

Meals: Refreshments and lunch will be provided.

The two day Visualizing and Verbalizing® (V/V®) workshop prepares you to teach students to image concepts and apply that imagery to higher order thinking skills. Highly interactive with videos and practice sessions, the V/V® workshop will take you from verbalizing pictures to visualizing and verbalizing gestalts for critical thinking and content application. Class includes the V/V® manual.

Coming this Fall...

6+1 Traits of Teaching Writing

Instructor: Dr. Rosemary A. Bamford

Dates/time: 4:00 to 8:00 on Oct 24-25, Nov 14-15, Dec 12-13, 2007 and Jan 9-10 & 23, 2008 at NCES PD Center, Gorham

Cost: To be determined

Graduate credit: Three credits available through PSU, \$400.

This course focuses on three aspects of teaching writing: the teacher as a writer, the instructional process in the classroom, and writing assessment. The instructional process and writing assessment are based on the successful work of several experts, but in particular, the 6 + 1 traits of teaching writing by Ruth Culham.

Participants will experience the writing process as they take their own pieces of writing from pre-writing stage through drafting, revising, editing, and publishing. Along with this experience will be specific instructions in the teaching of the writing process approach. Using writing examples of participants' students, the works of Ruth Culham and training videos, participants will refine their assessment skills for both informing instruction and grading.

Writing Across the Curriculum

Instructor: David A. Yacavace

Dates/time/cost: To be determined.

Location: NCES PD Center, Gorham

Graduate credit option: Three credits available through Plymouth State University for an additional \$400.

Teaching-Learning-Connections (TLC) in Writing Across the Curriculum provides an overview of writing processes and implementation practices in specific content areas. TLC Writing is a comprehensive professional development activity utilizing writing as: 1) a teaching tool, 2) a learning strategy, and 3) an assessment measure. All tools, practices, and techniques emphasize process over product as well as measurement of progress over time rather than a one time testing strategy. Concentrating on the learner-writer as opposed to the master-writer, writing in content specific disciplines emphasizes the role of the coaching-teacher in contrast to the teaching-sage.

Geared to practical classroom practices, TLC Writing minimizes teacher correcting time as well as engages students in the correction/evaluation process. Not simply an add-on to an already overloaded teaching agenda, TLC Writing actually provides the time necessary for a teacher to monitor 'students at work.' Major topics include: the writing/reading connection, teacher correcting and peer editing, Collins types of writing, open response strategies, graphic organizers, rubrics, and writing portfolios.