

New Arrivals in the NCES Media Center

Even though we're just a few weeks away from the end of the school year, there are some new items being catalogued into the Media Center. And, they cover a broad gamut of topics: the function (and malfunction) of the adolescent brain, teaching reading, New Hampshire history, and a selection of classic literature on audiotape. These resources can help you finish this school year or be used next year. Please call or email us to request any of these materials.

Teaching/Professional Development

"*Teaching for Comprehending & Fluency: Thinking, Talking, and Writing about Reading, K-8*" by Irene C. Fountas & Gay Su Pinnell

Provides a complete picture of how to skillfully teach meaning, making, and fluency within any instructional context. Supported with frameworks that describe appropriate expectations for comprehending, fluency and vocabulary development. Comes with a DVD-ROM which contains short, focused video segments illustrating concepts from the book in a real classroom setting, as well as more than 100 blackline masters of forms, checklists, and other tools.

"*Inquire Within: Implementing Inquiry-Based Science Standards*" by Douglas Llewellyn

Douglas Llewellyn, a leading expert in the field of inquiry-based learning, provides insights and suggestions on how to develop teaching competencies and strategies, implementing inquiry as called for by the national standards.

Developmental Psychology

"*Why Do They Act That Way?: A Survival Guide to the Adolescent Brain for You and Your Teen*" by David Walsh, Ph.D.

Dr. David Walsh explains what happens to the human brain on the path from childhood into adolescence and adulthood. Revealing the latest scientific findings in easy-to-understand terms, the authors show why moodiness, quickness to anger and to take risks, miscommunication, fatigue, and other teenage behavior problems are so common – and all are linked to physical changes and growth in the adolescent brain.

History/NH

"*Stark Decency: German Prisoners of War in a New England Village*" by Allen V. Koop

An evocative history of a World War II German POW camp in Stark, NH, where friendships among prisoners, guards, and villagers overcame the bitter divisions of war.

Fiction

"*Curious Incident of the Dog in the Night-Time*" by Mark Haddon

A fascinating novel that allows the reader into the mind of an autistic teenager. The fifteen-year-old narrator of this ostensible murder mystery is even more

emotionally remote than the typical crime-fiction shamus: he is autistic, prone to fall silent for weeks at a time and unable to imagine the interior lives of others. This might seem a serious handicap for a detective, but when Christopher stumbles on the dead body of his neighbor's poodle, impaled by a pitchfork, he decides to investigate. Christopher understands dogs, whose moods are as circumscribed as his own ("happy, sad, cross and concentrating"), but he's deaf to the nuances of people, and doesn't realize until too late that the clues point toward his own house and a more devastating mystery. This original and affecting novel is a triumph of empathy; whether describing Christopher's favorite dream (of a virus depopulating the planet) or his vision of the universe collapsing in a thunder of stars, the author makes his hero's severely limited world a thrilling place to be. (Copyright © 2005 *The New Yorker*)

Literature on Audiotape

"*Their Eyes Were Watching God*" by Zora Neale Hurston, narrated by Ruby Dee

"*The Crucible*" by Arthur Miller

"*A Raisin In the Sun*" by Lorraine Hansberry; performed by the original cast, including Ossie Davis and Ruby Dee.

"*1984*" by George Orwell

"*White Fang*" and "*Call of the Wild*" by Jack London

"*Treasure Island*" by Robert Louis Stevenson

"*Dubliners*" by James Joyce

"*Sherlock Holmes: The Hound of the Baskervilles*" by Sir Arthur Conan Doyle

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NEWS

May 2007

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Design Technology: Boston Museum of Science Resources

Do you teach Elementary, Middle, or High School Science?

Are you interested in learning innovative and exciting ways to implement and teach the new science frameworks?

Are you interested in learning about HANDS-ON, PROJECT-BASED activities for your classroom?

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.

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 tentatively scheduled to share her experiences with Middle Eastern music, food, dance, literature, family life, rituals, traditions, and Arabic language after spending a year abroad studying in Amman, Jordan and Aleppo, Syria. Please contact Becky Ring at 466-5437 or becky@ncedservices.org before June 15 to express your interest.

Director's Notes

There are many sure signs of Spring: vernal pools teeming with life, crocus blooming, daffodils and tulips emerging to flowers, trees and shrubs budding, mud season and sugaring operations winding down, athletic director's frenetically trying to reschedule postponed contests, teachers dealing with students who are experiencing "spring fever" or "senioritis", and administrators busily completing plans for pre-prom activities, proms or other social galas, awards nights and commencement exercises – a very busy time!

Like the flora and fauna of the North Country, we adults were awakened, horrified and sickened by the recent, tragic incident at Virginia Tech that claimed so many lives of young people whose potential will never be realized. Two highly respected foreign language professors will never again share their love and enthusiasm for their disciplines with young students eager to learn, nor will they collaborate with colleagues who held them in high es-

teem. Spring is the best of times... and the worst of times, not just in Virginia, but everywhere.

As a former high school principal, I found spring to be an unsettling time especially for my senior class as they experienced the pangs of separation anxiety. Those seniors who loved school, studied hard and achieved academically, participated in co-curricular activities, and generally enjoyed their high school experience, were no more immune from this anxiety than were those students who found high school to be drudgery. It is very important at this time to provide reassurances to these young people that they are prepared for the next steps on life's path, wherever that path is destined to take them. We must be observant and conversant with each other and with them during this time in order to allay their anxieties. Their parents, too, are experiencing a similar phenomenon and would benefit from reassurances. Like it or not, we school professionals are looked upon as experts in dealing with young people, even though we may not have all the answers, and this is an awesome responsibility.

For many students the educational professional may be among the most important and significant influences in their lives, an individual who will affect them for eternity. While the student may not thank you at that time, years into the future you may receive an email or phone call that you did not anticipate from a former student who will acknowledge how important you were to them during their formative development. I know, because I received another such call just last week, and it made me feel fulfilled.

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nhsdc
NH Staff Development Council's
Annual Conference on
Job-Embedded
Professional Development
May 24 & 25, 2007 in Bedford
www.nsdcnh.org



Summer session
June 26 to August 15.
Learn more at
www.nheon.org/opennh

Mathematics Seminars 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.

First Steps in Mathematics: Informational Meeting



Date: May 14, 2007 from 3:30 to 5:30 at the NCES PD Center

Are you searching for more effective ways of differentiating mathematics instruction, and impacting student achievement? Please be our guest at this informational meeting about First Steps in Mathematics. This successful professional development resource and intervention program from Australia has recently been brought to the United States.

First Steps in Mathematics builds teachers' understanding of mathematics (PreK-9); identifies and corrects students' math misconceptions; and improves the mathematics outcomes of all students.

There is no charge to attend. You must register by May 9 by contacting STEPS Professional Development at 866-505-3001.

Social Studies Curriculum Framework Overview

Presenters: Ken Relihan, NH Department of Education Social Studies Consultant, along with content specialists: Jean and Don Johnson- World History; Susan Frost- K-4 Social Studies; Martin Menke- Civics; Ken Relihan- US History; and Linda Jenkins - Economics.

Date: May 8, 2007 from 9:00 to 3:00 at NCES PD Center

Cost: Members free, Associates \$5, Nonmembers \$10.

Ken Relihan will provide an overview of the newly revised Social Studies Framework. Educators from NH will share exemplary middle and high school social studies practices after lunch (choose one, World and US history session may be repeated if enough interest).

Strategies for Increased Comprehension of Science

Presenter: Sandra Kent

Date: Wednesday, May 9 2007 from 1:00 to 4:00

Audience: Intended for teachers of grades 4-12

Registration: Free, but you must register by calling NCES, 466-5437.

Strategies for Increased Comprehension of Science is sponsored by the Content Enhancement Instructional Leadership Project (CEIL), and Reading Excellence Across Disciplines (NHREADS). One purpose of the workshop is to inform - we want to let you know what we are learning about comprehension strategies that help students learn science content. We would also like to hear about your experience with student comprehension of science topics.

Science Tools for Learning

Presenter: Kathleen McClaskey

Date: Friday, May 11 from 9:00 to 3:00 at NCES PD Center

Cost: \$20 per person, includes lunch. Call NCES to register.

Learn how to use technology tools that can empower your standards-based science instruction and engage all learners in your inquiry-based lessons. Activities will include an introduction to InspireData®, a new tool designed to improve data literacy skills by having students visualize, investigate and understand data. This workshop will also include how to use and leverage accessible desktop tools and web resources to support your science curriculum and to provide access to the curriculum by all learners in your classroom. Teams of teachers are encouraged to attend. Attendees will receive a CD with grade level science links, resources and activities presented in the workshop and a 30-day trial CD of InspireData®. For teachers grades 4 to 12.

Wilson Foundations®

Presenter: Wilson Language Trainer

Date/Time: Date not confirmed at time of printing. Anticipated for mid/late August from 9:00 to 3:00. Call FMI.

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 in 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: Date not confirmed at time of printing. Anticipated for mid/late August from 9:00 to 3:00. Call FMI.

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.

Consolidated Application Meeting

NCLB Title Program Managers at the NHDOE are offering a workshop on the Consolidated Application Process for the NCLB Title Programs. Through video conference, the NCES PDC will host a session on Monday, May 14 from 8:30 to 12:30. Visit www.ncedservices.org for the online registration link.