



North Dakota Department of Public Instruction
Title I and Special Education

TEAM NEWS

(Together Everyone Achieves More)

September 2012

Dr. Wayne G. Sanstead, State Superintendent, 600 E. Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440

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Registration Opens for the Fall Conference!

The department has dedicated a website to display all information related to the 2012 Title I, Special Education, and 21st CCLC Fall Conference. The conference will be held at the Bismarck Civic Center on October 10 – 12, 2012. All conference materials can be accessed at

www.dpi.state.nd.us/title1/fallconf2012.shtm. Information includes:

- | | |
|--------------------------------|----------------------|
| ➤ Registration | ➤ Awards |
| ➤ Registration Cover Memo | ➤ Obtaining Credit |
| ➤ Hotel Information | ➤ RTI Idea Exchange |
| ➤ Agenda | ➤ Conference Program |
| ➤ Breakout Sessions/Presenters | ➤ Vendors |

At the conference this year, we are having an RTI Idea Exchange. Most schools in North Dakota are using an RTI Model in some form. The goal is to provide North Dakota educators with more RTI resources. If you would like to participate, check the box on the registration form so that we order enough binders. A handout that provides more information on the RTI Idea Exchange can be accessed at www.dpi.state.nd.us/title1/fallconf2012.shtm.

PLEASE NOTE: All registered participants will receive a confirmation email with very specific instructions a few weeks before the conference. This confirmation email will be sent once the online registration has been submitted and conference payment has been processed in the Title I office. If you do not receive an electronic confirmation letter, please contact Patty Carmichael at pcarmichael@nd.gov as you may not be registered for the conference.



Director's Report

North Dakota Submits ESEA Flexibility Waiver

By: Laurie Matzke, North Dakota Director of Title I

On Thursday, September 6, 2012, the North Dakota Department of Public Instruction (NDDPI) submitted an application to the U.S. Department of Education (USDE) requesting an ESEA Flexibility Waiver. The decision to submit a waiver was made by the State Superintendent Dr. Wayne G. Sanstead following a public comment period. The official news release announcing the submission can be accessed at www.dpi.state.nd.us/news/index.shtm.

Interesting Facts:

- The USDE received an additional 9 applications for an ESEA Flexibility Waiver for the September 2012 application window. These states include: Alabama, Alaska, the Bureau of Indian Education, Hawaii, Maine, New Hampshire, North Dakota, Puerto Rico, and West Virginia.
- There are 4 states that have stated they will not apply for a waiver. These states include: Wyoming, Montana, Nebraska, and Pennsylvania. Texas was thinking of applying, but did not submit an application. In addition, Vermont applied for a waiver and then withdrew their application.
- To date, 33 states have received approval on their ESEA Flexibility Waiver.



What's Next?

Now that our waiver has been submitted, North Dakota will wait for correspondence from the USDE. Our application will be read and scored by a team of peer reviewers. We anticipate being required to provide clarification and additional information on questions from the peer reviewers. We will keep North Dakota educators informed as to the progress of our ESEA Flexibility Waiver application status in future issues of our newsletter.

Results-Driven Accountability (RDA) System

By Gerry Teevens, North Dakota Director of Special Education

The Office of Special Education Programs (OSEP) is moving toward a **Results-Driven Accountability (RDA)** system. The goal is to establish a system in which all components of accountability will be aligned in a manner that best supports states in improving results for infants, toddlers, children and youth with disabilities, and their families. The current system emphasizes procedural compliance over student learning outcomes.

Throughout the coming year, the OSEP plans to work closely with stakeholders to develop and implement a new review system that takes a more balanced, results-driven approach to assessing how states are educating students with disabilities and better targets monitoring to where it's needed most.

The National Center on Educational Outcomes (NCEO) was given the task of convening a team of national experts on assessment and accountability systems to do a thoughtful examination of available data that helps in understanding how students with disabilities are performing. The NCEO team has identified currently available assessment-based variables that are needed to adequately understand student performance and use it for reviewing states.

While OSEP is considering the recommendations of the NCEO team, they are also continuing to solicit input from the field regarding key questions as they move toward developing a new framework for the accountability system. Each question will be posted for a two-week period during which time stakeholders will have the opportunity to provide their ideas. OSEP plans to post new questions every two weeks so that stakeholders can comment on various aspects of this effort to move to a Results-Driven Accountability system. The questions can be found at the following website: <http://www2.ed.gov/about/offices/list/osers/osep/rda/index.html>.

According to information provided by the OSEP through a monthly Technical Assistance call to state special education offices, the OSEP is currently collaborating with the Office of Elementary and Secondary Education (OESE) as they review the recently submitted state applications for the flexibility waiver regarding the No Child Left Behind Act. The opportunity for states to submit a flexibility waiver was released by the USDE on September 23, 2011. North Dakota is one of nine states that submitted an application on September 6, 2012. North Dakota is requesting flexibility on behalf its local educational agencies (LEAs) and its schools in order to better focus on improving student learning and increasing the quality of instruction.

This flexibility is intended to build on and support the significant state and local reform efforts already underway in critical areas such as transitioning to college- and career-ready standards and assessments; developing systems of differentiated recognition, accountability, and support; and evaluating and supporting teacher and principal effectiveness. It is encouraging that there has been proclaimed collaboration between the OSEP and the OESE as both agencies work through their accountability systems.

National History Bee

LOOKING FOR A FUN AND EXCITING EXTRA-CURRICULAR ACTIVITY FOR YOUR STUDENTS?

The National History Bee is an individual, academic competition for elementary and middle school students. The competition tests knowledge of a wide range of historical topics that have direct relevance to what your students are learning in the classroom. School winners advance to the regional competition and the regional champions earn the right to compete in Washington, D.C. for scholarships, prizes, and the title of National History Bee Champion!

The competition consists of three stages. In Stage 1, students take an online multiple choice test covering a wide variety of historical topics. The top 120 scorers from each of 35 regions advance to Stage 2 of the competition - the Regional Finals. In the Regional Finals, students face off against others in their region for the title of National History Bee Regional Champion by participating in a verbal question and answer format using a lock-out buzzer system. The top scoring Regional Champions will advance to Stage 3 of the competition - the National Championship. The National Championship uses a format similar to the Regional Finals, pitting the top Regional Champions against one another to be crowned 2013 National History Bee Champion!

Last year, Tanner Carlson from Horizon Middle School in Bismarck advanced to the National Championship and competed for a \$50,000 scholarship courtesy of Houghton Mifflin Harcourt. For more information, visit www.historybee.com. To see a preview of the airing of the 2012 National Championship, visit www.history.com/shows/history-bee/videos/the-national-history-bee-sneak-peek.



Applying for Reallocated Title I Funds

The state Title I office has released the application for the Title I reallocated funds. If you are planning to apply for Title I reallocated funds, please note the following details:

- **The deadline to apply for reallocated funds is Friday, October 19, 2012.**
- **Activities funded with reallocated funds cannot begin prior to Monday, November 5, 2012.**
- **The grant period is November 5, 2012 to June 30, 2013.**
- **The average range for reallocated funds grants is \$3,000 to \$10,000.**

Supplement not Supplant:

Reallocated Title I funds are available to school districts that would like to add to their Title I program, but need additional funds to accomplish their plan. The funds must supplement the district's current Title I budget. Any expense that has already been obligated cannot be requested again with reallocated funds. Therefore, you cannot request reallocated funds to pay salary for a Title I teacher if the district or other federal funds have already been obligated to cover his or her salary.

Priority:

First priority for reallocated funds will be given to school districts that can demonstrate that reallocated funds will be used on one of the following requests:

- **Support Early Childhood Education Programming (i.e., Preschool, collaborate with Headstart, Gearing Up for Kindergarten)**
- **Offer High Quality Professional Development (i.e., professional development in the Common Core Standards or new Principal/Teacher Evaluation System outlined in the state's ESEA flexibility waiver)**
- **Extend Direct Services to Title I Students (i.e., summer school, after school program, extending contract for Title I Staff)**

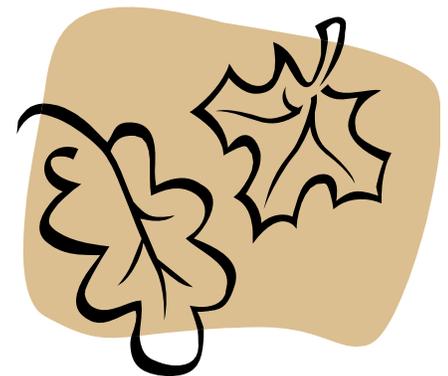
Requests for attendance at national conferences would not be considered as a first priority. Registration fees and travel expenses to attend national conferences will be considered a second priority request. In addition, requests for supplies and equipment will also be considered a second priority request.

After all applications for reallocated funds have been received, we will separate them into categories of first priority, second priority, and those ineligible for funding. Every attempt will be made to fund all applications that meet first priority criteria. Applications requesting reallocated funds to be used for second priority applications will be considered for approval **if** funds are still available after approving all applications meeting the criteria for first priority as previously listed.

Reminder:

In order to be eligible for Title I reallocated funds:

- The district must have the Title I portion of their regular consolidated application approved.
- The district must have all of their regular Title I funds obligated. If you have unobligated funds, you must use those dollars first before requesting additional Title I funding. This would include funds listed on the unobligated setaside line. If a district has funds listed on the unobligated setaside line for a specific activity, you must address this issue in the reallocated funds budget revision.



Directions:

To apply for reallocated funds, you must submit your application via the STARS Consolidated Budget Revision: <https://secure.apps.state.nd.us/dpi/stars/Reports/ConsolidatedBudgetRevision/BudgetRevision.aspx?rid=51&eeid=577&syid=22&rsid=22>. There is a box to check indicating that the budget revision is to request reallocated funds. Hard copy applications will not be accepted. Budget revisions for reallocated funds are due **Friday, October 19, 2012**. We hope to have all applications for reallocated funds awarded by November 2, 2012. **Activities requested with Title I reallocated funds cannot begin until Monday, November 5, 2012.**

When completing the application, you will need to provide complete details on how you arrived at the figures you are requesting, so please refer to the samples provided on the website. When completing the revision, be sure to indicate:

- Program start and end date, and daily hours of operation
- Staff names and credential information
- Hourly rate/formula to calculate total

If you have any questions or need assistance, please contact Mary Neigum at mneigum@nd.gov or (701) 328-2281 or lmatzke@nd.gov or (701) 328-2284.

Title I Fall Mailing

All Title I personnel and authorized representatives were recently sent the annual Title I fall mailing via email. This mailing contained a wealth of information on issues concerning Title I. If you did not receive this email, please contact Jill Frohlich at jmfrohlich@nd.gov as your contact information may not be in our database. A few items included in the mailing that we would like to highlight are listed below.

- Registration information for the 2012 Title I, Special Education, and 21st CCLC Fall Conference in October
- Information on applying for Title I Reallocated funds
- Dissemination requirements for Title I
- Title I monitoring list for the 2012- 2013 school year
- Information on the Title I Distinguished Schools Recognition Program

We encourage you to review this information carefully, as it is pertinent to your Title I programming. The fall mailing is also posted online at www.dpi.state.nd.us/title1/correspondence.shtm.

Title I Monitoring

For the 2012-2013 school year, 24 districts have been selected to participate in the self-monitoring process. An additional eight districts will receive an on-site visitation. Three large districts will also be monitored on-site by a team of staff from the state Title I office. The list of 35 districts that will be monitored this year along with the Title I contact person who is assigned to review each district can be accessed at www.dpi.state.nd.us/title1/targeted/resources/monitor/index.shtm on the Title I website.

Please do not submit your monitoring information at this time as information in the monitoring guides changes from year to year and the guides are currently being updated.

The selected districts can expect to receive detailed correspondence from the state Title I office in the near future outlining monitoring directions, the review process, due dates, etc. It is important that you review the correspondence from the Title I office prior to preparing or submitting your monitoring information.

1st Annual Learning Forward ND Affiliate Conference

What is Effective Professional Learning?



November 8-9, 2012
Best Western Seven Seas, Mandan, ND

Conference registration deadline October 25, 2012.

Register today for \$99! Join us for a networking mixer on November 8th from 7-10 pm. Conference will be held November 9th and will focus on learning standards through a keynote speaker, breakout interactive learning sessions, networking and a Lunch 'N Learn panel session on Social Media. One graduate credit with follow up is available. To register, please visit www.edutech.nodak.edu/training/session/3898.

Federal Education for Homeless Children and Youth Program Profile

The National Center for Homeless Education (NCHE) is pleased to announce the availability of an updated federal Education for Homeless Children and Youth (EHCY) Program Profile.

This two-page profile provides an overview of the U.S. Department of Education's federal EHCY Program. Topics include: A Brief History of The McKinney-Vento Act; Rights of Eligible Children and Youth; Funding History; Funding for States and School Districts; Program Administrative Structure; Homeless Student Enrollment Data; National Homeless Student Academic Performance Data; Interagency Collaboration; and Program Contact Information.

The profile is available for download at http://center.serve.org/nche/pr/ehcy_profile.php.

N&D Update:

Neglected and Delinquent Grants in Final Stages of Approval

The Title I office is in the final stages of approving and disseminating 2012-2013 Neglected and Delinquent grant applications and funding. If you have any questions regarding your 2012-2013 Neglected and Delinquent grant application, please contact Jacki Harasym at jharasym@nd.gov or (701) 857-7770.

IDEA Update

With the opening of school and a new set of students with diverse instructional needs to discover, teachers often encounter one student for whom their current repertoire of instructional strategies and skills is not effective. Hence, they must search for evidence-based instructional practices (EBP) to meet that student's needs. An article by Torres, Farley and Cook in the September/October issue of *Teaching Exceptional Children* provides a systematic process for identifying and implementing evidence-based strategies successfully. This process strongly encourages teachers to select instructional strategies based upon the match between the research sample and the student, environment and instructor characteristics. The authors provide succinct definitions of research design options and recommendations for websites that review the research on instructional strategies. The process flow chart and checklist can assist teachers with the selection process and the systematic implementation of the selected EBPs. Research has shown that planning instruction to meet the needs of learners with the most challenging needs benefits every student in the class.

Another helpful article on implementing an evidence-based classroom management strategy can be found in the summer and fall issues of the *Autism Spectrum Quarterly*. The authors of these articles, Randy Sprick, Michael Hinesly and Shannon Urbina, emphasize the benefits of using Positive Behavioral Supports and Interventions for students with an Autism Spectrum Disorder; however, this approach benefits all children in the class. These articles provide compelling arguments for implementing Positive Behavioral Supports and Interventions in all classrooms and school-wide. Research has shown that structured supportive learning environments improve student achievement.



As North Dakota enters the transition to the new Common Core State Standards, teachers may find these three websites helpful. A particularly interesting site, <http://sheg.stanford.edu/?q=node/45>, gives viewers access to 75 lesson plans related to American history. The Introduction unit could be used for any history course, because it contains activities that model the literacy skills needed and used by historians. There are two other sites that have resources for math and literacy that may be useful for teachers at www.achievethecore.org/ and <http://educore.ascd.org/>. While you are looking, don't forget to examine the Common Core documents on the North Dakota Curriculum Initiative website at http://ndcurriculuminitiative.org/common_core.

Reminder – SIG Funded Positions

All staff paid with SIG (1003g and 1003a) funds must be highly qualified. The state Title I office will be following up with schools in the upcoming months to request names of staff funded to ensure they hold the proper credentials (if required) and are highly qualified. If you have hired staff with your SIG funds, please email Lauri Nord at lnord@nd.gov and provide their names so we can verify that they are highly qualified.

The object of education is to prepare the young to educate themselves throughout their lives.

Monthly Featured Articles

Parent, Family, and Community Engagement Framework: Promoting Family Engagement and School Readiness from Prenatal to Age 8

This framework was developed by the office of Head Start with the assistance of the National Center on Parent, Family, and Community Engagement for the Office of Head Start. *The Parent, Family, and Community Engagement Framework: Promoting Family Engagement and School Readiness from Prenatal to Age 8* is a vital tool for early childhood education and care providers seeking to build effective engagement strategies. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families. While the framework is intended for Head Start and Early Head Start programs, its lessons are useful and applicable to a much broader audience of early childhood programs including preschool transition and elementary schools.

When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, families become empowered partners in learning and development, resulting in children who are healthy and ready for school. This framework outlines an approach to building solid foundations for successful parent and family engagement in three areas: Program Leadership, Continuous Improvement, and Professional Development. The framework also outlines the need to develop solid engagement strategies in four “Impact Areas”: Program Environment, Teaching and Learning, Family Partnerships, and Community Partnerships.

Building on this foundation, the framework highlights a set of desired family outcomes and examples of strategies to achieve them. These outcomes include:

- Family well-being
- Positive parent–child relationships
- Families as lifelong educators
- Families as learners
- Family engagement in transitions (e.g., to kindergarten and elementary school)
- Family connections to peers and the community
- Families as advocates and leaders



While the framework recommends specific ways for programs to work towards these outcomes, the strategies are flexible and adaptable to local needs. To view this article and download the full publication visit www.hfrp.org/family-involvement/publications-resources/parent-family-and-community-engagement-framework-promoting-family-engagement-and-school-readiness-from-prenatal-to-age-8.

So What Does Effective Teaching “Look Like?”

It is no surprise to anyone that the single most significant factor to influence student achievement is the quality of teachers. What you may not know is that the benefits associated with being taught by excellent teachers are cumulative. Research indicates that the achievement gap widens each year between students with most effective teachers and those with least effective teachers.

You may be wondering what the qualities are of an “effective teacher.” Some research findings point to four key dimensions of teacher quality: content knowledge, teaching experience, professional certification, and overall academic ability.

It's important to note that there are individual teachers who are highly effective although they lack one or more of these qualities, just as there are ineffective teachers who have all of them. But on average, the presence rather than absence of these qualities is more likely to produce effective teaching.

Great teaching, it is sometimes said, is one of those things where you know it when you see it. Now, teachers in Washington, D.C. will be able to see a lot more of it. The public school district in Washington, D.C. has hired a reality television company to produce videos of the district's highest-performing teachers demonstrating how they teach a range of lessons. Financed by a grant from the Bill and Melinda Gates Foundation, the videos were developed as a complement to Washington's evaluation system, known as Impact, in which teachers are judged on student test scores and classroom observations.

Through these evaluations, many of Washington's teachers were looking for a clear picture of what good teaching looks like. The videos are intended to provide a look at effective teaching. They also provide easier access for the teachers than trying to schedule time for them to physically move around the district to observe their peers. To view some examples of the video library, check out the following link: <http://dcps.dc.gov/DCPS/realitypd>.

There are many resources available that offer videos for professional development which include clips of teachers in action. The challenge is to ensure they are utilizing effective, research-based strategies. But the idea of professionals being able to easily see what effective teaching looks like and gain fresh strategy ideas, offers a whole new avenue of professional development for teachers.

Now, with new national curriculum standards driving teachers to modify their longstanding teaching practices, a broad range of school districts, universities, companies and nonprofits are rushing to develop online video libraries showing model teaching. Just a few of the resources we have located are:



- The University of Michigan is indexing about 16,000 videos of fourth- through ninth-grade English and math teachers in six urban districts shot by researchers financed by the Gates Foundation.
- BetterLesson.com, a popular sharing site for lesson plans, is working to develop a video component, and hundreds of amateur clips have been uploaded to YouTube by individual teachers.
- [Teaching Channel](http://TeachingChannel.com), a nonprofit, has a collection of more than 500 professionally produced videos of teachers recommended by school districts and other teacher organizations.
- A nonprofit group allied with the New York State Department of Education is developing a series of about 200 videos demonstrating lessons aligned with the Common Core standards for reading and math that 45 states and the District of Columbia have adopted.

“Some things are much more easily conveyed through video than just words and text,” said Dan Cogan-Drew, director of digital learning at Achievement First, which runs nonprofit charter schools in Connecticut and New York and is among several charter groups — including KIPP and Uncommon Schools — that use videos for professional development.

Education experts warn that video needs to be part of a broader program of professional development, comparing the use of video in teaching to how it is used by athletes. A diver, for example, might want to watch clips of a top-performing competitor, said Thomas McDougal, executive director of the Lesson Study Alliance, a nonprofit education consultancy in Chicago. “But can the diver now go into competition, ready to do that dive? No.” Mr. McDougal said.

In Washington, D.C., evaluators and principals will recommend specific videos to teachers. Jill Nyhus, senior director of technology for Washington schools, said principals or instructional coaches would also convene gatherings where teachers could discuss the videos.

Ms. Henderson, the chancellor, said she was initially skeptical. “When you come home from a long day of teaching, do you want to whip out a professional development video and watch somebody else teach for 45 minutes? The district hired Judith Stoia, a former producer with a PBS affiliate in Boston, and joined with Big Fish, a local independent production company, to create Reality PD (for professional development).

Dwight Davis, a fifth-grade teacher in Northeast Washington who has been rated “effective” three years running, said that after watching a video of Melanie Agnew, a 12th-grade English teacher at Calvin Coolidge High School, leading a class in analyzing [The Man With the Hoe](#), a poem by Edwin Markham, he wanted to apply some of her techniques. “I said, ‘You know what? Why can’t I just use this and add this and take this away?’ ” he said.

But the video was just a beginning. “I was like, ‘What were your first step, and then what your second step was?’ ” said Mr. Davis, who has taught for nine years. “I really wanted to ask the teacher questions.”

There is growing consensus that effective professional development can improve teacher quality, but it is important to recognize that this consensus is not yet supported by rigorous research on what constitutes “effective.” While studies show individual cases where professional development programs lead to improved instructional practices, the research on professional development has not identified development programs that have widespread success.

Nonetheless, practitioners and researchers do agree on four characteristics of professional development that are most likely to have the greatest impact on practice.

- Extends over long periods of time.
- Engages teachers as active learners.
- Focuses on combining content and pedagogy.
- Includes opportunities for practice, feedback, and reflection rather than one-day workshops.



Special Education Parent Involvement Survey Now Available Online

Each year the IDEA requires state education agencies to measure **“the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.”**

This percent of parents is included in North Dakota’s IDEA Annual Performance Report (APR) which is submitted to the federal Office of Special Education Programs each year on February 1. The APR is prepared as a requirement of our multi-year State Performance Plan for special education. This is intended to increase accountability and more effective planning within the state to achieve the goals of the IDEA.

At the national level there are discussions taking place about revisions to the APR indicators, including the indicator related to measuring parent involvement. Although states are not required to use a parent survey, there’s considerable uncertainty about an appropriate alternative. This requirement could change with the future reauthorization of the IDEA; in the meantime, the Department of Public Instruction is continuing to use the survey developed by North Dakota stakeholders, including parents and special educators.

In the middle of last school year, the Department of Public Instruction distributed paper reminders about the survey to the special education units across the state. The units were asked to provide these reminders for their IEP case managers to distribute to their students’ parents. This was an attempt to increase parental participation in the completion of the annual survey.

Each year the responses to this survey are overwhelmingly positive. ***Please encourage the parents of your students who receive special education and related services to complete the survey.*** This could be a brief follow-up activity to an IEP meeting or an opportunity promoted during an Open House at your school.

The annual North Dakota Special Education Parent Survey is now available online for the 2012-2013 school year. If you want to review the survey, you can access it at:

- Special Education Survey for Parents

Parent responses will help guide efforts to improve services and outcomes for children and families. *Thank you!*

Traineeship Scholarship Program

The NDDPI, Office of Special Education, receives federal funds from the USDE on an annual basis for personnel preparation. These funds support the traineeship scholarships. The purpose of these scholarships is to increase and retain the number of personnel in North Dakota who provide educational services to students with disabilities.

Three times a year (fall, spring and summer), the Office of Special Education awards a limited number of Traineeships in priority areas of disabilities to North Dakota teachers who wish to pursue *graduate* level retraining in the field of special education. Scholarship amounts are based on the credit hours of coursework taken during a semester.

Applications must be postmarked no later than **November 9, 2012**. Late applicants will not be considered. Award recipients will be notified of their awards by **November 30, 2012**. Application and application instructions for new and repeat applicants can be found on the departments website at

www.dpi.state.nd.us/speced/teacher/trainee/index.shtm.

Upcoming Events

- × **2012 Title I, Special Education, and 21st CCLC Fall Conference**
October 10-12, 2012 in Bismarck, ND
 Registration information is posted at www.dpi.state.nd.us/title1/fallconf2012.shtm
- × **2012 NDEA Instructional Conference**
October 18-19, 2012 in Fargo, ND
 Information is available at www.ndea.org/teaching/?2012_ndea_instructional_conference
- × **2013 National Title I Conference**
January 21-24, 2013 in Nashville, TN
 Information can be found at www.nationaltitleiassociation.org/page/TI3Conference/
- × **CEC 2013 Convention & Expo**
April 3-6, 2013 in San Antonio, TX
 Information can be found at
www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ConventionExpo/
- × **Secondary Transition/Parent Involvement Conference**
 Jointly sponsored by NDDPI and the Pathfinder Parent Center
April 11-13, 2013 at the Seven Seas Hotel and Conference Center in Mandan, ND
 Information to come.
- × **NCTM Annual Convention**
April 17-20, 2103 in Denver, CO
 Information can be found at www.nctm.org/conferences/content.aspx?id=33232

Title I To Do List

Administrators

- Register for the Fall Conference
- Disseminate Parents' Right to Know Information

Targeted Assistance Teachers

- Register for the Fall Conference
- Determine caseload, instructional practices, student eligibility
- Finalize student selection
- Conduct Annual Parent Meeting

Schoolwide Teams

- Register for the Fall Conference
- Conduct a comprehensive needs assessment, identify schoolwide goals/objectives, and share information with all stakeholders
- Align professional development with goals, objectives, and reform strategies
- Conduct regularly scheduled team meetings and study group sessions
- Conduct Annual Parent Meeting

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