



In this issue...

- **New Flexibility on *No Child Left Behind* Requirements**
 - ✗ Amendment to Aide/Paraprofessional Regulations
 - ✗ New Policy on Testing Students with Disabilities
 - ✗ Growth Models
- **Title I Funding for 2005-2006**
- **Math Summer Institute**
- **Title I Fiscal Issues**
- **U.S. Department of Education Monitoring Visit**
- **Amendments to the North Dakota State Plan**
- **2005 Fall Title I Regional Workshop**
- **Praxis II Test Date**
- **2004-2005 AYP Reports**
- **Director's Report**
- **Monthly Featured Articles**
 - ✗ Research Corner – NCLB and Professional Development
 - ✗ Reading Corner – Children of the Code
 - ✗ Math Corner – Math Anxiety
 - ✗ Reading First Corner – Congratulations!
- **Upcoming Events**
- **Title I Staff**

New Flexibility on *No Child Left Behind* Requirements

■ Amendment to Aide/Paraprofessional Regulations

On June 17, 2005, Deputy Secretary of Education Ray Simon issued a statement regarding the aide/paraprofessional qualifications under the *No Child Left Behind* (NCLB) law. The statement announced that the U.S. Department of Education (USDE) will be changing the deadline for states to ensure that the paraprofessional qualifications are in place. The change was made because the existing deadline fell within the middle of the school year. According to Secretary Simon's statement, there will now be alignment at the federal level for both the highly qualified teacher and paraprofessional requirements, signifying that both will need to be ensured by the end of the 2005-2006 school year. However, this change is only for existing aides/paraprofessionals who were employed by the district before President Bush signed the NCLB law on January 8, 2002. This new ruling does not apply to new hires after the January 8, 2002 date.

What does this mean for North Dakota? The state of North Dakota took the previous paraprofessional requirements through the administrative rules hearing process after the passing of the NCLB Act. These administrative rules state that all aides/paraprofessionals had to either demonstrate compliance with these new regulations by:

- ✗ obtaining a certificate of completion from the State Title I office by July 1, 2005, or
- ✗ for those pursuing an education option, request a waiver to meet these requirements and show proof through a written plan of study that they would meet the requirements on or before January 8, 2006.

With this new ruling, it is possible the deadline for aides/paraprofessionals meeting the requirements can be extended until July 1, 2006, but only for those aides/paraprofessionals working within the school district hired before January 8, 2002. In order to make this change in the North Dakota regulations, the Title I office must take the existing administrative rules through an emergency hearing process to revise them. This process requires approval from Governor John Hoeven. The State Title I office has already initiated this process.

Even with the new changes that we plan to make to our administrative rules, aides/paraprofessionals wishing to use this option to extend their time to pursue either the education or testing option through July 1, 2006 must request a formal extension through the State Title I office. Extensions cannot be approved using this new process until the emergency administrative rules have taken effect. We are anticipating this will be by August 1, 2005. To try to answer some of the anticipated questions, please note the Q and A section outlined on the following page.

New Flexibility on *No Child Left Behind* Requirements (continued – page 2)

New Flexibility on *No Child Left Behind* Requirements (continued)

Q. What about the approval of my district's consolidated application?

A. If an aide/paraprofessional is listed on a district's consolidated application and does not have a paraprofessional certificate on file with the State Title I office, the consolidated application cannot be approved. Aides/paraprofessionals who are eligible and wish to obtain an extension using the new flexibility will need to wait until August 1, 2006 when the new emergency administrative rules will be in place. For aides/paraprofessionals who are not eligible for the timeline extension, they must show proof of meeting the qualifications before the consolidated application can be approved.

Q. How do I apply for a certificate or extension?

A. To apply for a paraprofessional certificate of completion—the applicant must download and fill out an application, accessible at www.dpi.state.nd.us/title1/aides.shtm under forms, and fax/mail the application along with proof of requirement completion to the State Title I office.

To apply for a paraprofessional extension—we will define this process once we have approval to proceed with our emergency hearing process.

For questions on the aide/paraprofessional requirements, please contact Nita Wirtz by e-mail at nwirtz@state.nd.us or by telephone at (701) 328-1876.

■ **New Policy on Testing Students with Disabilities**

Last month, the USDE announced that two percent of all students being tested could take a modified test and have their scores count toward adequate yearly progress. This two percent is in addition to the currently allowed one percent flexibility policy covering students with the most significant cognitive disabilities.

The Department of Public Instruction is in the process of revising our state accountability plan in order to use this new flexibility.

■ **Growth Models**

As part of a new flexible approach to implementing the NCLB Act, the USDE staff announced that “things in the past that we have said ‘no’ to, we’re taking a look at”. One example of this is the use of growth models, which track students’ progress from year to year.

The USDE has created an ED Task Force to study the issue.

Title I Funding for 2005-2006

The Department of Public Instruction recently received final allocation amounts for the Title I program for the 2005-2006 school year. North Dakota's State allocation increased by \$61,378.00. Beverly Fischer will now begin the process of recalculating the final amounts for all of the Title programs.

Beverly will post the final allocations on the department's website as well as send an e-mail over the administrator's distribution list when they are available. Barring any unforeseeable circumstances, we anticipate having final allocations posted late next week.

If you have already submitted your consolidated application, we will continue to process it with the preliminary figures. You can make adjustments through a budget revision at a later date. When you receive the official grant award after your consolidated application has been approved, it will indicate your final allocation amount, your official carryover amount, the amount available to spend for the 2005-2006 school year, and the amount that has been approved. You can do a budget revision at that time or anytime throughout the school year.



Math Summer Institute

There is still space available for the 2005 State Title I and Special Education Math Summer Institute, *Computational Fluency*. In particular, the K-3 strand has **eight** openings remaining.

Registration forms will be accepted through July 6, 2005. Registration forms for this institute are available online at www.dpi.state.nd.us/title1/mathregform.pdf. The registration fee of \$100 must be included with this form.

The institute will be held at the Best Western Seven Seas in Mandan, ND, on July 18-19, 2005. More information can be accessed on the Title I website at www.dpi.state.nd.us/title1/events.shtm.

Title I Fiscal Issues

Title I Final Financial Reports are currently being processed. In order to expedite the process, please keep the following items in mind when completing both the financial report and the request for funds forms.

- The Department of Public Instruction Title I office cannot make payments to school districts on unpaid obligations. Therefore, funds requested on line B (cumulative expenditures) on the request for funds form must be paid before the request is made. If you are offering a summer school program or waiting to receive a bill, you must wait until all expenses for the 2004-2005 school year are paid before you submit your final financial report and request for funds forms.
- On the request for funds in the reporting period of expenditures, the dates should be the actual dates of expenses. For example, if you submitted a previous request for funds that requested expenses through April 30, this request would be **From: May 1, 2005 – To: The date of the last check**.
- Keep in mind that if you submit a request for funds form and the reporting period is through June 30, 2005, we cannot process the payment before that date.
- On the final financial report, the total expenditures for fiscal year-to-date (column two) must match your ledger at the school and the total of this column must match line B on the request for funds. This is a huge audit concern for you if you submit estimated figures to the State Title I office and they do not match the figures in your ledger when you are audited.
- If you submit a budget revision to the State Title I office on the ORS, you must provide a description of why the revisions are needed in the space provided on the form in Section A. Many budget revisions are being submitted to the State Title I office with this section blank. This causes a delay in the approval process.

If you have questions or need assistance in completing the final financial report and/or request for funds forms, please contact Mary Neigum, Title I Fiscal Officer by e-mail at mneigum@state.nd.us or by phone at (701) 328-2281.

U.S. Department of Education (USDE) Monitoring Visit

The U.S. Department of Education (USDE) visited North Dakota on May 16-19, 2005 to visit and monitor the Department of Public Instruction's implementation of the *No Child Left Behind* (NCLB) Act. The programs within NCLB that were monitored included: Title I – Part A, Title I – Part D (Neglected and Delinquent), Title I – Part B (Even Start), and Title X – Part C (McKinney – Vento Education of Homeless Children and Youth).

This monitoring visit provided a great experience for the state to review its practices and implementation on NCLB. The USDE monitoring team will generate its official report, outlining recommendations and compliance issues, within 30 business days after the visit.

The department continues to wait for the official written report from the USDE regarding the visit. When this information is released, it will be posted online for review. We will also summarize their findings in the *Title I News* as well as at our upcoming Fall Title I Regional Workshop.

Amendments to the North Dakota State Plan

The department submitted written correspondence to the U.S. Department of Education (USDE) on June 1, 2005, to make amendments to the North Dakota Consolidated State Application Accountability Workbook.

North Dakota's amended plan addresses the following three specific issues:

- **The incorporation of an alternate assessment provision identified in federal guidance, dated May 10, 2005, affecting students with persistent cognitive disabilities, beginning with the 2004-2005 school year.**

The U.S. Department of Education announced that two percent of all students being tested could take a modified test and have their scores count toward adequate yearly progress. This two percent is in addition to the current one percent flexibility policy covering students with the most significant cognitive disabilities. However, when new flexibility such as this is released, it cannot just automatically be implemented across the nation. States that wish to access the new provision must revise their accountability plan and detail how they would utilize the new flexibility in their state.

- **The incorporation of a safe harbor provision for the state's secondary academic indicators, graduation and attendance, beginning with the 2004-2005 school year.**

The Department of Public Instruction proposed to adopt a safe harbor provision for determining adequate yearly progress for the secondary academic indicators, graduation, and attendance. This safe harbor provision would reward districts that reported improvements in attendance rates for elementary and middle schools and graduation rates for high schools.

- **The one-year extension of the current graduation formula for the 2004-2005 school year and a resulting one-year delay of the previously approved graduation formula, beginning with the 2005-2006 school year.**

The Department of Public Instruction seeks permission to extend the previously approved secondary academic indicators formula for one additional year, to apply for 2004-2005 determinations, in order to transition into previous-year data determinations during the spring of the 2005-2006 school year. Effective during the 2005-2006 school year, the determination of graduation and attendance adequate yearly progress indicators will be referenced to graduation and attendance rates of the preceding year. This will allow the department to test in the fall and generate AYP reports for all schools and districts by early spring. This request is a result of our recent Title I monitoring visit by the U.S. Department of Education. The team recommended that we ask for a revision to our current plan in order to generate AYP reports in a timely manner.

If approved by the USDE, the amendments would provide the state additional flexibility in determining the adequate yearly status of schools, school districts, and the state. You can access a copy of our written correspondence requesting these amendments at www.dpi.state.nd.us/title1/targeted/general/reauthoriz/plan.shtm on the department's website. We will provide updated information as soon as we receive a response from the U.S. Department of Education.

2005 Fall Title I Regional Workshop

The State Title I office has set dates for the 2005 Fall Title I Regional Workshops. The first workshop will be held at the Best Western Ramkota Hotel in Bismarck, ND on October 2-3, 2005. The second workshop will be held at the Ramada Plaza Suites in Fargo, ND on October 9-10, 2005.

At these workshops Title I personnel can expect to receive information on key Title I updates, new requirements due to the U.S Department of Education and state monitoring, new resources, and much, much more!

Additional correspondence, a tentative agenda, and a registration form will be mailed to all Title I personnel at the beginning of the 2005-2006 school year.

Praxis II Test Date

For personnel who need to take the Praxis II test, the next testing date is August 6, 2005. You can access an updated one-page handout regarding the registration process for this test at www.dpi.state.nd.us/title1/targeted/general/reauthoriz/praxis.pdf on the Title I website.

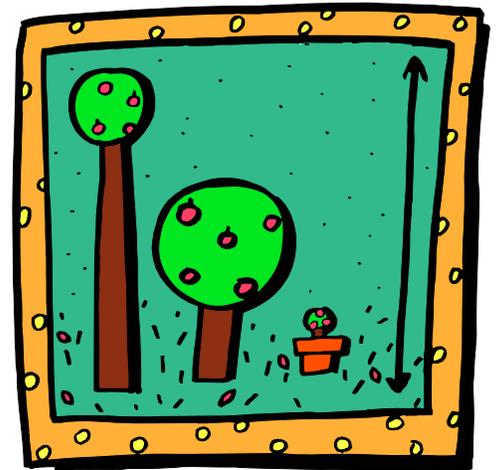
2004-2005 AYP Reports

The department will create an official Adequate Yearly Progress (AYP) report for every school and district in the state for the 2004-2005 state assessment data. This information will be shared with school personnel confidentially through the Online Reporting System (ORS). We anticipate that the building level AYP reports will be available on the ORS by mid July. The district AYP reports should be available to review on the ORS by mid August. The AYP reports will reflect the new cut scores from the bookmark standard setting process that took place this past spring. **It is imperative that school personnel be available in July to review the information on the AYP reports for accuracy.** After school personnel have been given an opportunity to review and provide input on the AYP reports, they will be publicly released and made available on the department's website. The department is hoping to have the official, public AYP reports released statewide by late August 2005.

Director's Report

Summer is now officially here and I hope everyone finds time to relax and enjoy. Please find are some tips for staying informed and up-to-date over the summer months listed below:

- Department staff will be reviewing consolidated applications in full force over the next two months. If we have questions, we will either call or e-mail the contact person listed on the consolidated application. Please remember to check periodically for voice mail and e-mail messages if you will be in and out of your office. It is our goal to have all consolidated applications approved before school starts.
- The *Title I News* is our main mechanism for sharing information with school personnel. Please take the time to read the monthly newsletter over the summer months to keep up-to-date and stay informed on key issues or new information. As indicated in this month's edition, we continue to see new flexibility released by the U.S. Department of Education (USDE).
- For the last several years, the State Title I office has sponsored an IVN session in the fall. The main purpose of the session was to provide school personnel with current information on Title I issues and *No Child Left Behind* changes before the start of the new school year. However, this fall we are sponsoring two Title I regional workshops to provide training and updates on Title I issues. Therefore, we will not be hosting an IVN session. Please mark your calendars and plan to attend the fall regional workshop as we have a significant amount of new information to share.
- In particular, you may want to watch for information to be released on the following pending issues:
 - ✓ District and school AYP information for the 2004-2005 state assessment results will be compiled and released in July over the Online Reporting System (ORS).
 - ✓ Once we have received a response from the USDE regarding our amendments to our state accountability plan, we will post them on our website.
 - ✓ We will also post our official monitoring report on the Title I website once it is received from the USDE.



Monthly Featured Articles

Research Corner

By: Ann Ellefson

Topic: NCLB and Professional Development

The *No Child Left Behind* (NCLB) Act requires that schools implement high-quality, sustained, intensive, and classroom focused professional development that has an impact on classroom instruction and the teacher's performance in the classroom. NCLB describes this professional development to include activities that:

- improve and increase teachers' knowledge of the academic subject(s) they teach,
- enable teachers to become highly-qualified,
- give teachers the knowledge and skills to provide students with opportunities to meet the State standards,
- improve classroom management skills,
- support the recruiting, hiring, and training of highly qualified teachers,
- advance teacher understanding of effective instructional strategies,
- are developed in consultation with and participation of teachers, principals, parents and administrators,
- are designed to give instructional staff the knowledge and skills needed to provide instruction, appropriate language support, and academic support to limited English proficient children,
- utilize technology so that it may be effectively used in the classroom to improve teaching and learning,
- provide instruction in methods of teaching children with special needs,
- include the use of data and assessments to inform instruction, and
- include instruction in ways that teachers may work more effectively with parents.

The information listed above may be lofty for NCLB. However, it is feasible and realistic to implement high quality professional development in your school.

So, what makes high quality professional development? Studies have been conducted and several commonalities have been found in those districts who truly were implementing high quality professional development. These include:

- **Content Focused** – professional development should focus on deepening teacher content knowledge, how students learn particular concepts, provides coherent experiences for participants, and provides opportunities for participants to take part in active learning.
- **Duration of Time** – professional development is more effective when teachers invest more hours and the professional development spans over longer periods of time. One-day or short-term workshops and conferences are not effective methods to reach the NCLB professional development goals.
- **Collective Participation** – professional development with collective participation (teachers at the same school or same grade levels working together) better influences teacher practice.
- **Alignment to Standards** – standards should be embedded into the professional development happening at the school.
- **Continuous Review and Evaluation** – professional development needs should be determined through a needs assessment and evaluated continually to make changes that will better inform instruction.
- **Coordination** – professional development should be coordinated with other programs and initiatives as it is very expensive to implement high quality professional development.

The State Title I office has created a document outlining several ways a school/district may consider implementing this high-quality professional development. This document can be found online at www.dpi.state.nd.us/title1/present/0405regprodev.pdf.

The following resources were used in creating this document:

- Comprehensive Center – Region VI. *Professional Development From the Inside Out: District and School-Level Strategies*. Volume 8, No. 1. Winter 2005.
- Education Commission of the States - www.ecs.org
- *Northwest Teacher*. Volume 2. No. 2. Spring 2001.

Reading Corner

By: Nita Wirtz

Topic: Children of the Code

If you are reading this article you have obviously mastered an educational art form to make sense of an alphabetic code of our society and analyze that code into complete thoughts to understand what others mean...in other words you have learned how to read sometime within your education. Think back to that time and remember the process—was it easy; was it hard; did you struggle with problems; did certain rules trip you up? According to the American Federation of Teachers, “No other skill taught in school and learned by school children is more important than reading.” [Children of the Code, 2005] “Statistically, more American children suffer long-term life-harm from the process of learning to read than from parental abuse, accidents, and all other childhood diseases and disorders combined. In purely economic terms, reading related difficulties cost our nation more than the war on terrorism, crime, and drugs combined.” [Children of the Code, 2005]

Because of this reason, there is a new project due to be released in September 2005 that educators, especially those working in the areas of reading, will want to gain further insight on. Children of the Code is a social education project and public television documentary series with the mission to catalyze and resource a reformation in how our society thinks about the “code” and the “challenges involved to read it.” [Children of the Code, 2005] The project is sited with “three major components: 1) a three hour Public Television documentary series; 2) a ten-hour college, university, and professional development DVD series; and 3) a series of teacher and parent presentations and seminars.”



[Children of the Code, 2005] As sited each has “five major themes including: 1) the history of the code and its effects on the world around and within us; 2) the cognitive, emotional, academic, and social challenges involved in learning to read; 3) how the structure of the code effects learning to read it; 4) what the brain-sciences are teaching us about learning and reading; and 5) how teachers and parents can help their children learn to read better.” [Children of the Code, 2005]

“Children of the Code will take the viewer on a learning journey through the invention, spread, and effects of the alphabetic code. As the story of its history and development unfold, leading computer scientists will examine its integrity, ecology, and functionality as a technology. The series will connect the dots between the code-technology of our writing system and the radically unnatural challenge faced by the human brain in learning to read it. Children of

the Code will also explore many of the issues associated with reading difficulties: oral language background, cognitive processing, affects, intellectual self-concept, self-esteem, linguistic and cultural diversity, academic-vocational success, delinquency-criminality, social-economic ceilings, and others. In addition to the difficulties experienced by those classified as illiterate or dyslexic, we will also explore the self-shaping effects and development risks experienced by all who struggle too long with the frustrations of learning to read. Children of the Code will be the most comprehensive and in-depth exploration of reading and its consequences ever made widely available.” [Children of the Code, 2005]

The target date for the national release of the Children of the Code documentary series is September 2005. A companion book and the expanded DVD series are slated for concurrent release. For more information on this process, please visit the Children of the Code website at www.childrenofthecode.org.

References:

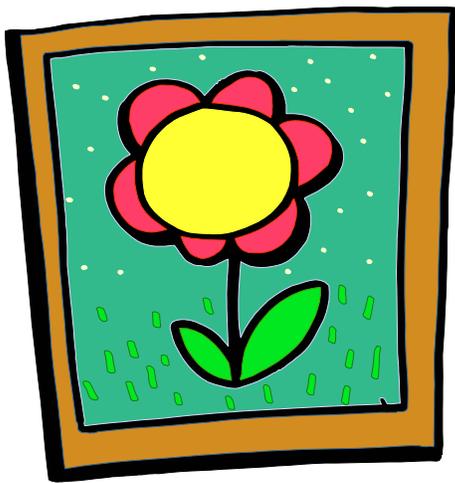
Children of the Code, 2005. Retrieved on 6/20/05 from www.childrenofthecode.org/cotcintro.htm

*Multiplication is vexation,
Division is just as bad
The Rule of Three perplexes me,
And practice drives me mad.*

Old Rhyme – Author Unknown

Few students may be able to repeat the rhyme, yet it may likely be their state of mind as they enter a math classroom. The stigma associated with math and anyone talented in it or expressing an enjoyment of it is often treated as being abnormal. The fact is, math has a tarnished reputation and many feel it is only of interest to nerds and geeks. Studies indicate students reaching the middle grades frequently feel vulnerable to mathematics. This is especially true in the United States. Consequently, they begin to avoid math courses; they receive poor grades in courses they do take and earn low scores in mathematical achievement tests.

Math should be looked at in a positive light to reduce anxiety and make it relevant in the everyday lives of all students. Students should be engaged in exploring, conjecturing, and thinking, rather than occupied in the rote learning and rules of procedures.



Negative attitudes towards math are transferred and cause a lack of understanding, which remains with students throughout their lives. Math is frequently associated with pain and frustration. Negative experiences of adults include unpaid bills, unbalanced checkbooks, and even completing IRS forms, all associated with math anxiety.

Parents may want to use the following activities to encourage a positive attitude towards math:

- Sewing
- Sports
- Home repairs
- Reading a recipe and involving their child in preparing food
- Constructing a model airplane, car, etc.
- Playing games, such as Monopoly, Battleship, Yahtzee

Math should be introduced and viewed in a positive light. Most children grasp mathematical concepts more readily if the concept is first introduced with concrete objects. The use of pictures, cartoons, and manipulatives provide that opportunity. Manipulatives are a diversion from the traditional lecture and books, and students are more inclined to explore and show greater interest in mastering a concept.

Math anxiety is very real for thousands of children and adults alike. Much of the anxiety happens in the classroom due to the lack of consideration for different learning styles. Today's society has a much greater need for mathematics and therefore, teachers must present concepts in a variety of ways. Effective new methods include, but are not limited to, the use of cooperative groups, visual aids, hands on activities, and technology. When teachers relinquish traditional methods, math will be seen as fun early on and that perception will remain with children throughout their lives.

Reading First Corner**By: Gail Schauer****Topic: Congratulations!**

Congratulations to the new North Dakota Reading First schools and the continuing Reading First schools. North Dakota now has 21 Reading First schools. New schools are indicated by a * beside them.

- Bismarck - Jeannette Myhre Elementary School
- Bismarck - Riverside Elementary School
- Bismarck - Will-Moore Elementary School
- Devils Lake - Minnie H Elementary School
- Devils Lake - Prairie View School
- Devils Lake - Sweetwater Elementary School
- *Dunseith Elementary School
- Edmore Elementary School
- Flasher Elementary School
- Grand Forks - Lake Agassiz Elementary School
- *Hillsboro Elementary School
- *Jamestown - Louis L'Amour Elementary School
- *Jamestown - Roosevelt Elementary School
- *Jamestown - Washington Elementary
- LaMoure Elementary School
- Mandan - Fort Lincoln Elementary School
- New Town - Edwin Loe Elementary School
- Park River Elementary School
- Rock Lake - North Central Elementary School
- *Steele/Dawson Elementary School
- *Tappen Elementary School



The newly selected schools are currently preparing to implement their Reading First program. These schools are asked to have all K-3 staff attend the ND Teacher Reading Academies in July 2005; they can start the process of hiring a reading coach; and they will soon be able to order materials needed for their core reading program. Other costs incurred for the Reading First programs at these new Reading First schools should be postponed until the Reading First office completes the final review of the grant application and the Reading First grant is awarded.

The North Dakota Reading First Programs (NDRF) are selected through a competitive grant process. All areas of the grant application must meet Reading First standards in order to be funded. A committee of readers review, evaluate, and score each of the grant applications. The reviewers commented that all the grant applications were well written and the competition was stiff. Unfortunately, funds are limited and choices must be made through the scoring of the applications. All of the hard work and time in submitting a North Dakota Reading First Program Application is much appreciated. The next round of competitions is anticipated to be held in two years, in the spring of 2007, depending on funds available.

Reading First Coach's Meeting

The first Reading First coach's meeting is scheduled for **August 4 - 5, 2005** in the Sakakawea Room on the ground floor of the Capitol. All Reading First coaches must attend. There are no sleeping rooms set aside, but most hotels in the Bismarck area honor state rates (\$50 a night + tax, starting August 1). Just ask for state rates when making a reservation and when checking in. All meals will be on your own.

Title I Staff

Laurie Matzke

Director
E-mail: lmatzke@state.nd.us
Phone: (701) 328-2284

Gail Schauer

Assistant Director
Reading First Program
E-mail: gschauer@state.nd.us
Phone: (701) 328-2285

Nita Wirtz

Assistant Director
Neglected & Delinquent,
CSR Programs
E-mail: nwirtz@state.nd.us
Phone: (701) 328-1876

Ann Ellefson

Assistant Director
Schoolwide Programs
E-mail: aellefson@state.nd.us
Phone: (701) 328-2292

Florence Hilzendeger

Program Administrator
Homeless Program
E-mail: fhilzendeger@state.nd.us
Phone: (701) 328-4646

Sandy Peterson

Program Administrator
Migrant Education,
Math and Reading Credentials
E-mail: smpeterson@state.nd.us
Phone: (701) 328-2170

Mary Neigum

Fiscal Officer
E-mail: mneigum@state.nd.us
Phone: (701) 328-2281

Missy Schiller

Administrative Assistant
E-mail: mschiller@state.nd.us
Phone: (701) 328-2254

Patty Carmichael

Administrative Assistant
E-mail: pcarmichael@state.nd.us
Phone: (701) 328-3264

Lauri Nord

Administrative Assistant
E-mail: lnord@state.nd.us
Phone: (701) 328-2282

Office Fax: (701) 328-4770
Toll Free: (888) 605-1951



Upcoming Events

North Dakota Teacher Reading Academies

These academies are filled with reading strategies for teachers to use in the classroom with their students. Space is limited for participants, so staff in Reading First schools will have priority. However, we may be able to open the trainings up to staff in other schools across North Dakota.

- Kindergarten Teacher Reading Academy – July 11 – 14, 2005
- First Grade Teacher Reading Academy – July 11 – 14, 2005
- Second Grade Teacher Reading Academy – July 18 – 21, 2005
- Third Grade Teacher Reading Academy – July 18 – 21, 2005

All Teacher Reading Academies will be held at Bismarck State College.

More information is available online at www.dpi.state.nd.us/title1/reading/profdev/index.shtm.

Math Summer Institute

Math Perspectives is presenting at this two-strand workshop geared to assist teachers in identifying student needs using *Assessing Math Concepts Assessments*. One strand is geared for K-3 grade teachers and the other is for 4-5 grade teachers. Please note, participation is limited to 50 participants per strand.

- July 18-19, 2005 in Mandan, North Dakota

More information is available online at www.dpi.state.nd.us/title1/events.shtm.

Training Trainers in DIBELS

This three-day workshop will train trainers on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS). The DIBELS is one of the required outcome assessments for all North Dakota Reading First school districts. The DIBELS are a set of standardized, individually administered measures of early literacy development. They are designed to be short (one-minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.

- August 1-3, 2005 in Bismarck, North Dakota

More information is available online at www.dpi.state.nd.us/title1/reading/profdev/index.shtm.

Institute for Beginning Readers

Each Reading First school is encouraged to send a school team. Topics will include: What skills should students be able to demonstrate at specific grade levels?, How do I know what students know and whether they are learning enough?, How do I teach?, How should skills be sequenced?, What should I look for in materials and programs?, What effective, research-based programs can I use? Team participants learn about the components of early reading intervention--Curriculum Design Principles, Instruction, and Assessment--and how to apply them in the classroom. Dave Howe, the presenter, will share tools developed by the University of Oregon and the Western Regional Reading First Technical Assistance Center to help educators answer these questions.

- August 8-9, 2005 in Bismarck, North Dakota

More information is available online at www.dpi.state.nd.us/title1/reading/profdev/index.shtm.

Schoolwide Title I Meeting – Introduction to Schoolwide Programming

The State Title I office is hosting its annual *Introduction to Schoolwide Programming* workshop. This workshop is applicable to all targeted assistance Title I schools who want to learn more about schoolwide programming. All schools interested in becoming schoolwide must have at least a 40% poverty rate to be eligible to be a schoolwide school.

- September 9, 2005 in Bismarck, North Dakota

Information will be available online at www.dpi.state.nd.us/title1/events.shtm.

Title I Fall Regional Workshops

The State Title I office is hosting two regional workshops for Title I personnel.

- October 2-3, 2005 in Bismarck, North Dakota
- October 9-10, 2005 in Fargo, North Dakota

Information will be available online at www.dpi.state.nd.us/title1/events.shtm.