



# Title I News

October 2005

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## New Development Regarding AYP

The North Dakota State Assessment will be administered to grades 3, 4, 5, 6, 7, 8, and 11 in the fall of 2005. Originally, as required under the *No Child Left Behind* Act, the Adequate Yearly Progress (AYP) reports were to reflect grades 3-8 and grade 11 testing for the 2005-2006 school year for the first time.

However, the Department of Public Instruction is requesting an amendment to our State Accountability Plan. We are requesting permission to have the AYP reports only reflective of grades 4, 8, and 11 again for the 2005-2006 school year. North Dakota uses up to three years of testing data to generate AYP reports. Using the fall 2005 results, we would only have two years of assessment data, testing 3-8 and 11, to generate AYP reports. By using 4, 8, and 11 for one additional year, we can continue to use up to three years to generate AYP reports.

We will keep you posted regarding this development through future issues of our Title I newsletter.

## Possible Flexibility on Highly Qualified Staff Provision

On Friday, October 21, 2005, the U.S. Department of Education (USDE) posted a letter to Chief State School Officers regarding the highly qualified teacher provisions of the *No Child Left Behind* (NCLB) Act and elements the USDE will use in determining if states are in compliance.

In the letter, Margaret Spellings, secretary of the USDE, indicates that if a state fails to meet the deadline for ALL teachers to become highly qualified by the end of the 2005-2006 school year, they may be given an additional year to comply with the requirement if they are implementing the law and making a good faith effort to reach the highly qualified goal as soon as possible.

The Consolidated State Performance Report that states must submit in January 2006 outlines where states are in implementing this provision. These reports will be reviewed by USDE personnel to determine compliance. If a state falls short of 100 percent, but shows it is making progress the USDE will require that the state submit a revised plan that addresses the highly qualified goal for the 2006-2007 school year by May 31, 2006.

Log on to [www.ed.gov/policy/elsec/guid/secletter/051021.html](http://www.ed.gov/policy/elsec/guid/secletter/051021.html) to access a copy of Secretary Spelling's letter to Chief State School Officers.



## Parent Notification Documents

As stated in last month's newsletter, the State Title I office has extended the due dates for the following items:

- **Parental Involvement Components – Due January 13, 2006**  
— [www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm](http://www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm)
- **Dispute Resolution Policy – Due January 13, 2006**  
— [www.dpi.state.nd.us/title1/followup.pdf](http://www.dpi.state.nd.us/title1/followup.pdf)

Obtaining school board approval for these policies is definitely best practice; however, it is not necessarily required by federal law. Whether or not a Title I parental involvement policy must be approved by the school board is a local decision based on how other policies are adopted. What is critical is that the policy must be agreed upon by the parents of participating Title I children.

The State Title I office believes it is best practice to have school board approval for the Title I parental involvement documents. Therefore, any school that is unable to meet the January 13, 2006 deadline can receive an extension by contacting Lauri Nord in the State Title I office. Lauri can be reached by telephone at (701) 328-2282 or by e-mail at [lnord@state.nd.us](mailto:lnord@state.nd.us).

Districts received guidance regarding these issues in our September 2005 fall mailing and at our Fall Title I Regional Workshops. Further guidance and sample templates are available at [www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm](http://www.dpi.state.nd.us/title1/targeted/require/parent/index.shtm) and [www.dpi.state.nd.us/title1/followup.pdf](http://www.dpi.state.nd.us/title1/followup.pdf).

## Director's Report

Where does the time go? I cannot believe it's almost November. For my director's report this month, I want to share some Title I unit projects being addressed over the next several months.

- **Reading Month/Math Month** – The State Title I office has again contracted with North Dakota teachers to develop the annual Reading and Math Month packets. The Reading Month packets will be mailed out to schools in December 2005. The Math Month packets will be mailed out to schools in January 2006.
- **Monitoring** – There are additional monitoring responsibilities that must be addressed due to all of the new requirements in the NCLB Act. State Title I staff will be conducting monitoring on the following issues:
  - Parents' Right to Know Clause – Schools will be randomly selected to submit documentation that they have compiled and disseminated information on this requirement.
  - Adequate Yearly Progress (AYP) – Schools will be randomly selected to submit documentation that they have disseminated their AYP report along with correspondence explaining the content.
  - Program Improvement – Schools and districts in program improvement will have their correspondence to parents reviewed to ensure that it contains all of the information required by law.
  - Aide/Paraprofessional Requirements – We will be reviewing PER02s for Title I schoolwide programs to ensure that all instructional aides are highly qualified.
  - Title I Self-Monitoring – State Title I staff will be reviewing information submitted by the 40 school districts selected to participate in the Title I self-monitoring process.
- **Revised Parental Involvement Documents/Dispute Resolution Policy** – All school districts are required to submit their updated parental involvement documents and dispute resolution policy by January 13, 2006. Each school will be assigned to a Title I program staff member who will review the documents and provide written feedback to school personnel as to whether they meet the federal requirements.

Director's Report continued on page 3.



## Director's Report (continued)

- Title I Eligibility Notification – The State Title I office along with Bev Fischer, the department's grant manager, will determine eligibility for the Title I funding for the subsequent school year in February 2006. The State Title I office will send all school personnel written communication showing a comparison of your aggregate units from last year to this year. This information will be used to determine Title I funding for the 2006-2007 school year.
- Title I Cooperative Agreements – Due in part to declining enrollment, each year several school districts become ineligible for Title I funding. The only option besides not receiving Title I services is to form a Title I cooperative agreement. In this arrangement, a non-eligible district co-ops with an eligible district so that they can still receive Title I services. Since more and more districts are being forced to join a cooperative agreement, the State Title I office is going to develop written guidance this winter and plan to hold a spring meeting for all of those districts involved in this process.
- 2005-2006 AYP Reports – School personnel were informed at our regional workshops that the department has a revised timeline for releasing AYP reports for all schools and districts. We are hoping to have tentative AYP reports for the 2005 fall testing available to review for accuracy by March 2006. The State Title I office will use this information to determine which schools and districts are identified for program improvement for the 2006-2007 school year.
- Title I Spring Workshops – This winter the State Title I office will begin preparing for our annual program improvement workshop held in the spring of each year. It has not yet been decided if we will sponsor Title I regional workshops this spring.

## Summary of Fall Title I Regional Workshops

On October 2-3 in Bismarck, ND and on October 9-10 in Fargo, ND, the State Title I office sponsored our Title I Fall Workshops. Approximately 650 school personnel participated in these workshops. Copies of the information and handouts that were distributed will be available on the Title I website at [www.dpi.state.nd.us/title1/present.shtm](http://www.dpi.state.nd.us/title1/present.shtm). If you were unable to attend either of the workshops, it is highly recommended that you review the materials on the website.

During the meetings, we stated that we would post a list of questions and answers (Q & A) in the October newsletter regarding issues that went unresolved over the course of the day. Below are the Q & A highlighted from the meetings.

### Parent Notification

- Q. Does the 4-week notification only pertain to Title I schools?
- A. Yes. Only schools that receive Title I funds are required to notify parents if their child has been taught for four or more consecutive weeks by school personnel that do not meet the definition of highly qualified.
- Q. Does the 4-week notification pertain to aides/paraprofessionals?
- A. No. This regulation, under the Parents' Right to Know clause, only applies to certified teachers.

### Rural Flexibility

- Q. Can a teacher apply for the rural flexibility provision if they are considered highly qualified in a non-core subject? (i.e., major in business)
- A. No. Only teachers of core academic subject areas (as defined by the federal law) are required to meet the highly qualified staff provisions in the *No Child Left Behind* (NCLB) Act. Therefore, the rural flexibility endorsement is only available to staff meeting that definition to allow them additional time to become highly qualified in all core subjects they teach.

## Summary of Fall Title I Regional Workshops continued on page 4.



## Summary of Fall Title I Regional Workshops (continued)

- Q. Who is responsible for applying for the rural flexibility endorsement? The superintendent/administrator, teacher, or both?
- A. A form is being developed by the Education Standards and Practices Board (ESPB) for those who are interested in using this flexibility. The form must be completed jointly by the administrator and the teacher so that the administrator is aware of the status of teachers in becoming highly qualified. This endorsement will then be listed on the teaching license as all other endorsements administered through ESPB.

## Adequate Yearly Progress (AYP)

- Q. Do private schools get AYP reports?
- A. No. Private schools do not receive AYP reports generated through the Department of Public Instruction. Therefore, private school personnel do not have to disseminate AYP information, as public school personnel are required.

School personnel should review the department's Q & A website, [www.dpi.state.nd.us/FAQ.shtm](http://www.dpi.state.nd.us/FAQ.shtm), for updated Title I and Schoolwide information.

## 2005 Title I Award Winners

### Outstanding Title I Educator

Several years ago, the State Title I office started an award called the Outstanding Title I Educator award. We honored our first Outstanding Title I Educator in the fall of 1999.

There are so many dedicated, outstanding Title I personnel (teachers, administrators, aides, etc.) in North Dakota and this award provides an opportunity to honor at least one individual although we realize there are so many!

The Department of Public Instruction, Title I office is pleased to announce that Paula Rogers is the recipient of the 2005 Outstanding Title I Educator Award. Paula is a Title I teacher at Langdon Area Public School District. This award was announced at the 2005 Fall Title I Regional Workshop held in October.

Ms. Rogers is a true mentor to other Title I teachers, is an active member of the State Title I office's School Support Team, is the current president of the North Dakota Reading Association (NDRA), a member of the State Reading First Team, is a frequent presenter for Title I as well as an instructor for the University of North Dakota.



Nominees for the award were Title I educators who have the respect and admiration of students, parents, and colleagues and play an active and vital role in their school's Title I program. The North Dakota Department of Public Instruction solicited nominations in September. The Title I Committee of Practitioners selected the award winner from the nominations received.

Paula was described by those who nominated her as an individual with a tremendous work ethic, a true leader in her school and throughout the state of North Dakota, an innovative teacher who incorporates technology into her curriculum, and a compassionate and enthusiastic teacher. We are so pleased to have Paula represent North Dakota as our 2005-2006 Outstanding Title I Educator.

As a recipient of this award, Paula received a plaque and a grant award for \$5,000. These funds can be used for any allowable Title I expenditure for the Title I program in their school district.

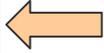
**2005 Title I Award Winners continued on page 5.**



## 2005 Title I Award Winners (continued)

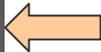
### Caught in the Act Recipients

The State Title I office has established an award entitled, "Caught in the Act". This award recognizes Title I staff who have been "caught in the act" of performing exceptional Title I services and are being honored for these outstanding acts. Four Title I personnel were recognized for this award: Cheryl Hagar from Washington Elementary School in the Minot Public School District, Kara Campbell from Flasher Public School District, Shirley Tiokasin from Warwick Public School District, and Terrie Romine from Kindred Public School District. These awards were also announced at the 2005 Fall Title I Regional Workshops held in October.



Cheryl Hagar was recognized for her work as part of the Title I School Support Team. As a member of this team, Cheryl visits new Title I teachers, provides guidance and assistance to Title I personnel, and assists with projects sponsored by the State Title I office. Cheryl is a true leader in the state and a deserving recipient of a Title I Caught in the Act Award.

Kara Campbell was recognized for the outstanding job she does in helping coordinate Flasher's schoolwide program as well as being an instrumental part of Flasher's Reading First program. Kara is a Reading First coach and has received national training on implementing the Houghton Mifflin program as a core component. Kara's input and involvement has helped create a strong schoolwide and Reading First program in the Flasher Public School District and we are please to recognize her with a Caught in the Act Award.



Shirley Tiokasin was recognized for the outstanding job she does in coordinating Warwick's schoolwide program. Shirley is very organized and on top of things. She does an excellent job of leading Warwick's schoolwide plan and getting the necessary paperwork in on time. Both Warwick Elementary and Warwick High School were in program improvement. However, due in part to Shirley's commitment and hard work, they have both been removed from program improvement status. Shirley made sure that the district applied for the extra funds for schools in program improvement and implemented many additional strategies, including the Success for All program, which was

successful in helping Warwick make AYP for two consecutive years and bump out of program improvement status. We are very pleased to honor Shirley with a Caught in the Act Award.

Terrie Romine was recognized for her dedication to children and obvious commitment to the teaching profession. Terrie is a Title I teacher in Kindred, ND. Terrie also works in the Title I migrant program in the summer. Terrie has demonstrated compassion and has gone out of her way to ensure that migrant children can take part in the summer program. Kindred Public School has a quality Title I program that reaches out to parents and incorporates many innovative strategies. We are very pleased to honor Terrie with a Caught in the Act Award.



As a recipient of this award, these four educators each received a framed certificate and a grant award for \$2,500. These funds can be used for any allowable Title I expenditure for the Title I program in their school district.

## 2006 National Title I Conference

The National Title I Conference is the premiere event for individuals working within the Title I program. With nationally recognized speakers and thousands of participants, this is the ideal place to gain further knowledge about programs, policies, and great ideas pertinent to Title I.

This year's National Title I Conference, A Galaxy of Stars, is being held on January 28-31, 2006, in Dallas, Texas. The conference has been organized around four central themes of learning and teaching, connections, policy and practice, and parent options. Additional information and registration forms for this conference can be accessed at [www.titlei.org](http://www.titlei.org).



## Monthly Featured Articles

Reading Corner

By: Nita Wirtz

**Topic: Tips for Starting the School Year Off on the Right Foot: Interceding as a Parent After the First Nine Weeks!**

Parent-teacher conferences are the time of the year when children get the first evaluation of their school year. For some parents, this time of the year is the time of rewards and for others, it is a time of shock and dismay that their child is not doing as well as they expected.

This article is the second in a two part series on beginning the school year. Part one of this article was published in the August 2005 Title I newsletter. The tips offered in the first article were for teachers in beginning their year successfully. Part two is now centered on parent ideas especially for those needing to assist their child in the education process. These ideas are something that would be a wonderful resource for teachers to communicate with parents during conference time.

### Parent Tips for Assisting in Their Child's Education

- First, let your child know your school expectations as a parent. Knowing that you, as a parent, value education and believe learning is important will set appropriate guidelines in your child's life.
- Ask your child to share his or her schoolwork with you. When evaluating the work, note the grade and any teacher comments that were made on the papers. If the child got a problem wrong, now is a good time to review why the problem was marked incorrect and what the correct answer should have been. Remember that sometimes reviewing mistakes is the best way to learn.
- At report card time, carefully review your child's report card not only for the grades, but also for any attendance and conduct marks or comments. If there is a question on your child's performance, do not be afraid to inquire through the school's counselor or your child's teacher as to observations or other information such as test scores that also indicate results of your child's education. Sometimes many issues contribute to the education of a child. Your child's social patterns, involvement in class, and learning should all be considered as factors involved in education.
- Do not forget the parent-teacher conferences are as much your time as the teacher's time. Do not be afraid to come with questions regarding the education of your child. No question asked is one that is trivial.
- Many school district's have a website listing a variety of materials that are beneficial to parents. To date many school districts in North Dakota have websites that not only list their school policies, but they contain information on school events, calendars of activities, rules and regulations, and also homework hotlines and other tips for parents. Contact your school's administration to find out the web address for your school.
- If you need to communicate with your child's teacher, find out if they have an email address. Communication through email will allow you a convenient, confidential way to communicate with your child's teacher.
- When homework is assigned to your child you can assist your child in several ways. For example:
  - Communicate with your child about their homework and encourage them to ask questions before they leave school so that they understand the assignment.
  - Do not be afraid to inquire about homework, by asking questions like, what is the purpose and how long should it take them.
  - Set aside a time and place at home when and where homework is completed and stick with the plan. Soon it will become a routine activity.

Reading Corner continued on page 7.



## Reading Corner (continued)

- Make a mental note on how long it takes your child to complete their homework. Observe if they are working on task or having problems maintaining their initiative. This information will be beneficial to parents when talking with their child's teachers.
- When problems arise with homework, assist your child by providing guidance but not the answers. For example, referring them to a page number or section to find the answer.
- It is very important to see if your child has done the homework assigned to them. A child that continually does not turn in homework will not only be unable to achieve desirable grades, but they will continually be behind when the next topic in school builds upon the principles of the last assignment.
- Do not forget to reward success. If homework is completed or the child has made progress in an area, reward them though positive efforts.
- If you have questions on homework, find assistance. Your child's teacher may be able to assist with recommendations or perhaps there is a relative within the family that can provide assistance.
- Being a good reader is also an essential skill in school. Many times homework will include reading assignments that can increase the amount of time homework can take a child. Enforcing reading skills can make the difference in the comprehension skills necessary to complete homework in a more efficient manner. Below are some specific skills to assist with reading:
  - Reading aloud is an important practice that should be completed at home on a daily basis if time allows.
  - When a child reads and as the parent listens, they can point out spelling patterns that are similar within groups of words. This information will assist the child in both recognition of words and spelling those words while writing later on.
  - When a mistake in a word takes place, make the correction and then have the child go back and reread the sentence making the proper correction.
  - While proceeding through the story, involve the child by asking questions that require answers in their words about what is happening, who the characters are, the actions of the characters and if their actions are appropriate. Have them predict outcomes before they take place and for creativity, have them think of alternate endings and happenings based on changes throughout the story.
  - Special notes for those children with developmental difficulties can include having books on tape for listening enjoyment.
  - Expose the child to reading in the home through providing a reading corner for the child, encouraging reading as a free-time activity, and by setting the example as a parent reading books, magazines, newspapers, and other written materials.

### Additional Resources

If the above suggestions do not include all of the information that you would like on the subject of parents assisting children, please use the resources below as further educational resources on the topic.

- *Forty-Four Proven Ideas Parents Can Use to Help Their Children Do Better in School* – From the Reading is Fundamental website – [www.rif.org/parents/articles/44waysparents\\_schoolsuccess.mspix](http://www.rif.org/parents/articles/44waysparents_schoolsuccess.mspix).
- *Working with Teachers and School* – From the Reading is Fundamental website – [www.rif.org/parents/articles/Teachers\\_Schools.mspix](http://www.rif.org/parents/articles/Teachers_Schools.mspix).

As stressed in part one of the series, parents and teachers as partners create a great team in a child's education. Remember you are both working for the common goal of the child's success in school. Together you can climb mountains!

Reference – Reading Is Fundamental. (2005). Retrieved on 8/24/2005 from [www.rif.org](http://www.rif.org).



**Math Corner****By: Flo Hilzendeger****Topic: Integrating Mathematics**

Math is a field of study that can be included in many other core subjects and projects. Students generally relish the thought of connecting math with other topics. Suggestions that a classroom teacher may want to attempt with the students in grades four through eight are recommended by Giesele Glosser. (Mrs. Glosser's Math Goodies, Inc., 1998-2005)

***Math and Social Studies***

Once a unit of study has been completed on how to read, interpret, and draw a graph, a teacher may engage students in drawing a graph to compare population, per capita income, population density, and area in square miles of various countries or states.

***Math and Writing***

A student's ability to answer open-ended questions is explicitly stressed in standardized tests. Students are required to provide written explanations, which assess their ability to express mathematical ideas in written form. To develop this skill and possibly increase test scores, the classroom teacher may want to do a math project that involves numbers in a writing project. One such project could require students to answer mathematical problems in complete sentences. The math teacher would grade the answer for mathematical correctness. The Language Arts teacher would grade it for spelling and grammar.

Sample questions:

1. Is 27 prime or composite? Explain your answer.
2. Name four numbers that are factors of 24. Explain your answer.
3. Is 25% of 80 the same as 80% of 25? Explain your answer.

***Math and Sports***

Sports and math can be both fun and educational. Students can compute the percent win-loss of games played by their local team or their favorite sports team. Other assignments may include finding data on major league players and comparing records, then entering the data on a spreadsheet in the computer lab. This assignment could include math, physical education, and technology. It could be a win-win project and an enjoyable assignment.

**Reading First Corner****By: Gail Schauer****Topic: Reading First and Writing**

The Reading First program centers on reading as the first and primary focus, with the purpose of ensuring that all children in American learn to read well by the end of third grade. So where does writing fit into all of this? Can Reading First funds be used for professional development in writing or to purchase writing programs for the school? Can teachers implement a writing skills program during the 90-minute block of reading instruction? Unfortunately, the answer is no, Reading First funds cannot be used for anything other than reading. Nor can the writing instruction take place during the 90-minute block of reading instruction.

We know that reading and writing are reciprocal skills. When a child is learning to write, he/she is also indirectly learning to read. There are many other skills that relate to reading. Richard Allington, IRA President, wrote an article called "The Other Five "Pillars" of Effective Reading Instruction". This article can be found in the June/July 2005 issue of *Reading Today*, in the September 2005 *Prairie Reader*, and on the Title I website [www.dpi.state.nd.us/title1/resource/readresrc.shtm](http://www.dpi.state.nd.us/title1/resource/readresrc.shtm). The "other five pillars," according to Mr. Allington, are Classroom Organization; Matching Pupils and Texts; Access to Interesting Texts, Choice, and Collaboration; Writing and Reading; and Expert Tutoring. I highly recommend reading through Mr. Allington's article.

One cannot argue that these other skills, including writing, are important in getting students to read at grade level, but we need to remember that the focus of the Reading First program is reading instruction. Teaching young children to read is the most critical educational priority facing us. Therefore, Reading First funds and the 90-minute block must be used exclusively for reading instruction. This does not mean that these other skills, including writing, cannot be taught in a Reading First school. It just means that the 90-minute block of time must focus totally on reading and that these other skills must be taught outside the 90-minute block of reading instruction.



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## **American Education Week**

The National Education Association's American Education Week is November 13-19, 2005. This event presents all Americans with a wonderful opportunity to celebrate public education and honor individuals who are making a difference in ensuring that every child receives a quality education. American Education Week's 2005 theme is "A Strong America Starts with Great Public Schools."

More resources, including promotional materials and an online toolkit, can be obtained online at [www.nea.org/aew/index.html](http://www.nea.org/aew/index.html).

## **Upcoming Events**

### **32<sup>nd</sup> Plains Regional IRA Conference – Linking Literacies and Content**

32<sup>nd</sup> Plains Regional IRA Conference – Linking Literacies and Content – is geared toward all educators, but in particular for educators with a special interest in reading.

■ November 9-12, 2005 in Minneapolis, Minnesota

Information is available online at

[www.reading.org/association/meetings/32nd\\_plains.html](http://www.reading.org/association/meetings/32nd_plains.html).

### **National Title I Conference – A Galaxy of Stars**

The National Title I Conference is the premiere event for individuals working within the Title I program. With nationally recognized speakers and more than 3,000 colleagues with whom to compare notes, this is the ideal place to further your knowledge about programs, policies, and great ideas.

■ January 28-31, 2006 in Dallas, Texas

Information is available online at [www.titlei.org](http://www.titlei.org).

### **North Dakota Teachers of Math Conference**

■ March 30-April 1, 2006 in Bismarck, North Dakota

Information is available from Sue Forster at [sue\\_forster@educ8.org](mailto:sue_forster@educ8.org).

### **North Dakota Reading Association (NDRA) Conference**

The 2005 NDRA Conference, Lighting the Fire for Literacy, will feature events such as guest authors, story telling, exhibitors and more. The conference is geared toward educators with a particular interest in reading.

■ April 20-22, 2006 in Fargo, North Dakota

Information is available online at <http://ndreadon.utma.com/intro.htm>.

### **International Reading Association (IRA) Convention**

The IRA's 51<sup>st</sup> annual convention, Great Teachers Inspire the World will inspire you with hot topics and outstanding speakers. Some topics include teaching preschoolers and beginning readers, teaching reading to English language learners, using literature and providing access to books, developing teacher expertise for reading instruction, and preventing and overcoming reading difficulties as well as many more. This convention is for teachers, administrators, and life long learners with a particular interest in reading instruction.

■ April 30–May 4, 2006 in Chicago, Illinois

Information is available online at [www.reading.org/association/meetings/annual.html](http://www.reading.org/association/meetings/annual.html).

