



North Dakota Department of Public Instruction

Title I News

December 2006

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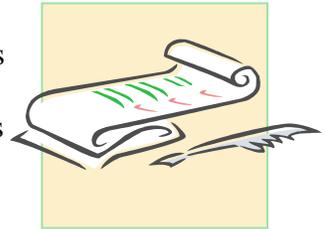
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Please Note!

School districts should not complete their Title I Mid-Year Financial Report until they receive the mid-year report mailing the beginning of January 2007. For more information on this issue, please reference the *Title I Mid-Year Financial Report Reminder* article on page 2 of the *Title I News*.

Watch the Mail...2007 Reading Month Packets Coming Soon

February will be here before we know it and so will Reading Month. The theme of this year's reading month is *Mission Briefcase: Somewhere in the States*. Envelopes containing the printed Reading Month packet were sent out via postal mail on December 19, 2006. The envelopes were generically addressed to each school and have a large, red **READING MONTH** stamp on the front. Be sure to be on the lookout for this packet; you will not want to miss it!



Kindergarten Survey Results Posted

In October 2006, the Department of Public Instruction, through the State Title I office, surveyed all public school districts in North Dakota to gather data on kindergarten programs being implemented throughout the state. This survey information has been compiled and posted online at www.dpi.state.nd.us/title1/earlychild/results.shtm.

If you have questions on this information, please contact the State Title I office at (888) 605-1951.

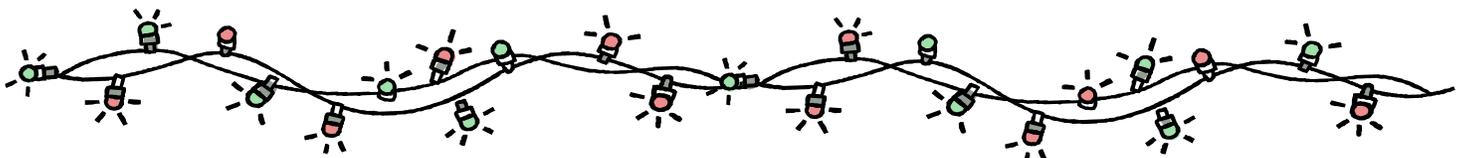
Save the Date – Program Improvement Workshop

The annual workshop for program improvement schools and districts is set for Monday, April 30, 2007 at the Doublewood Inn in Bismarck, North Dakota.

Although schools and districts identified for program improvement are required to attend this workshop, anyone is welcome to attend. The workshop

will provide important requirements and guidelines necessary for schools and districts that are identified for program improvement, as well as provide useful information on school improvement.

A registration form and more information will be sent to all program improvement schools and districts and will be posted on the department's website at a later date.



Title I Mid-Year Financial Report Reminder

The 2006-2007 Title I Mid-Year Financial Report (SFN 7822) will be mailed to school districts the beginning of January 2007. The Title I Mid-Year Financial Report form will tentatively be due on **January 22, 2007**. Please report all expenditures from July 1, 2006 through December 31, 2006. The report should not include any January 2007 expenditures. The Title I Mid-Year Report forms should not be completed and submitted until after your return from the December holiday vacation, as this will ensure that all expenses from July 1, 2006 through December 31, 2006 are accounted for on the report.

Included in the mailing, the State Title I office will be providing each district a copy of their most recent approved budget amounts on file in the State Title I office. These are the amounts districts will use to complete the report. Districts are also reminded that these amounts are to match their ledgers at the local level.

This mailing will also include a summary of the amount of funds the district has available and the amount that has been approved reflecting the census bureau error. If a district has additional funding available and wishes to incorporate it into the budget for 2006-2007, a budget revision must be completed on the STARS prior to expending or claiming these funds.

The Title I Mid-Year Financial Report (SFN 7822) is available online as a PDF document at www.dpi.state.nd.us/forms/sfn7822.pdf and in MS Word format at www.dpi.state.nd.us/forms/word/sfn7822.doc. Guidance to assist you in completing the form is also available online at www.dpi.state.nd.us/forms/instruct/instruct7822.pdf.

If you have questions or need assistance with this form, please contact Mary Neigum, Title I fiscal officer, by email at mneigum@nd.gov or by phone at (701) 328-2281.

DPI 9th Floor Staff Temporary Relocation Reminder

This is a reminder that the Department of Public Instruction (DPI) staff located on the 9th floor are temporarily moved to locations on the State Capitol's 18th floor and the Northbrook Mall until December 29, 2006. All Title I staff have been relocated to the Northbrook Mall. This is only short-term while the floor receives updates due to the capital's fire suppression project.

Department staff can still be reached at their same email addresses, phone numbers, and fax numbers during the move. Also, mail is being forwarded to the appropriate offices.

We ask for your patience during this relocation. Many of our files and working documents are still located at the capitol; therefore, there may be a time delay as to when you get your responses to inquiries.

Directions to the Northbrook Mall are available on the state's website at www.nd.gov/fac/officeinfo/sprinklers/directions%20to%20northbrook.pdf.

Budget Revision Reminder

School districts are reminded that budget revisions may be necessary for your district due to a recent error made by the U.S. Census Bureau. The federal program allocations affected by this error are: Title I, Title II D, and Title V. The revised allocation amounts for these programs are posted online at www.dpi.state.nd.us/grants/allocap.pdf. Please compare the amount listed online with the amount posted on the district's STARS consolidated application to determine if a budget revision is required of your district.

In summary, if allocation amounts fluctuated by more than \$100, and the district does not have enough unobligated funds to cover the adjustment, the school district is **REQUIRED** to submit a budget revision to revise the budget accordingly. This budget revision must be done through STARS. No funds will be paid until these required budget revisions are submitted and approved.

All districts are reminded that the maximum reimbursement will be determined by the new allocation amounts.

If your district needs to do a budget revision, please log onto the STARS and complete the process at your earliest convenience. If you have questions or concerns, please feel free to contact the State Title I office.

Directors Report

For my directors report this month, I decided to share some of the questions that have recently been directed to the State Title I office and our response to those questions.

- Q. Can Title I funds be used to send staff to the 2007 IRA Convention, given that it is being held in another country?
- A. Yes. There are no regulations barring use of Title I funds to travel outside of the United States. The use of Title I funds must simply be reasonable and appropriate. The annual IRA convention addresses specific Title I topics and is a very appropriate professional development activity using Title I funds regardless of where it is being held.
- Q. How long can a substitute teacher be utilized to provide Title I services?
- A. It depends. The use of substitute teachers for Title I is primarily intended to be short term to allow Title I personnel to attend professional development or when ill. According to the Approval and Accreditation office within the department, there is no such assignment as a long term substitute. The department is currently working on a policy statement regarding duration of substitute teachers. However, once a teaching position has been vacated, it is no longer appropriate to hire someone as a substitute teacher. If there is no highly qualified teacher of record on contract, then there is no one to substitute teach for. In that case, placing someone in the classroom becomes a teaching assignment. Any staff assigned to teach Title I must be highly qualified and have the appropriate Title I credential. Initial Title I credentials are available for Title I personnel if a plan of study is approved.
- Q. Can students on an IEP also receive Title I services?
- A. Yes. Special education students are eligible for Title I services on the same basis as all other students. You cannot exclude special education students just because they are already receiving extra services, as that would be discrimination. These students must be chosen, ranked, and served on the same basis as all other students. In addition, local schools may not create a policy saying that they won't double serve students. However, IEP or LEP students are also entitled to additional services required by law because of their disability or their limited proficiency in English. School staff may decide that these additional services required by law are sufficient to enable them to meet the state's challenging standards, or that a child who is not receiving any additional services is more qualified for Title I services. Every situation and student is unique and should be considered for services on a case-by-case basis. Again, Title I teachers must use their best professional judgment in making decisions as to which students are in greatest need to receive Title I services.
- Q. Can Title I teachers work with Title I students during the 90 minute block of instruction in a Reading First program?
- A. No. Title I students need to receive their reading instruction from the classroom teacher and for the same duration that is made available to all students in the classroom. The 90 minute block is intended to be a period when core reading instruction is provided and at-risk students need that core instruction more than anyone else. Since these students are struggling in reading, they are entitled to additional, supplemental reading instruction above and beyond what a proficient student needs to receive. At-risk students need to be provided with additional instruction time to accelerate their progress rather than given replacement services.

Response to Intervention (RTI) Survey

School administrators and building principals should have received an email soliciting their input regarding RTI initiatives within North Dakota schools. The link to the survey was provided in the email. If you have any questions regarding the contents of the survey, please contact me by email at lmatzke@nd.gov or by phone at (701) 328-2284 or John Porter, Special Education Regional Coordinator, by email at jmporter@nd.gov or by phone at (701) 328-2714.

Federal Title Funding Update

Congress finished up legislative business by passing a third continuing resolution which will temporarily fund education programs at the 2006 funding levels. This continuing resolution expires on February 15, 2007.

The new Congress will now have to address appropriations for the 2007-2008 school year when they convene in January 2007. The continuing resolution will probably have to be extended again before it is eventually replaced by legislation in the New Year. This means that the funding timeline outlined in the November Title I newsletter will be delayed. The major concern that arises is not having the estimated allocation amounts for the 2007-2008 school year before contracts need to be renewed. We will keep you posted on the allocation process in upcoming issues of the *Title I News*.

Update on the Highly Qualified Staff Provision

An issue that continues to be at the forefront both at the national level and in North Dakota, is the highly qualified staff provision. Most articles written on the upcoming reauthorization of the *No Child Left Behind* Act suggest that the highly qualified staff issue will continue to be a national priority.

Even in the State Title I office, we field questions on highly qualified staff issues on a daily basis. The following comments are a sampling of the types of highly qualified issues currently being addressed within the department:

- We have received questions from the field asking how someone with a major in art, physical education, or vocational education major can get a Title I credential. At the elementary level, an applicant for a Title I credential would need a major in elementary education. At the secondary level, an applicant would need a major in English, science, or social studies. Educators without majors in these specified areas are not qualified to apply for a Title I credential.
- Conversations have occurred with administrators who didn't realize their staff needed to be highly qualified because they are not a Title I school. Even though the highly qualified provision is a Title I law, it applies to all districts, schools, and teachers in the state.
- We have several consolidated applications that can not be approved because there are teachers assigned to core content areas who are not highly qualified to teach in the areas identified.
- The Approval and Accreditation office communicates daily with school personnel regarding teachers who have been inappropriately assigned to teach in a position where they are not highly qualified and, therefore, the MIS03 report was flagged.
- The Title II office continues to generate and review reports required by the USDE to outline North Dakota's status in getting all teachers highly qualified. These preliminary reports are showing a significant number of teachers who are not highly qualified in the areas they have been assigned to teach.

These numerous issues are somewhat alarming, considering that we are past the deadline to meet the highly qualified staff provision. Data are being validated to ensure reliable reports on all teachers, schools, and districts.

As the data are addressed, we will be better positioned to know where there is possibly a lack of communication and understanding of the highly qualified staff requirements.

According to both federal and state law, all teachers were required to meet the highly qualified staff provision as of **July 1, 2006**. The only exceptions are teachers who have an approved Rural Flexibility Endorsement or a Teaching Alternative Flexibility Endorsement (TAFE) on file with the Education Standards and Practices Board.

There are serious repercussions for districts that are found out of compliance regarding this issue, including a loss of their approval status, a loss of state foundation aid dollars, and placing their Title I funding in jeopardy.

Update on the Highly Qualified Staff Provision continued on page 5.

Update on the Highly Qualified Staff Provision (continued)

Listed below are both resources and staff that can be utilized to answer questions and gain further knowledge on the highly qualified staff requirements:

Staff

▪ Sandy Peterson Title I	smpeterson@nd.gov 701-328-2170	Questions on Title I credentials
▪ Janet Welk ESPB	jwelk@nd.gov 701-328-9641	Questions on licensing
▪ Annette Miller Approval and Accreditation	amiller@nd.gov 701-328-4647	Questions on the Accreditation Report at the elementary level
▪ Paula McKay Approval and Accreditation	pmckay@nd.gov 701-328-4563	Questions on the Accreditation Report at the secondary level
▪ Greg Gallagher Standards and Achievement	ggallagher@nd.gov 701-328-1838	Questions on Title II reporting on highly qualified teachers
▪ Jeanette Kolberg Special Education	jkolberg@nd.gov 701-328-4561	Questions on highly qualified Special Education teachers

Resources

- ESPB's Teacher Quality Toolkit - www.nd.gov/espb/licensure/docs/tool-kit-draft.pdf
- ESPB's License Codes/K-12 Curriculum Manual - www.nd.gov/espb/licensure/docs/License-Code-Manual-2005.pdf
- Highly Qualified Special Education Teachers - www.dpi.state.nd.us/speced/teacher/qualified.shtm
- North Dakota Consolidated State Application, September 1, 2003 - www.dpi.state.nd.us/grants/090103.pdf
- Improving Teacher Quality State Grants Guidance by USDE - www.ed.gov/programs/teacherqual/guidance.doc
- Title I Highly Qualified Teacher Toolkit - www.dpi.state.nd.us/title1/targeted/general/reauthoriz/quality.shtm
- Title I Information on Credentials - www.dpi.state.nd.us/title1/targeted/require/read/new/index.shtm

Research Corner

By: Ann Ellefson

Coaching for Improvement

In schools, instructional coaches can take on a variety of focuses. In North Dakota, we are seeing an increased trend in schools utilizing coaches to assist with literacy and math instruction. Although it seems like a relatively new concept in educational reform, the concept of instructional coaches, in particular literacy coaches, has been around since the 1930s (Hall, 2004). During this era, these individuals acted as supervisors to assist teachers in improving their reading instruction (Hall, 2004). From this time on, the role of instructional coaches changed as schools continued to evolve into what they are today.

A variety of terms and programs are used throughout the United States to describe what we call instructional coaches. These terms include:

- reading apprenticeship (used on West coast)
- reading advisors
- reading mentors
- reading specialists
- change coaches
- content coaches
- Collaborative Coaching and Learning (used in Boston)

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Research Corner (continued)

Although the term varies, the purpose of a coach remains the same. It is the role of the coaches to increase the instructional capacity of teachers so they can better incorporate literacy or math into their instruction (Hall, 2004). Coaches are to help design, monitor and assess achievement, observe instructional practices, model quality instruction, provide professional development to other teachers, coach teachers, improve achievement, perform evaluations, etc. (Hall, 2004; CEEE, n.d.). Effective coaches communicate with their teachers, both during class as well as at other times (Hall, 2004). This communication should always focus on increasing student achievement and instructional capacity. As the Florida Literacy and Reading Excellence Center states, “The job description of a literacy coach is as multidimensional as reading itself. One must possess the social skills of a seasoned politician, the knowledge of an ivy-league professor, the experience of a veteran schoolteacher, and the flexibility of a gymnast” (FLaRE Center, n.d.).

As your district considers hiring someone to fit the role and responsibilities of an instructional coach, they must possess the right knowledge, interpersonal skills, adaptability, flexibility, and potential for growth. The Florida Literacy and Reading Excellence (FLaRE) Center has a professional paper entitled *Coaching: A Continuum of Professional Development*, that outlines the characteristics that instructional coaches should possess. This document is available online at <http://flare.ucf.edu/ProfessionalPapers/FLaRE%20Professional%20Paper%20-%20Coaching.pdf>.

Below is a list of online resources that schools can reference prior to implementing an instructional coaching program. These tools can also be used to modify and strengthen current programs.

- [Literacy Coaching Clearinghouse](#) - This website is a joint initiative between the International Reading Association (IRA) and National Council of Teachers of English (NCTE). The clearinghouse has three goals including: increasing the knowledge base, research, and practice of literacy coaching; assisting districts, schools, and literacy coaches in their development of quality coaching programs; and bringing together people interested in forming professional learning communities.
- [The Literacy Coach: A Key to Improving Teaching and Learning in Secondary Schools](#) - Many secondary schools and districts are beginning to implement programs designed to improve adolescent literacy. These programs recognize that effective, continuing, and supportive staff development—for teachers, administrators, and key district-level personnel—is critical to success. Key players in the change process are *literacy coaches* who are master teachers that provide essential leadership for the school's overall literacy program. This information is provided by the Alliance for Excellent Education.
- [Reading First Coaching: A Guide for Coaches and Reading First Leaders](#) - Literacy coaching is a professional development "delivery mechanism" recommended by the U.S. Department of Education (Guidance for the Reading First Programs, 2002). This detail-rich guide for coaches and Reading First leaders is a resource provided through the North Central Regional Education Laboratory.
- [Coaches in the High School Classroom: Studies in Implementing High School Reform](#) - This report profiles six coaches working in two districts whose reform models stress instructional coaching figures. This report offers fuel for discussion about the potential and the challenges of coaching, particularly for current and future coaches and coach coordinators.
- [Coaching: A Strategy for Developing Instructional Capacity](#) - Coaching is an increasingly popular strategy for districts seeking large-scale improvement in instruction. To help guide district leaders in the practice, the Annenberg Institute and the Aspen Institute Program on Education have co-published this paper titled "Coaching: A Strategy for Developing Instructional Capacity." The paper describes what coaching is, what coaches do, the kinds of supports that coaches need, and the potential benefits to both educators and students.

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Research Corner (continued)

- Responsive Literacy Coaching – Tools for Creating and Sustaining Purposeful Change - In Responsive Literacy Coaching, Cheryl Dozier draws on twenty-four years of experience as an elementary classroom teacher and teacher educator to present both a theoretical framework and practical tools to enact responsive literacy coaching. Through thoughtful and purposeful coaching, teachers learn effective ways to improve literacy instruction and student achievement.
- Literacy Coaching: How School Districts Can Support a Long-Term Strategy in a Short-Term World - The report describes how five school districts are using literacy coaches to build teachers' skills and knowledge in literacy instruction. This paper also offers recommendations to both district and state policymakers regarding how to support effective literacy coaching.

Since the use of instructional coaches is increasing across the state of North Dakota, the State Title I office will be working on guidance, including a Title I Fast Fact on this issue. This information will be available in the near future and will be posted on our website. As always, we will inform Title I personnel as this and other new information is added to our website.

Resources used for this article include -

- Center for Equity and Excellence in Education (CEEE). (n.d.). *Literacy Coaching*. Retrieved December 7, 2006 from <http://ceee.gwu.edu/Lit/LiteracyCoaching.html>
- Hall, B. (2004). *Literacy Coaches: An Evolving Role*. Carnegie Reporter. Retrieved December 7, 2006 from www.carnegie.org/reporter/09/literacy/index.html
- Florida Literacy and Reading Excellence (FLaRE) Center. (n.d.). *Coaching: A Continuum of Professional Development*. Retrieved December 7, 2006 from <http://flare.ucf.edu/ProfessionalPapers/FLaRE%20Professional%20Paper%20-%20Coaching.pdf>

Reading First Corner

By: Gail Schauer

Lesson Plans

Are you looking for supplemental lesson plans for those students who need extra practice? Check out the following sites for additional, ready-to-use lesson plans.

The Florida Center for Reading Research (FCRR) website (www.fcrr.org) is a wonderful resource that disseminates information about research-based practices related to literacy instruction and assessment for children in pre-school through 12th grade. In the spring of 2005, the FCRR determined that teachers may benefit from classroom materials that would be immediately useful in implementing independent student center activities. A team of teachers at FCRR collected ideas and created materials for use in grades K-1 and 2-3. Teachers can find a wealth of information on student center activities covering grades K-3 in all five essential reading components online at www.fcrr.org/profDevStudentCenterActivites.htm. (Please note that at the end of this website address the word “Activites” is misspelled. That is how it needs to be spelled to get to the correct website.)

The McREL website (www.mcrel.org) has selected lesson plans and other resources that are helpful for curriculum planning, including activities developed at McREL for specific benchmarks. Lesson plans are organized into thirteen different topics, including language arts. This website can be found at www.mcrel.org/lesson-plans/index.asp.

The Educators Reference Desk website (www.eduref.org) has a collection of more than 2,000 unique lesson plans which were written and submitted by teachers from all over the United States and the world. Lesson plans are organized into topics, including language arts. The language arts lesson plans are broken into many different categories such as alphabet, story telling, listening comprehension, phonics, reading, and vocabulary. This site can be found at www.eduref.org/Virtual/Lessons/index.shtml.

When choosing supplemental lessons for students, look carefully at the assessment data results. Choose the lessons or activities that relate to the skills that, according to the assessment results, indicate the students' needs for more instruction or practice.

Title I Staff

Laurie Matzke
Director
Email: lmatzke@nd.gov
Phone: (701) 328-2284

Gail Schauer
Assistant Director
Reading First Program
Email: gschauer@nd.gov
Phone: (701) 328-2285

Nita Wirtz
Assistant Director
Neglected & Delinquent,
CSR Programs
Email: nwirtz@nd.gov
Phone: (701) 328-1876

Ann Ellefson
Assistant Director
Schoolwide Programs
Email: aellefson@nd.gov
Phone: (701) 328-2292

Florence Hilzendegeer
Program Administrator
Homeless Program
Email: fhilzendegeer@nd.gov
Phone: (701) 328-4646

Sandy Peterson
Program Administrator
Migrant Education,
Title I Credentials
Email: smpeterson@nd.gov
Phone: (701) 328-2170

Mary Neigum
Fiscal Officer
Email: mneigum@nd.gov
Phone: (701) 328-2281

Missy Schiller
Administrative Assistant
Email: mschiller@nd.gov
Phone: (701) 328-2254

Patty Carmichael
Administrative Assistant
Email: pcarmichael@nd.gov
Phone: (701) 328-3264

Lauri Nord
Administrative Assistant
Email: lnord@nd.gov
Phone: (701) 328-2282

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

Upcoming Events

National Title I Conference

- January 27-30, 2007 in Long Beach, California
Information is available at www.titlei.org

4th International Conference on Positive Behavioral Support (PBS)

- March 8-10, 2007 in Boston, Massachusetts
Information is available at www.apbs.org/conference/Default.aspx.

North Dakota Reading Association (NDRA) Conference

The 2007 NDRA Conference, *Bully for Reading*, will feature events such as guest authors, story telling, exhibitors, and more. The conference is geared toward educators with a particular interest in reading.

- March 15-17, 2007 in Dickinson, North Dakota
Information is available at <http://ndreadon.utma.com/intro.htm>.

National Council of Teachers of Mathematics (NCTM) Annual Conference

- March 21-24, 2007 in Atlanta, Georgia
Information is available at www.nctm.org/meetings/atlanta.

North Dakota Council of Teachers of Mathematics (NDCTM) Annual Conference

- March 30-31, 2007 in Fargo, North Dakota
Information is available at www.dpi.state.nd.us/events.shtm.

Title I Program Improvement Workshop

- April 30, 2007 in Bismarck, North Dakota
Information will be available at www.dpi.state.nd.us/title1/events.shtm.

International Reading Association (IRA) Annual Convention

The IRA's 52nd Annual Convention, *Literacy Without Boundaries*, will inspire you with hot topics and outstanding speakers. This convention is for teachers, administrators, and life-long learners with a particular interest in reading instruction.

- May 13-17, 2007 in Toronto, Canada
Information is available at www.reading.org/association/meetings/annual.html.

North Dakota Positive Behavioral Support (PBS) Conference

The Department of Public Instruction is sponsoring a workshop for all schools participating in PBS.

- August 1, 2007 in Bismarck, North Dakota
Information will be available at www.dpi.state.nd.us/events.shtm.

Title I 2007 Fall Workshop

The State Title I office is sponsoring a fall workshop for Title I personnel.

- October 8-9, 2007 in Bismarck, North Dakota
Information will be available fall 2007 at www.dpi.state.nd.us/title1/events.shtm.

