



North Dakota Department of Public Instruction

Title I News

March 2007

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Are You Renewing Your Title I Credential(s) And Your Teaching License?

To be eligible to work in a Title I classroom, your math and/or reading credential must be renewed on or before the expiration date. Your district's Title I funds will be in jeopardy if you teach in a Title I classroom with an expired credential.

It is a very common misconception that credentials are renewed automatically when a teaching license is renewed.

Teachers renewing their **teaching license** are to direct all questions and correspondence to the **Education Standards and Practices Board (ESP)**. You can contact their office by telephone at (701) 328-9642 or by email at espinfo@nd.gov.

Teachers renewing their **Title I reading and/or math credential(s)** are to direct all questions and correspondence to the **Department of Public Instruction's Title I office**. Teachers can contact Sandy Peterson in the State Title I office by telephone at (701) 328-2170 or by email at smpeterson@nd.gov.

Please note: In most cases, when your teaching license is due for renewal, so is your reading and/or math credential. The Title I office does not send out renewal notices> It is your responsibility to contact the State Title I office to ensure your credential(s) is renewed.

If you have further questions, please contact Sandy Peterson at (701) 328-2170 or smpeterson@nd.gov.

Title I Allocations for 2007-2008

In mid-February, a joint funding continuing resolution was passed to provide an appropriation for the 2007-2008 school year. Title I, as a nation, received a

slight increase from last year. North Dakota was told to prepare for a decrease in our state allocation due to a decline in our census data. We received our estimated state Title I allocation on March 27, 2007. North Dakota's State Title I allocation decreased by approximately \$220,000.

Beverly Fischer will be back in the office on April 2, 2007, and will begin generating estimated federal Title allocations. We anticipate that estimated allocations will be posted on the department's website by April 10, 2007.

An email will be sent to school district administrators when the final allocations have been calculated and posted on the department's website. School district's new indirect cost rates for the 2007-2008 school year will be released with the final allocations. School personnel will need to check the web for their allocations, as letters will not be mailed indicating the allocation amounts. The department typically receives final allocations in May.



Preliminary AYP Report Update

The department will again create an official Adequate Yearly Progress (AYP) report for every school and district in the state for the 2006-2007 state assessment data. The 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 the week of April 2-6, 2007.** It is imperative that school personnel review the information on the AYP report 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 will then release the preliminary district AYP reports for review.

Math Month Mailing

All schools in North Dakota should have received the 2007 Math Month packet entitled *Sports Math Activities*. Envelopes containing the printed Math Month packet were mailed during the first part of March. In addition to mailing this document, the State Title I office has posted the packet on the Title I website at www.dpi.state.nd.us/title1/resource/month.shtm. If you have not received a printed copy of the Math Month packet, please take a moment and download the information from our website. Feel free to distribute it to others in your school!

Program Improvement Workshop

The *No Child Left Behind* Act requires that states review AYP reports of entire school districts and school buildings to identify those in need of improvement. At this time, we are waiting for the department to compile and issue the 2006-2007 district and school AYP reports. Those districts and schools that have not made Adequate Yearly Progress for two or more consecutive years, will be identified for program improvement.

On April 30, 2007, the State Title I office will be hosting a workshop for districts and schools that have been identified for program improvement to inform them of the requirements and provide them with resources and guidance on implementing the requirements. All school personnel are welcome to come; however, this workshop is mandatory for those districts and schools identified for improvement. The registration form will be available online at www.dpi.state.nd.us/title1/events.shtm.

Mayville State Courses

For your convenience, listed below are three core courses that are required in order to obtain the Title I reading credential. These courses will be offered the summer of 2007 at Mayville State University.

SHORT TERM CLASSES:

EDUC 425	Reading in the Content Area	May 15 - May 18, 2007 - 8:00 a.m. - 4:00 p.m. June 8, 2007 - 9:00 a.m.- Noon
EDUC 350	Remedial Reading (on campus - 6 weeks of classes)	June 4 - July 13, 2007 - Monday - Friday- 7:00 a.m. - 8:20 a.m.

COURSE BY ARRANGEMENT:

EDUC 351	Remedial Reading Practicum	June 4 - July 13, 2007
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COURSES OFFERED ON THE LRSC CAMPUS:

EDUC 350	Remedial Reading	May 21 - June 1, 2007 - 7:30 a.m. - 11:45 a.m.
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If you have questions, please contact the Mayville State registrar at (701) 788-4774.

Director's Report

What is happening in the State Title I office? Springtime is usually pretty chaotic. Listed below are some of the initiatives that we are currently working on.

May IVN Session

The State Title I office is tentatively planning to conduct a two-hour IVN session in mid-May to update Title I authorized representatives and coordinators on pertinent Title I and NCLB issues. This session can also be used to renew a Title I coordinator credential. Further information regarding this technical assistance opportunity will be forthcoming.

Monitoring

There are many Title I monitoring responsibilities due to the requirements specified in the NCLB Act. The Title I office is currently monitoring schools in the following areas:

- ▶ 40 districts selected to participate in the self-monitoring process
- ▶ Parents' Right To Know dissemination requirements
- ▶ Aide/paraprofessional certification
- ▶ AYP dissemination requirements
- ▶ Program improvement plans

Program Improvement Identifications

As soon as the 2006-2007 AYP report information is released over the ORS, the State Title I office will be corresponding with schools and districts that are identified for program improvement for the 2007-2008 school year.

2007-2008 Consolidated Application

The State Title I office is working on updating our guidance that will assist school personnel in completing the Title I portions of the consolidated application.

Reading First/Title I/Special Education Summer Symposium

The department is busy preparing for the 2007 Summer Symposium. This professional development opportunity combines the efforts of Reading First, Title I, and Special Education into one event. A variety of training sessions will be offered to North Dakota educators during the Summer Symposium.

2007 Fall Title I Workshop

The State Title I office is working on the details of our annual fall workshop. Title I educators and administrators can expect to read more about these details in the April issue of *Title I News*.

Spring Title I Mailing

Each spring, the Title I office distributes an end-of-the-year mailing to all Title I personnel. This mailing will contain information on end-of-year reports (i.e., Personnel Report, Request for Funds, etc.) as well as information on the consolidated application process for 2007-2008, information on the 2007 Fall Workshop, and registration information for the 2007 Summer Symposium. We anticipate mailing this information out in April 2007.

Title I Targeting Process

For the eleven large districts that must participate in the Title I targeting process, a packet of information is being compiled and is scheduled to be mailed the week of April 2 – 6, 2007.

Program Improvement Workshop

The State Title I office is busy planning our annual workshop for all schools and districts that are identified for program improvement. The date for this year's Program Improvement Workshop is Monday, April 30, 2007. This workshop is open to any individual who has an interest in the program improvement requirements or process. However, due to the many requirements mandated in the NCLB Act, schools and districts identified for program improvement are **required to send representation to attend** the workshop.

End of Year Reminders

As the end of the school year nears, schools are reminded of some requirements outlined in Title I law. These requirements are to be implemented at or near the end of each school year. These requirements pertain both to targeted assistance and schoolwide programs.

Annual Assessment of Parental Involvement

At the end of each school year, Title I programs must evaluate parental involvement. This assessment method must be documented and available for review. Often, Title I programs choose to meet this requirement by administering a survey to Title I parents in a targeted assistance setting and to all parents in a schoolwide setting. The survey should ask parents to respond to the school's parental involvement plan and how effective and realistic the activities were during the school year. The school will also want to ask programmatic questions regarding the Title I program or the schoolwide plan. Sample surveys are available at <http://www.dpi.state.nd.us/title1/targeted/require/parent/assess.shtm>.

Please note that you do not have to use a survey to meet this requirement, this is just the most common method. Other ideas for this requirement could be having an end-of-the-year meeting to assess the program with parents or actually calling parents at the end of the year and asking assessment questions. Whatever method you use, **please remember that you must somehow document that the assessment took place.**

Annual Review

Each year schools are required to hold an annual review meeting to review all the components of your Title I program or schoolwide plan. This is also an opportune time to review the data collected through the annual assessment of parental involvement (see above). Usually Title I personnel, an administrator, and several classroom teachers as well as any other interested/involved staff members attend the annual review meeting. This meeting must be documented with an agenda, meeting date, and/or minutes of the meeting. A sample format for a targeted assistance annual review is available at www.dpi.state.nd.us/title1/targeted/require/review/minutes.pdf. Information on a schoolwide annual review can be found online at www.dpi.state.nd.us/title1/springwkshp/swreview.pdf.

Schools are required to inform parents of the results of this annual review meeting. This can be done any way you wish, but this requirement must also be documented. Some ideas for informing parents on the results of the meeting include summarizing it in an article in the school newsletter, writing a memo to parents, or putting it on the agenda for your required Title I Parent Meeting held in the fall of the subsequent school year.

Math Corner	By: Flo Hilzendeger	Strategies for Math Teachers
<ul style="list-style-type: none"> ▪ Teaching can not occur without the teacher being in control of the classroom. ▪ Talk to students, not over them. Little information is being presented nor do students comprehend when the instructor attempts to talk over the noise in the classroom. ▪ Being structured and following a routine is good practice; however, it is also beneficial to provide a variety of activities to evade repetitiveness. ▪ Encourage student participation, call them to the board, and have them complete two or three problems. Have other students do the work at their desks, have the students exchange places, and do several more problems. This works especially well with struggling math students. ▪ Students also learn from one another. Plan some cooperative learning time. 		

Math Corner continued on page 5.



Math Corner (continued)

- Teach students good problem solving skills through critical thinking and real world scenarios. The following scenarios are suggestions:
 - Request that they schedule two weekly 45 minute music periods and two weekly 45 minute physical education periods for each of the six classrooms. Keep in mind there is only one teacher for each course. They must also work around the other classroom requirements of 90 minutes per day for language arts, 60 minutes per day for math, 45 minutes per day for science, 45 minutes per day for social studies, and a 45 minute lunch hour, as well as two 15 minute recess periods. School begins at 8:30 a.m. and ends at 3:00 p.m. Remind them to also schedule a 45 minute art class and a two 20 minute library periods per week, per classroom. Lunch will also need to be scheduled for each grade level.
 - Have students figure the amount of interest paid on a \$100,000.00 loan, for a home, at 6%, for 15 years. A \$120,000.00 loan for 20 years at 5% interest. A \$150,000.00 loan for 30 years at 4.5 % interest.
 - Students are to figure the cost of taking 14 people to lunch at a restaurant. The cost of the luncheon will be paid by the Sports Club. You may want to pick up a menu from your local area restaurant to allow them to make their choices on what they plan to eat and drink. Remind them to include the tax and a 15% gratuity.
- Provide struggling students with examples of what will be included in a chapter or unit test rather than just telling them to study “Chapter 8”.
- Award students for good effort as well as good academics. Critical thinking and a real concerted effort on the part of a student in math class are critical factors when determining a student’s grade.

Taken from Mrs. Glosser’s Math Goodies “Tips for New Math Teachers” by Gisele Glosser
www.mathgoodies.com/articles/beginner_tips.html.

Reading Corner	By: Nita Wirtz	Summer Symposium Update
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As the month of March comes in like a lion, we hope the old saying of “going out like a lamb” will be followed by Mother Nature this year. In the January issue of the Title I newsletter, we offered you a glimpse of what will be a part of this year’s Reading First, Title I, and Special Education Summer Symposium. Our offices has been busy coordinating all the schedules for the approximately three-week training

This year, the symposium will consist of two events. The first event will include a reading, mathematics, and DIBELS professional development and be held at the Grand International Inn in Minot, ND. Please note, the location has changed from the last Reading Corner Article. The second event will include reading, work centers, response to intervention, classroom management, and assessment professional development at the Bismarck State College Campus in Bismarck, ND.

A total of twenty training workshops will be offered this year on a variety of subjects. Please review the calendar and synopsis for further information on each session.

Reading Corner Continued on page 6.

Reading Corner (continued)

**2007 MINOT Summer Symposium
(Title I, Reading First, and Special Education)
June 19 – 26, 2007
Grand International Inn, Minot, ND**

Tues. June 19	Wed. June 20	Thurs. June 21	Fri. June 22
Kindergarten Reading First Academy Presenters: Shari Butler, Renae Orstad, and Tina Pletan Geared toward kindergarten teachers Maximum 50 participants			
First Grade Reading First Academy Presenters: Marie Hughes, Jana Gunderson, and Brenda Ehrmantraut Geared toward 1 st grade teachers Maximum 50 participants			
Response to Intervention Presenter: Sharon Schultz Maximum 100 participants		Elementary Math Presenter: Dr. Leo Edwards, Jr. Maximum 80 participants	
Secondary Math Presenter: Dr. Leo Edwards, Jr. Maximum 50 participants		Secondary Reading Presenter: Jill Jackson Maximum 50 participants	

Mon. June 25	Tues. June 26
Elementary Reading Presenter: Gail Adams Maximum 100 participants	
Basic DIBELS Presenter: Ben Ditskowski Maximum 50 participants	
Differentiated Reading Presenter: Linda Tilton Maximum 100 participants	
Teaching Vocabulary and Comprehension: Helping Students Succeed Presenters: Dianne Graff, Kathy Rooke, Pat Jorgenson, and Marlene Srock Maximum 100 participants	

**2007 BISMARCK Summer Symposium
(Title I, Reading First, and Special Education)
July 9 – 17, 2007
Bismarck State College, Bismarck, ND**

Mon. July 9	Tues. July 10	Wed. July 11	Thurs. July 12
Second Grade Reading First Academy Presenters: Marie Hughes, Dawn Johnson, and Brenda Nilson Geared toward 2 nd grade teachers Maximum 50 participants			
Third Grade Reading First Academy Presenters: Margaret Mahoney, Kim Krogfross, and Susan Atkinson Geared toward 3 rd grade teachers Maximum 50 participants			
IBR (Institute for Beginning Readers) Presenter: Dave Howe Geared toward administrators and coaches Maximum 50 participants		RTI (Response To Intervention) Presenter: Sharon Schultz Geared towards teachers Maximum 100 participants	
Building Leadership Presenters: Martha Smith and Marsha Lloyd Maximum 50 participants		Work Centers Presenter: Shari Butler Maximum 100 participants	
		Sustaining Reading First without Reading First Funds Presenter: Martha Smith Maximum 50 participants	

Mon. July 16	Tues. July 17
Conscious Discipline®: Guiding the Most Challenging Children Presenter: Jill Molli (Loving Guidance) Maximum 50 participants	
Advanced DIBELS Presenter: Ben Ditskowski Maximum 50 participants	
Using Assessment to Drive Instruction Presenter: George Batsche Maximum 50 participants	

Reading Corner (continued)

Below is a synopsis of the training sessions:

Beginning DIBELS – The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is one of the required outcome assessments for all North Dakota Reading First schools. 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. The Beginning DIBELS Training is a two-day workshop that covers the basics of DIBELS, including how to administer, how to score, and how to analyze the results.

Advanced DIBELS – The Advanced DIBELS Training is a two-day workshop for those that have already attended a Beginning DIBELS Training and will cover the DIBELS information more in-depth and with more detail. It will include how to use the DIBELS results to inform instruction.

Building Instructional Leadership – This two-day session presents information, strategies, and tools to help Reading First instructional leaders (e.g., administrators, coaches, reading specialists, and others involved in the Reading First initiative) make informed data-based instructional decisions.

Classroom Management with Conscious Discipline®: Guiding the Most Challenging Children – After Jill Molli's dynamic presentation, you will feel energized and motivated to welcome the diversity of individuals that walk through your classroom door! Almost every classroom has at least one child who does not respond to any form of guidance. These children use all of our time and energy, rendering teaching virtually impossible. This workshop provides participants with the tools necessary to identify, meet, and manage our most difficult children. Jill will be discussing how to replace control with "connectedness" and domination with "structure" in your classroom. During this two-day workshop, participants will learn songs, dances, and role play situations that will bring the fun back to the classroom. We will be offering some "make-n-take" opportunities during the breaks. You will leave with the key ingredient for successful problem-solving classrooms, including the adult and child responsibilities needed to make it work.

Differentiated Reading Instruction – Welcome to a celebration of strategies! Linda Tilton's practical two-day session is filled with a full day of "take back and use" ideas to help every student succeed! Please bring a curriculum unit that you would like to use in developing tools to differentiate instruction in your own classroom. At the end of the sessions, you will have some strategies ready to use with students. Specific strategies will help your students get organized, be accountable for results, compensate for difficulties, and improve their skills. These are the "nuts and bolts" ideas that you will take back and use immediately.

Elementary Mathematics – Elementary Math Institute for Struggling Students – This math course will provide content based on five content standards from the National Council of Teachers of Math (NCTM) and the ND Department of Public Instruction. Hands-on, minds-on manipulatives and technology will be provided for instruction in number and operations, measurement, geometry, data and probability, and algebraic thinking. Teachers will develop materials and have handouts that are grade-level appropriate for instructing students who are learning challenged. Assessment strategies will also be developed.

Reading Corner continued on page 8.



Reading Corner (continued)

Elementary Reading Institute – Effective Instruction for Elementary Struggling Readers: Research-Based Practices – Designed for teachers of at-risk and struggling readers in grades K-6. During the two-day Elementary Reading Institute, participants will learn research based teaching strategies enabling them to increase the reading skills of their struggling readers in the areas of phonemic awareness, decoding, fluency, comprehension, vocabulary and writing. They will also learn procedures for creating a summer or year round reading intervention program that obtains measurable student results. The Elementary Reading Academy incorporates the following research based programs - Teacher Directed PALS, Phonics for Reading, REWARDS, Six Minute Solution, Read Naturally, Skills for School Success and Step Up to Writing- in addition to best practices and efficient techniques that work for general education, special education, Title 1 students as well as English Language Learners.

Institute for Beginning Readers – In this two-day session, team participants learn about the components of early reading intervention including curriculum design principles, instruction, assessments, and how to apply them in the classroom.

Kindergarten, First, Second, and Third Grade North Dakota Teacher Reading Academies (NDTRA) – The North Dakota Teacher Reading Academies are four-day long professional development trainings that can help school districts meet the challenges of the *No Child Left Behind* Act. The academies are built on scientifically-based reading research and highlight issues such as grouping, monitoring student progress to inform instruction, and providing interventions for struggling readers.

Response to Intervention (RTI) – This workshop will cover the definition of RTI; foundations in Research, Practice, and Statute; core principles and key components; an example of a tiered model; policy issues; professional development issues; using RTI data and processes to guide eligibility for student special services; and suggested resources.

Secondary Mathematics – Math Strategies and Standards for Teaching Students in Grades 6-12 – This math course will provide content based on five content standards from the National Council of Teachers of Math (NCTM) and the ND Department of Public Instruction. Hands-on, minds-on manipulatives, and technology will be provided for instruction in number and operations, measurement, geometry, data and probability, and algebraic thinking. Teachers will develop materials and have handouts that are grade-level appropriate for instructing students who are learning challenged. Assessment strategies will also be developed.

Secondary Reading Institute – Designed for teachers of at-risk and struggling readers in grades 7-12. This session will include: Outlining “what’s working” and “what needs attention” in the secondary classroom and looking at the trends across the nation and what the validated research shows are the preferred systems and techniques in for the adolescent learner; Modeling and providing practice and feedback on instructional intensity and student engagement techniques designed for all middle and high school teachers; Planning for explicit, not incidental, teaching of any content; Planning for accessing text for all levels of readers in the content area; Specific comprehension and vocabulary techniques designed to provide a powerful connection to comprehension for all learners; Word attack skills (phonics, multisyllabic word) designed for the teacher of adolescents; and Planning support for daily implementation of techniques.

Sustaining Reading First without Reading First Funds – This two-day session examines an instructional coaching collaborative approach to help Reading First coaches, principals, and leadership teams build leadership capacity and sustain the coaching process and school-wide focus on reading improvement without Reading First funds.

Teaching Vocabulary and Comprehension: Helping Students Succeed – Examines the latest research and best practices regarding vocabulary and comprehension instruction. During this session, you will be given the opportunity to view master teacher and presenter, Anita Archer, teaching evidence-based vocabulary and comprehension approaches in small and whole group settings. The session will also include active learning opportunities that will assist your students in becoming successful readers. Handouts will be provided.

Reading Corner continued on page 9.

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Reading Corner (continued).

Using Assessment to Drive Instruction – Details for this session are being finalized.

Work Centers – This two-day session will provide teachers with information and resources on how to create effective work centers that students can use during the reading block to increase reading achievement. Teachers will have opportunities to create materials for centers that can be used in their classrooms.

Further details on this extraordinary event will be published in upcoming issues of the *Title I News*. The registration information will be mailed to Title I teachers in the Spring 2007 mailing. All registration for this event will be online, details will be provided in the Spring mailing. Please mark your calendars and watch for more information in future months. We look forward to you joining us this summer!

Upcoming Events

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

- March 31-April 1, 2007 in Bismarck, North Dakota
Information is available at www2.edutech.nodak.edu/ndctm.

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.

2007 Minot Summer Symposium

- June 19-22, 2007 and June 25-26 in Minot, North Dakota
Information will be available at www.dpi.state.nd.us/title1/events.shtm.

2007 Bismarck Summer Symposium

- July 9-12, 2007 and July 16-17, 2007 in Bismarck, North Dakota
Information will be available at www.dpi.state.nd.us/title1/events.shtm.

Title I 2007 Fall Workshop

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

