



centerline

Issue #6 Spring 2011

Message from the Director:

Dear Colleague,

Good news: As you may have already heard, New York State Teacher Centers were funded in the state budget adopted in April. On behalf of the Policy Board, who represent you each month at meetings at PTC, our collaborating partners, our teacher unions, our very supportive school districts and Vicki and me, I want to thank you for your efforts in faxing/emailing and sending post cards to our legislators to let them know how much you value the work we do for the teachers on the East End. I can't emphasize how important those efforts were to funding.

Not so good news: Funding was reduced by 50%. We don't yet have word on how that will affect individual centers, but we are sure that because of Districts' support and limited funding from the state, we will be in fine shape for the summer and coming year. In fact, this year has been a very good year for professional development. We have sponsored a number of successful events around the Core Standards and the new assessments and will continue to provide those important activities in the fall of 2011.

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Common Assessments Are a Test for Schools' Technology by Catherine Gewertz

Even small details like electrical-circuit capacity could undermine effort

It's a daunting job for two big groups of states to design multilayered assessment systems by 2014, and a panel of experts has made it even more daunting, composing a long list of concerns about what it will take to make the venture a success.

On its list, the panel included high-level, long-range items such as integrating the tests into systems of instruction, and nitty-gritty, immediate worries such as making sure the tests' computer demands don't blow schools' electrical circuits.



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PTC Hours



Spring 2011

Monday-Thursday
8:30 - 4:30
Closed Friday

Common Assessments Are a Test for Schools' Technology (continued)

The to-do list was sketched out during a six-hour hearing convened April 15 by the U.S. Department of Education. It was the first in a series aimed at advising the two state collaboratives as they design tests for the new common standards in Mathematics and English/Language Arts that have been adopted by all but six states, using \$360 million in federal Race to the Top money. Forty-five states are participating in the consortia.



The meeting focused on the technological challenges states and districts might face in the 2014-15 school year, when the federal government expects the tests to be fully operational. Questions of technological capacity loom, since both consortia plan assessments that are largely computer-based.

Presiding over the hearing, Ann Whalen, a top adviser to U.S. Secretary of Education Arne Duncan, called the technological questions “sticky.” By day’s end, the long list of cautions led one panelist to extend his sympathies to the two consortia, each of which was represented by a small battery of technical experts.

“If I were sitting in your shoes right now, I’d be feeling a bit nervous,” said Michael Russell, who directs the Nimble Innovation lab at Measured Progress, a Dover, N.H.-based assessment company. As chuckles rippled around the room, Mr. Russell hurried to add an optimistic spin, expressing confidence that the test-design teams would adjust to the challenges ahead.

“Twenty years from now, we’ll look back, and it’ll be second nature,” he said.

The two consortia plan to work jointly to size up districts’ capacity to handle large-scale computer-based testing. They said they would soon issue a joint request for proposals from vendors to design a technology-readiness assessment that would give the consortia a sense of districts’ capacity and signal them about what they might need to transition to online testing.

States and districts must soberly assess what’s needed to make that shift, since the consortia’s “great visions of grandeur” involve not just summative tests, but systems that include interim or formative tools, banks of test items, portals, through which test results can be accessed and analyzed, and more, said John Jesse, the assessment director in Utah, which belongs to the SMARTER Balanced Assessment Consortium.

The most problematic capacity issues will be at the schools themselves, Mr. Russell said. If an Internet router can’t handle 60 or 70 computers at once, for instance, problems could arise if a social studies teacher decides to stream video for her class while large groups of students are taking tests elsewhere in the building, he said.

Experts also warned the SBAC and the other consortium, the Partnership for the Assessment of Readiness for College and Careers, or PARCC, to be cautious about administering tests on multiple kinds of devices. Schools might not be able to be “device agnostic,” Mr. Russell said, if a student can’t demonstrate achievement as well on a tablet computer as on a desktop computer. It might not be possible to deliver assessments the same way on different devices “without measurement effects,” he said.

Lessons Learned

A trio of officials from Virginia was on hand to share the state’s experience, since that state was on the leading edge when it ventured into online assessment in 2000. Sarah Susbury, who oversees test administration, scoring, and reporting, noted that Virginia had six years to phase in its online tests, a luxury the consortia won’t have, with their deadlines only three years away. Virginia did not adopt the common standards or join either assessment consortium.

In moving to online testing, a key lesson for Virginia was that it’s impossible to separate assessment and technology, Ms. Susbury said. Experts in both areas must leave their traditional silos and work closely together, she said.

Virginia officials emphasized the importance of having one portal that could serve as the hub for the testing system, from entering and viewing student data to training teachers and posting status updates about problems with the system. Especially during testing windows, it’s crucial to have one place for districts to check for problems, since the state education department and its contracted help desk can’t answer every phone call, said Shelley Loving-Ryder, Virginia’s Assistant Superintendent for Assessment and School Improvement.

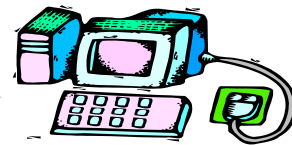
If that experience is any guide, the consortia should be prepared to do “a lot of hand-holding” in training educators at all levels on the new systems, Ms. Loving-Ryder said. As Virginia prepares to pilot online writing assessments, 5th grade teachers are particularly concerned because they fear 10-year-olds’ keyboarding skills could affect test outcomes, she said. The education department is sharing the test interface ahead of time to give teachers time to practice, she said.

(continued on p. 3)

Common Assessments Are a Test for Schools' Technology (continued)

Security Concerns

Online testing also prompts new questions about security of test data, several panelists said. Ms. Susbury warned that “encryption and security are critical” as states endeavor to protect test data. The state learned the hard way that it had to plan for unimagined security emergencies. In the first month of its program, a backhoe doing work on school property during a test severed a key computer line, prompting fear that students' online responses wouldn't be preserved, she recalled.



Mobile devices and “open source” systems pose challenges as well, without adequate attention to security, said Denny Way, a senior research scientist for psychometric and research services at Pearson.

One approach to security for certain kinds of test items, he said, would be to produce and publicly share a huge number of items. Releasing hundreds of essays in English/language arts, for instance, would make it impossible to prepare for so many essays, making cheating very difficult.

Wes Bruce, Indiana's chief assessment officer, warned against that approach. He said he heard that one district in his state released so many test items—in an apparent bid to help students prepare for the test—that it constituted what he viewed as “a crime against kids.”

Concerns expressed by the experts ranged from the big-picture to the very down-to-earth.

Richard F. Rozzelle, the president of the Center for Educational Leadership and Technology, which helps districts and states manage information technology, urged states to use the new testing systems as an opportunity to build a new “information architecture” that would integrate all pieces of the education spectrum, from curriculum design to management of assessment data.

Virginia officials urged the test-design teams to size up even the most basic forms of capacity at the school level. They recounted how one rural district decided to charge all its wheeled carts of laptop computers overnight, overloading the electrical circuits and shutting off heat in all its buildings.

Stories like that prompted Ken Wagner, the Assistant Commissioner for Data Systems and Information and Reporting Services in New York State, to note that the “boring, mundane details” can easily sink an ambitious assessment system. “If we don't start talking about specific details,” he said, “we're going to regret it.”

**Excerpted from: *Education Week*
Volume 30, No. 29, April 27, 2011**

Message from the Director (continued)

We have supported our RtI Learning Community and our Administrators' Learning Community throughout the year. In addition, we have supported Literacy efforts in all of our elementary schools. In May, several consortium teachers will have received their Wilson Level One Certification as a result of PTC partnering with participating school districts to make that happen.

This summer we are offering a FULL catalogue of courses and workshops. There will be some form of professional development almost every week from June 27-August 30. Please take some time to peruse the great activities we have planned for you!

Last, Centerline, our PTC newsletter, highlights teachers and activities in the Consortium. Your representatives will make copies available. Both the Course Offerings and Centerline are posted on our website: <http://www.peconicteachercenter.org>

Have a wonderful summer! Relax, energize and participate in at least one of our many activities! And again, thank you for your continued support.

Larrilee Jemiola

Bullying on the Big Screen

Educators who don't understand that equal projection extends to all students, including students targeted because of their sexual orientation, should spend some time viewing *Bullied: A Student, a School, and a Case That Made History*. The 40-minute video tells the true story of Jamie Nabozny as he weathered the verbal and physical abuse of classmates during middle school and high school in Ashland, Wis. Years of torment finally led Nabozny to federal court, where his victory in 1996 made clear that school officials can be held accountable when they turn a blind eye to bullying. The school in the Nabozny case later settled for \$900,000.

Nabozny's tale of abuse is gripping and disturbing, but even more disturbing is how adults charged with caring for children could fail to act when confronted with his reports of abuse.

Produced by Teaching Tolerance, the anti-bias project of the Southern Poverty Law Center, the video is available free to any educator. The video comes with a viewer's guide with standards-aligned lesson plans and activities for staff development.

Order online and access more resources at www.tolerance.org/bullied.



Excerpted from: *Phi Delta Kappan*
March 2011

The Learned Word Kathleen Taylor

Curriculum

Over the course of a year, educators come across the term *curriculum* dozens of times. Although most of us are probably confident that we know what *curriculum* means (*Merriam-Webster's Collegiate, 11th Edition* defines *curriculum* as "a set of courses constituting an area of specialization" or "the courses offered by an educational institution"), we'd guess there's less confidence about the existence of a linguistic connection between *curriculum* and *coursework*.

Yes, such a link exists. In fact, *curriculum* has an ancestor in a Latin word meaning *course; running' race chariot*. Without getting embroiled in issues over curriculum approaches, designs, and theories, it's probably safe to say we might think of the original *curriculum* as a sort of established course or track that's followed closely by scholars pursuing knowledge.

Let's speculate a bit about the role of the race chariot. Roman commoners loved their chariot races (although Pliny the Younger demurred, dubbing the races a "futile, tedious, monotonous business"), and they also loved their charioteers. Imagine if modern fans were to cheer on today's scholars while they make their intellectual way through prescribed coursework on the track to knowledge!

Finally, let's address the questions of how to pluralize *curriculum*. The Latin *curricula* is more common, but *curriculum*s is also considered standard.

Kathleen Taylor hosted *Word for the Wise*, an internationally syndicated radio program on language, for 15 years.



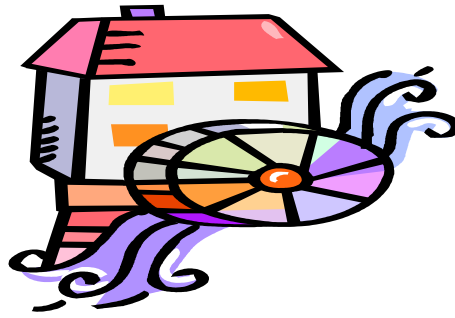
Excerpted from: *Phi Delta Kappan*
March 2011



Announcing :Google Master Trainer from Peconic Teacher Center

Peconic Teacher Center is pleased to announce that Perrihan Nation has been selected as one of sixteen teachers to participate in the Google Master Training program. Teachers across New York State applied. PTC alone had twenty-eight people interested. Those people were submitted to Google who chose the finalists. The Google Master Training Program is a rigorous 80 day program. During this time, participants have to complete 6 Google Apps examinations, produce learning objects that showcase the power of Google Apps and attend bi-weekly webinars. When this program ends on June 30, Perri will be available to provide Google training to "Google Guides". There will be a "Google Guide" for each building in the Consortium. Many of those who applied initially will be considered for the "Google Guide" program.

SAVE THE DATE



TEACHING WITH INTENTION: Reenergizing Your Early Childhood Classroom *One-day conference for those teaching birth – grade 2*

Saturday, October 22, 2011

8:30 am – 3:30 pm

at The Watermill Center

39 Watermill Towd Road, Water Mill, NY 11976

Peconic Teacher Center in collaboration with the Watermill Center, Teacher Center of the Western Hamptons and the Mid-East Suffolk Teacher Center announce an all day conference for caregivers and teachers covering Birth – Grade 2

Featured Speaker: Norman Brosterman, author of "Inventing Kindergarten"

Small group workshops on topics including:

- Blocks
- Active participation
- Developmental Milestones
- Working with English Language Learners
- Academic Play
- Oral Language and Vocabulary
- Inclusion/Autism/Challenging Behaviors
- Integrating Tools of the Minds into Early Childhood Practices
- Brain Based Learning
- Thinking Maps

Fee: \$60.00 per participant including box lunch
\$50.00 per participant early bird registration- Deadline October 1, 2011
\$30.00 per participant for full-time students



the watermill center
a laboratory for performance

Early Childhood Education in a P-16 System

Cynthia E. Gallagher

DID YOU KNOW?

From 1970—2000, the rate of participation of mothers in the workforce has risen from 38% to 68%. Two thirds of women work during their pregnancy and 61% return to work within one year of giving birth.

Most children have an email account by age 3.

Children are, on average, in non-parental care for 22-40 hours a week. Increasingly, the greatest numbers of children live in households where all available adults are working.

The number of families that do not live in close proximity to family and relatives has increased.

21% of children under 5 are Hispanic. (Garcia & Gonzales, 2006)

Two of five employed Americans work mostly during evenings or nights, have rotating shifts and work on weekends.

High quality early education experiences clearly affect the development of the brain. (Overcoming Dyslexia, 2005)

Twice as many children who were in full day prekindergarten entered kindergarten at or above skill levels compared to children with no prekindergarten experience. (De Siato, 2009)

Programs need to function at least on a level of mid-level quality to higher quality to get good results. (Full Day Kindergarten, 2005)

Early evidence on Response to Intervention models, embedded in integrated settings for preschool special education students is showing improved school readiness.

Emerging literacy skills are positively related to later differenced in reading achievement phonological awareness, fluency, concepts of print and oral language. (National Literacy Panel, 2000)

There is evidence of a strong link between symbolic play and language and literacy development.

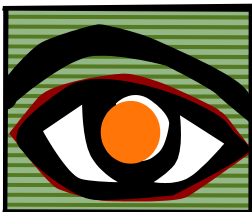
Multiple teaching strategies are used flexibility based on curriculum goals. Both directed and self-directed strategies must be used.

Integrated technology must be a part of instruction; blending social and information interconnections. (Born Digital, 2008)

**Excerpted from: *Impact On Instructional Improvement*
March 2011, Volume 36, No. 1**



Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)



Text Complexity grade band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR Expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355

FIRST LOOK!

Common Core Standards Comparison in Reading

Government & Politics

Early Education Awaits Swell of New Grant Aid

by Michele McNeil

Race to Top provides likely model for fresh state-level competitions

Armed with a fresh \$700 million in an otherwise austere federal budget year, the U.S. Department of Education is trying to figure out how to leverage the money through a new round of state-level competitions focused, in part, on early-childhood education.

The new funding—viewed as an extension of the Obama administration's signature Race to the Top program—was part of last month's congressional budget deal that cut nearly \$1 billion in funding from the U.S. Department of Education through September, after adjusting for the Pell Grant program.

But that agreement gave, U.S. Secretary of Education Arne Duncan \$700 million to design a new competitive grant program aimed partially at improving early-childhood care and education for low-income and disadvantaged infants, toddlers, and preschoolers.

That focus comes in addition to the four policy priorities—improving data systems, standards and assessments, low-performing schools, and teacher effectiveness—that governed the \$4 billion Race to the Top contest won by 11 states and the District of Columbia last year.

Big questions remain about the new funding stream, however, since Congress gave the department very little guidance about how to spend the money. And so far, the agency has been silent about its plans.

One leading option being discussed by department officials; conducting a Race to the Top-like competition for states focused entirely on early education that would award either pot. In fact, 43 Democratic lawmakers in the U.S. House last month urged Mr. Duncan in a letter to dedicate a "significant" chunk of the money for a separate, early-learning competition.

"We're going to have a fantastic opportunity to really make a difference here," Mr. Duncan said earlier this month, adding that the department had not decided what the new competition would look like or how much money would be set aside for early learning.

Still, any new competition could differ in format from the original Race to the Top, which pitted states against each other as they devised ambitious education reform plans with an eye on the \$4 billion in prize money. Mr. Duncan and his staff created that competition from relatively vague guidelines set up by Congress in the American Recovery and Reinvestment Act, the economic-stimulus package passed in 2009.

Those same vague guidelines, with a couple of exceptions, apply to the new \$700 million. Those exceptions include the new focus on early learning, the elimination of the requirement that half the grant money go to school districts, and a new requirement that early childhood grants be awarded in partnership with the U.S. Department of Health and Human Services.

Whatever direction Mr. Duncan takes, the Education Department will have to move quickly to publicize the proposed rules and run them through the federal rule-making process, so there's enough time for the actual competition. The department must award the money by Dec. 31. It has yet to determine how long states will then have to spend their money.

Sustaining the Brand

For Mr. Duncan, the \$700 million is a mechanism to keep the popular Race to the Top brand alive, even if the new grants are not formally part of the ARRA-created program. He used the promise of \$4 billion last year to urge states to expand their charter school sectors, link student test scores to teacher evaluations, and improve their data systems, among other measures. He also is seeking to make Race to the Top-like competition part of the Elementary Secondary and Education Act, which is up for reauthorization in Congress.

The new money gives Mr. Duncan a chance to make his mark in the early-education arena.

Marci Young, the project director for the Pre-K Now, a campaign of the Washington-based Pew Center on the States, said requiring states to address early-childhood learning as part of a de facto extension of Race to the Top, which she called the "Nation's leading reform template," sends a strong signal of the federal commitment to early learning.

"We can't race to the top when so many children are not even at the starting line," she said.

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Spotlight on....



CONGRATULATIONS ARE IN ORDER FOR THESE TEACHER LEADERS!

Sarah Underhill

Sarah Underhill, a second grade Dual Language teacher at Southampton Elementary School has been selected to participate in the Bilingual Education and ESL Teacher Leadership Academy at the Graduate School of Education at Fordham University. It is hoped that the expertise she gains in this program can serve Southampton Schools and member districts in the Consortium.

Terry Stubelek and Liz Hague

Two teachers from Southampton Elementary School, Terry Stubelek, a Kindergarten teacher and Liz Hague, a Pre-Kindergarten teacher are teaching a graduate course at Long Island University, Riverhead Campus entitled *Methods and Materials for Early Childhood Programs*. Liz and Terry have lots of experience with this age group and hope to give students theoretical and practical ideas for their early childhood classrooms. Way to go Liz and Terry!

What's Going On In Our Schools?



Our Lady of the Hamptons:

OLH Tap Competition Team

March 27th tap students from Our Lady of the Hamptons will be competing in a dance competition at the Sheraton Long Island Hotel. The tap students have been working so hard and wanted the extra opportunity to perform and compete.

Montauk School:

The Faulkes Project & the Montauk School Science Program

The Faulkes project is a real-time, astronomy based research and imaging project, based at Cardiff University in England, and Santa Barbara, Ca.. The later operates as LCOGT (Las Cumbres Observatory Global Telescope Network), and is an equal partner in the project. Through this project, students can use large research grade telescopes located in Hawaii and Australia, via the internet, to image objects and conduct student research.

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What's Going On In Our Schools?



Montauk School:

The Faulkes Project & the Montauk School Science Program continued)

Montauk School became involved in the Faulkes project after Montauk School's representative of the Peconic Teacher Center Mrs. Laura Schilling, notified Mr. Malave, MPS's middle school science teacher during the summer of 2010. Since joining the program, Montauk science students have imaged a planetary nebula (M97), and a pair of galaxies that are colliding (NGC 4567). Montauk students are currently involved in rebuilding a galaxy catalog called the Hickson Compact Galaxy catalog. In addition, Montauk School is the first school in the US to work on a collaborative project with a class from Castell Alun High School in the UK. The classes will work together to reimagine the Hickson catalog using modern telescopes & imaging systems.

For further information see the following web sites: <http://lcogt.net> & <http://www.faulkes-telescope.com> , or e-mail Mr. Malave at: jmalave@montaukschool.org .

The images below were taken and photo processed by Montauk students.



**Congratulations to Mr. Malave and the students at
Montauk School!**

Government & Politics

Early Education Awaits Swell of New Grant Aid (continued)

Pre-K Now would not only like to see a separate competition focused on early learning, but want the department to make a state's plans to improve access to high-quality prekindergarten programs a core application component of a general Race to the Top-like competition, if there is one this year.

Just how big a mark can be made with \$700 million is an open question.

W. Steven Barnett, the co-director of the National Institute for Early Education Research, said it would take \$2 billion in additional spending to provide every disadvantaged child with quality prekindergarten. In fact, total state spending on pre-K dropped in 2009-10, vs. the year before as the recession continues to take its toll, according to the latest annual report from Mr. Barnett's group. Ten states did not fund pre-K at all last school year.

"If the federal government could leverage state [funding], there's enough money there to get us well on our way to doing that," he said.

But this new money is supposed to fund more than just pre-K, said Sara Mead, an early-childhood-policy expert and an associate partner at Bellwether Education Partners, a national education policy nonprofit. The goal, she said, is to encourage and fund comprehensive systems of early education that link together a patchwork of social services within states that serve children as young as infants, especially those from disadvantaged backgrounds. So to do this, \$700 million, or less, may not go very far, she pointed out.

"On the early-childhood side, you can't buy a lot of services with a small pot of money," said Ms. Mead, who also blogs for edweek.org. "You can do some coordination... We do want integrated systems, but that isn't the way most states are set up."

**Excerpted from: *Education Week*
Vol. 30, No. 30, May 11, 2011**

Common Core Standards Webinar

On April 28, participants engaged with a leading author and architect of the Common Core State Standards (CCSS) David Coleman, to understand how the Core Standards for College and Career readiness build on the work New York State has done in developing a standards based system. Mr. Coleman also discussed specific implications for teachers and instructional leaders. To watch the webinar go to <http://www.nysed.gov>. Click on "Bringing the Common Core to Life" presentation in middle of page.

Gates, Pearson Partner on Common Core by Catherine Gewertz

As states and school districts grapple with how to teach the skills outlined in the new common standards, two foundations have announced a partnership aimed at crafting complete, online curricula for those standards in mathematics and English/language arts that span nearly every year of a child's precollegiate education.

The announcement last month by the Pearson Foundation and the Bill & Melinda Gates Foundation marks yet another entry into the increasingly crowded marketplace of curriculum creation sparked by the common standards. All but six states have adopted the learning guidelines issued last year by the Common Core State Standards Initiative.

The move also represents a mix of philanthropic and business interests that is drawing attention from some educators and experts in education philanthropy.

Officials from the Gates and the Pearson foundations say the project will create 24 courses: 11 in math, for grades K-10; and 13 in English/language arts, for grades K-12. Four of those courses will be available for free online through the Gates Foundation. The full 24-course system, with accompanying tools including assessments and professional development for teachers, will be available for purchase, likely through Pearson, the international media company that operates the New York City-based Pearson Foundation.

Each course will serve as a 150-day curriculum and will harness technological advances such as social networking, animation, and gaming to better engage and motivate students.

(continued on p. 11)

Gates, Pearson Partner on Common Core (continued)

News of the partnership received a mixed reception from educators.

Kent Williamson, the executive director of the National Council of Teachers of English, said he worries that this or any curriculum devised by companies would be presented as a one-size-fits-all solution for teachers.

“We have ample evidence that solutions that attempt to be comprehensive almost always are inadequate, partly because they’re not developed from the relationship between the local teacher and students,” he said.

Recently, the American Federation of Teachers had expressed concern that the country was moving briskly from standards to assessments without good curricula for teachers.

Davdi B. Sherman, a top aide to AFT President Randi Weingarten, said he welcomes the Pearson-Gates curriculum project as part of the work to fill that gap, and said that at the Pearson Foundation’s request, AFT teachers will be working on the project.

**Excerpted from: *Education Week*
Volume 30, No. 30, May 11, 2011**

TWO REALLY GOOD WEBSITES

<http://www.teachingchannel.com>

This coming summer, Channel 13 is launching its website called Teaching Channel.com. Teaching Channel will be a video showcase — on the Internet and TV — of innovative and effective teaching practices in America’s schools.. In a limited release this summer, Teaching Channel’s programming will offer an intimate front-row seat in real classrooms through the use of broadcast-quality video, great storytelling and high-fidelity sound. You can register now to preview the summer programs.

<http://www.ted.com>

If you haven’t checked out this website, you should.

On TED.com, **the best talks and performances from TED and partners are available to the world, for free.** More than 900 TED-Talks are now available, with more added each week. All of the talks are subtitled in English, and many are subtitled in various languages. These videos are released under a [Creative Commons BY-NC-ND license](#), so they can be freely shared and reposted.

TED’s mission: Spreading ideas. Here’s what The Bloggers say about TED:

“TEDTalks are changing how I think. I've been slowly working through the TEDTalks video podcasts — making time to watch several sessions each week. I can't even begin to describe what an impact they're having on me. I'm starting to think differently about many issues — some I hadn't even considered before, others I thought were outside of my reach. ... Every single session has sparked something for me. I'm positive I'll be percolating much of it in my head for years to come.”

— *D'Arcy Norman, www.darcynorman.net*

"If you are looking for something that will expand your mind, open your heart, and possibly rekindle your faith in humankind, a good place to start is listening to the fabulously inspiring presentations made by the best and brightest among us."

— *David Sunfellow, nhne.org*

"TEDTalks takes conference podcasting to a whole new level. TED is going out of its way to make it as easy as possible for anyone interested to access the speeches, by making them available in five different formats.

Check out the TED Talk by Ron Gutman on The Hidden Powers of Smiling!

National Board Candidate Support Group



*Challenge yourself in the 'ultimate' professional development in becoming an accomplished teacher through the National Board Certification process.
This is all about YOU.*

Kim Milton, a National Board certified teacher will facilitate and support candidates through the rigorous NBC process. By establishing a supportive community of professionals, participants will be guided through portfolio development and assessment preparation. Sessions will focus on all aspects of the certification process including applying, personal reflection, videotaping, effective writing techniques and peer review. Candidates may have the option of graduate credit as they go through the process as well as grants. Kim will explain.

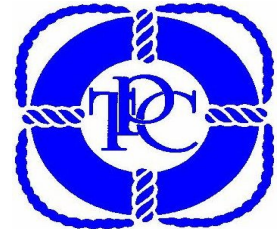
**If you have started: What should you be doing NOW?
Know your standards. Have a plan and begin working on your videos.**

**Meeting Dates: Thursdays: 3:30 PM-5:30 PM, Southampton High School, ELC (upstairs computer lab)
Oct 21, 2010, Mar 30, Apr 14, May 19, Jun 9, Sept 22, Oct 20, Nov 17 & Dec 15, 2011, Jan 19, Feb 16, Mar 15, Apr 19 & May 17, 2012.**

There is no fee to participate. Please bring your NBPTS materials with you.

Peconic Teacher Center

**141 Narrow Lane • Southampton, NY 11968
(631) 591-4627 or (632) 591-4629; Fax: (631) 283-1905
Larrilee Jemiola.....Interim
Vicki Williams.....Administrative Assistant**



Policy Board Members:

**Amagansett School - Moira Muthig
Bridgehampton UFSD - Joanne Palisi
Community Representative - John Turnbull
East Hampton High School - Michelle Kennedy
East Hampton Middle School - Rita Greene
John Marshall Elementary School - Keri Borowsky
Hampton Bays Elementary School - Mary Beth Motz
Hampton Bays Middle School - Kathy Dayton
Hampton Bays High School - Jill Bross
Hampton Bays High School - Marilyn Wilson**

**Montauk School - Laura Schilling
Our Lady of the Hamptons—Linda Robins
Ross School - Patricia Lein
Sag Harbor (Pierson) - Diane Gaites
Sag Harbor Elementary School - Debbie Price
Southampton UFSD - Nick Dyno
Springs School - Alexandra McCourt
Stella Maris Regional School - Pat Sliwienski
Tuckahoe School - Justine Charos
University/Higher Education - Margaret Colligan**