



# centerline

## Issue #5 Fall-Winter 2010

### Message from the Director:

Dear Colleague,

Where does the time go? We are already into the Holiday season! I am happy to report that Peconic Teacher Center is alive and well due to the support of our member districts. It is especially heartening in this time of fiscal constraints to know that collaborating on essential professional development for teachers is cost effective and efficient. Many teachers comment that they enjoy the rich discussions that result when teachers across the Consortium come together to learn, refine and clarify curriculum, instruction and assessment. In a recent administrators' meeting held at the Center, several new ideas emerged as foci for the Spring. Much of the interest has been fueled by Race to the Top in New York State: Common Core Standards, new state assessments, and a change in teacher/principal evaluation. In addition, many districts are gearing up for developing their RtI plans due in 2011. In fact, the RtI Learning Community group that has been meeting for two years at the Center will begin to draft plans at their January meeting. We are proud of the way we continue to support districts and teachers as they meet the challenges of educational communities! On another note, I want to wish you a joyous holiday season on behalf of the staff and Policy Board of PTC.

### **Einstein Fellowship—Application is Now Open!**

The Albert Einstein Distinguished Educator Fellowship is a paid fellowship for K-12 science, math, engineering and technology (STEM) teachers. Einstein Fellows spend a school year in Washington, DC serving in a federal agency or on Capitol Hill. To be considered for an Einstein Fellowship for the 2011-2012 school year, apply online now, and submit your application and three letters of recommendation no later than January 4, 2011. To learn more about the program and apply, visit <http://www.trianglecoalition.org/fellows/einapp.htm>.

If you have questions about the program or application, contact Program Manager Kathryn Culbertson at [culbertsonk@triangle-coalition.org](mailto:culbertsonk@triangle-coalition.org).



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**PTC Hours**



**Fall 2010**

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

## Document-Based Resources Available for Teachers

The New York State Archives has document-based resources written by teachers for teachers available on their website. These websites incorporate historical records from across New York State for Pre-K through grade 12 teachers in all subject areas. Several websites includes a "Build Your Own Worksheet" function enabling teachers to customize these lessons to their students. These document-based resources can be found on the State Archives' education website at [http://www.archives.nysed.gov/education/ed\\_web.shtml](http://www.archives.nysed.gov/education/ed_web.shtml).



## Inspiring 9/11 Stories & Civics Lessons Free Online Resource

Please check out this excellent online resource that consists of 8 units that provides middle and high school students a deeper understanding of September 11. Each unit is a story of individual who was directly impacted by 9/11 and who responded by creating projects to better their communities. Each multimedia narrative is enriched with critical thinking questions historical context, research resource links and community service projects. The materials are available for free at [www.tributewtc.org/programs/toolkit.html](http://www.tributewtc.org/programs/toolkit.html). Also this program is available as a free DVD-ROM. If you would like a copy sent to you, please send a request to [education@tributewtc.org](mailto:education@tributewtc.org). Include your name, school name, grade, address of school.

## Global History and Geography Images Available on State Archives' website

The New York State Archives has global history and geography images now available on their website. These photographic images held in the State Archives' collections show people and places as they appeared in the early twentieth century. The descriptions of the images are contemporary to that period. Locations include the Asia Minor, Brazil, England, Mexico, Japan, Netherlands and Yugoslavia along with many others! See these images on the State Archives website at [http://www.archives.nysed.gov/education/ed\\_global.shtml](http://www.archives.nysed.gov/education/ed_global.shtml).



## Bringing Literacy Strategies into Content Instruction [4-12]

The [Center on Instruction](http://www.centeroninstruction.org) has released "Bringing Literacy Strategies into Content Instruction [4-12]," which provides research-based guidance on academic literacy instruction in the content areas, specifically focusing on the effective use of text in content areas. It reviews the research evidence about content-area literacy instruction for adolescents and suggests ways teachers can use content-area texts to enable students to understand the vocabulary and concepts they contain. This document is available as a pdf at <http://www.centeroninstruction.org/files/Bringing/Literacy/Strategies/into/Content/Instruction.pdf>



## Nationwide Video Contest for High School Students

**Human population is set to reach seven billion by the end of 2011.** As this historic moment approaches, Population Connection is hosting a nationwide video contest for high school students. The contest challenges students to create a video public service announcement that illustrates the impact of population reaching seven billion as it relates to environmental and global issues. With cash prized of up to \$1,000 available to winning videos, the deadline for entries is March 1, 2011. But there's something in it for you, the teachers, as well! If at least 10 of your students submit videos, we'll send you a set of free classroom resources. This is a teachable moment you don't want to miss! Contest information and forms are available at [www.Worldof7Billion.org](http://www.Worldof7Billion.org). You can use this [printable flyer](#) to hand in your classroom to let students know about the contest.

## Technology

### “Oracle’s ThinkQuest Competition Provides Hands-on Learning for Students and Teachers”

**Eligibility:** Teachers at an accredited K-16 educational institution with teams of one to six students.

**Deadline:** April 27, 2011.

**Funds:** Laptop computers; Apple iPad; trip to ThinkQuest Live; cash grants coach’s school or organization.

**Contact:** ThinkQuest, <http://www.thinkquest.org/pls/html/think.support?p=feedback&c-us>

The Oracle Education Foundation provides ThinkQuest—an online technology education resource—as a free service to K-12 schools globally. The ThinkQuest International Competition provides students and teachers with the opportunity to participate in a hands-on learning project that challenges students to apply critical thinking, communication, and technology skills in solving real-world problems.

Eligible participants consist of teams of one to six students and one adult coach (teacher) who is employed at or a student of an eligible educational institution at the time of the contest. Participants may enroll in the following competition events: ThinkQuest Projects; Digital Media; or Application Development. In each event teams work on solving a particular real-life problem, and the ThinkQuest site provides tools and guides for starting out. An online tutorial helps students plan and prepare their projects for the competition. ThinkQuest also provides resources for recommended software and hosting services for the ThinkQuest Projects and Digital Media Events.

Judges will assess participants in the different projects based on three major areas; critical thinking skills, communication skills, and technology skills. The judges will evaluate the entries according to the guidelines provided. There are first-, second-, and third-place prizes in each of four age categories. The age categories are 22 and under, 19 and under, 16 and under, and 12 and under.

Winners of first- and second-place prizes will receive laptops and a trip to ThinkQuest Live. Third-place winners will receive laptops. In addition, grants of \$5,000 will go to the school or organization of the first-place teams’ coaches. The grant money must be used for school or educational program supplies. In the event of a tie, all the tied teams will receive the applicable prizes.

*In addition, grants of \$5,000 will go to the school or organization of the first-place teams’ coaches.*

Coaches of the winning teams will be notified via email. The deadline for submission of completed projects is April 27, 2011.

**More info online...**

For more information, visit <http://www.thinkquest.org/competition/index.html>

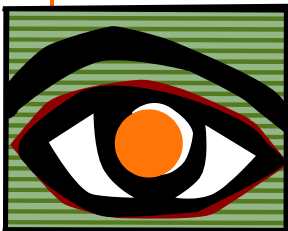


**Excerpted from: *Grants for K-12 Hotline*  
Volume 22, No. 19, October 10, 2010**

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

### FIRST LOOK!

Common Core  
Standards  
Comparison in  
Reading



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

## Environment

### “Siemens’ We Can Change the World Challenge Engages Young People in Grades K-12”

**Eligibility:** K-12 teachers and students in the United States.

**Deadline:** March 15, 2011.

**Funds:** Prizes; grants from \$1,000-\$5,000 to winning teams’ schools; scholarships; savings bonds.

**Contact:** We can Change the World Challenge, <http://siemens.discoveryeducation.com/contact>

Siemens and Discovery Education are inviting students and teachers in grades K-12 to participate in the Siemens We Can Change the World Challenge this year. The challenge is geared toward different age groups—elementary school, middle school, and high school—with varying prizes for student teams and teachers in each grade level.

The focus of the challenge is on the environment. Elementary school students (K-5) are asked to work together to help solve an environmental problem in their school or community. The teacher must register his or her classroom, and the project must be completed before the deadline of March 15, 2011. For the elementary school challenge, entries from grades 3-5; and a first, second, and third-place winner from each category will be chosen. Winning elementary teams will receive a Discovery Education assembly for their school.

The middle school challenge for grades 6-8 invites teachers to form and register students teams consisting of two to four students with a teacher/mentor. The challenge asks middle school students to address an environmental concern in their communities and provide sustainable, reproducible improvements. Middle school winning student teams may win U.S. Saving Bonds from \$5,000 to \$10,000 in value.

*At every grade level, first-place winning teams or teachers will receive grants for their schools, among other prizes.*

The challenge for high school students (graded 9-12) asks teams of two to four students with a teacher/mentor to identify an energy-related issue that has local, national, and global implications and provide a viable solution. Winning students at the high school level may win an equal share of a \$50,000, \$25,000, or \$10,000 scholarship.

At every grade level, first-place winning teams or teachers will receive grants for their schools, among other prizes. The first-prize winners will receive a grant of \$5,000 for their school; second and third-prize winning teams receive grants from \$1,000 to \$3,000 for their schools. Some of the other prizes include pocket video cameras, registration for the next National Science Teachers Association Conference for teachers, and a Discovery Adventure trip.

Resources for teachers, a timeline, and further details for each grade level category are available at the Web site. The deadline for completing and entering the projects is March 15, 2011.

#### More info online...

For more information, visit <http://siemens.discovery-education.com>

**Excerpted from:** *Grants for K-12 Hotline*  
*Volume 22, No. 19, October 10, 2010*



## Literacy

### “Bruce Larkin provides Grants to assist Teachers attending Reading Conferences”

**Eligibility:** Teachers planning to attend IRA or RR conference.

**Deadline:** Ongoing.

**Funds:** Up to \$200.

**Contact:** Wilbooks, 1311 West Chester Pike, West Chester, Pennsylvania 19382; (610) 436-8755.

Bruce Larkin is the published author of over 800 children’s books, and he will award travel grants to teachers who are planning on attending conferences related to reading. Grants of up to \$200 will go to teachers who are attending International Reading Association (IRA) or Reading Recovery (RR) conferences.



(continued on p. 6)

## Literacy

### “Bruce Larkin provides Grants to Assist Teachers attending Reading Conferences”(continued)

One of Larkin's goals is to support and encourage early literacy efforts. A large number of the travel grants will help fund travel expenses to reading conferences for early literacy teachers. Educators who are planning to attend a conference should submit an application as soon as possible, as it will take time to review of the applications.

*Grants of up to \$200 will go to teachers who are attending International Reading Association (IRA) or Reading Recovery (RR) conferences.*

The application is available at the Web site. The form is a simple, online form that requests basic information including a brief description of how the applicant thinks attendance at the conference will benefit his or her students.

This grant offering is supported by Wilbooks, which makes many free books available to teachers through other offerings.

#### **More info online...**

For more information, visit <http://www.wilbooks.com/scholarships/travelgrant.php>.

**Excerpted from: *Grants for K-12 Hotline*  
Volume 22, No. 19, October 10, 2010**

## Framework Crafted for Student Use of Computing Devices

### “Education Policy Center addresses Issues around Proper and Improper Use”

By Ian Quillen

As school districts across the country grapple with the benefits and risks of incorporating cellphones, media players, and tablet computing devices into school life, one research group is offering up a framework it hopes will serve as a vehicle to help address student use of those devices.

The Center for Education Policy and Law, based at the University of San Diego, last month issued a collection of documents on what it calls "electronic communication devices," or ECDs, which includes a six-page model district policy that outlines proper and improper use of the devices, as well as sample short (two-page) and long (four-page) student-use agreements.

Also included are documents detailing resources to help educators understand the culture of electronic device use in which many of today's students live large chunks of their social lives, as well as the legal privacy and free speech concerns schools face when enforcing policies that govern device use.

And while the documents take no official position on the desirability of integrating ECDs into the classroom, researcher Frank Kemerer aid they were authored under the assumption that such an integration is happening and will continue; an observation that echoes opinions from mobile leaning advocates.

“The trend is in the direction of helping teachers and students incorporate electronic communication devices,” said Mr. Kemerer, a professor-in-residence at the University of San Diego's schools of law, leadership, and education sciences. “What we're doing is to provide this information as a starting point. Expert advice and a lawyer would be needed to tailor this to the needs of a specific district.”

Both usage agreements clarify what qualifies as a mobile device, when school rules governing device use apply, what behaviors constitute misuse, when schools have a right to intervene concerning use during a student's personal time, and what consequences schools may enforce. The longer version gives more detail on types of misuse, and when school personnel have a right to search student owned devices or involve themselves in misuse occurring outside of school time.

#### **Missing Basic Issues?**

Some ed-tech experts criticized the plan for not fully outlining basic issues—for example, where exactly students are allowed to carry and use devices during the school day, for what purpose, and where they are to store devices when not in use. Those critics insisted the potential educational benefits of using those devices should not mean that policy ignores the greater potential for harm than good when devices aren't used constructively.

(continued on p. 6)

## Framework Crafted for Student Use of Computing Devices “Education Policy Center addresses Issues around Proper and Improper Use” (continued)

“You need to recognize [the danger of devices in school] outweighs the benefits, other than anything you are doing to forward the educational process,” said Parry Aftab, the executive director of the Fort Lee, N.J.-based online watchdog group WiredSafety. The group will be releasing its own guidelines about the issue this month, Ms. Aftab said, and while it won’t craft model policies in the same way, it will point toward real policies in place throughout the United States and Canada that it considers good models.

“I think you’re dealing with risk management more than class management.” She continued, “You need to set out the rules so kids know that ahead of time.”

Others praised the University of San Diego center for giving the trend of integrating devices in schools legitimacy.

“Kemerer is one of the few people in this issue that doesn’t have an axe to grind, is not looking at the issue as a retirement fund for attorneys, and understands what this looks like on a daily basis in education. That makes his work rare,” said Barbara-Jane Paris, who sits on the board of directors at the Reston, Va.-based National Association of Secondary School Principals, in an e-mail, Ms. Paris, who is the principal at Canyon Vista Middle School in Austin, Texas, testified that summer alongside Ms. Aftab at a Capitol Hill hearing on cyberbullying.

“Even though [how to integrate ECDs] is the topic du jour, much of what is available is mired in intangibles,” she continued, and “data that is tortured to confess whatever we want it to say.”

Elliot Soloway, a professor of computer science and education at the University of Michigan, in Ann Arbor, and a leading advocate of learning with mobile devices, agreed that the report gives new clout to the push to use smartphones and other devices as learning tools, and said he hoped other research institutions would make their own recommendations.

As for whether the model policies were prescriptive enough, Mr. Soloway conceded there could’ve been more specificity, but also said individual schools and districts have a duty to set their own priorities.

“Schools are going to have some ambiguity, and are going to have to make some decisions,” Mr. Soloway said. “Superintendents, principals, and teachers all need to step up and take a position.”

Mr. Kemerer of the University of San Diego said the documents were initially crafted specifically based on legal rulings and precedents in the state of California, but also considered federal rulings. The project, which took about a year to complete, was actually conceived when a university staff member’s child became a victim of cyberbullying.

The policies outlined in the report make little differentiation between whether the devices are owned by the school, district, or individual students, though they do note that a student may not be punished for damaging a device he or she owns. The shorter student agreement was crafted after a focus group of students indicated they would struggle to read, let alone comprehend, the longer policy.

“The comments from the students were, ‘Yeah, it’s better,’” Mr. Kemerer said. “We still don’t like it, but it’s better than the other version.”

### Questions and Answers

The University of San Diego’s Center for Education Policy and Law’s report includes a short and long version of a sample student-use agreement for “electronic communication devices,” or ECDs. Both versions attempt to answer five key questions:

1. What qualifies as an ECD? Cellphones, computers, pagers, or any other devices that allow direct electronic communication or communication via social networking.
2. When do school ECD rules always come into play? During school activities on school time, or during school-endorsed activities outside of school hours.
3. What constitutes misuse of an ECD? Refusal to turn device off when told, damaging school-owned ECDs, causing an in-school disruption, using the device for cheating, cyberbullying, or sexting.
4. When can schools punish a student for misuse outside of school? When misuse causes school disruptions or harms students, teachers, or other school personnel in a manner that the offending student should have expected.
5. What are acceptable consequences for misuse? Device searches, verbal and written warnings, confiscations, notices to parents or law-enforcement authorities, extracurricular restrictions, suspensions and expulsions.

**Excerpted from: *Education Week*  
Volume 30, No. 11, November 10, 2010**

## Race to the Top and RtI



Emma Klimek 2010

## Integrating RTTT and RtI

- RTTT is about school wide change, accountability and performance over a longer period of time
- RtI is about small group, subgroup or individual performance over a shorter period of time

Quality of implementation of RtI will directly impact RTTT

Emma Klimek 2010

### RTTT

- **Team Decision Making**
  - Inquiry team
- **Data Driven Decisions**
  - For systemic change
  - Large scale data systems
- **Transparency**
  - With public



Emma Klimek 2010

### RTI

- **Team Decision Making**
  - RTI team, IST team
- **Data Driven Decisions**
  - For instructional change
  - Small scale data systems
- **Transparency**
  - With parents and other professionals



### RTTT

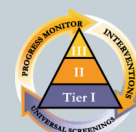
- **Assessment**
  - For Staff
- **Intervention**
  - Under performing schools
- **Innovation**
  - Systemic



Emma Klimek 2010

### RTI

- **Assessment**
  - For Students
- **Intervention**
  - For small groups or individual students
- **Innovation**
  - Instruction



## Spotlight on...



### **Rita Greene**

Rita Greene, a teacher at East Hampton Middle School, and a member of the Peconic Teacher Center Policy Board, presented at the 18th annual Conference on Prejudice Reduction at Stony Brook University on November 15, 2010.

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### **Phi Delta Kappa International Friend of Education Award: Kathy Dayton**

Kathy Dayton, Hampton Bays Middle School Art Teacher, was awarded the Phi Delta Kappa International Friend of Education Award. This PDK International Chapter is sponsored by the Stony Brook University School of Professional Development. The award is given to those who promote quality education and work toward ideals of Leadership, Research, and Service.

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### **Nancy Pendergast**

Nancy Pendergast, a Southampton Elementary School reading teacher, was a member of a Tri-States Social Studies review team for a Nassau County School from December 1—December 3, 2009. The Tri-State Consortium is a learning organization devoted to assisting its member public school districts in New York, Connecticut, and New Jersey in using student performance data to develop a rigorous framework for systemic planning, assessment, accreditation, and continuous improvement. As critical friends, Tri-States advances teaching and learning and shares best practices among member districts through the application of the Tri-State assessment model.

## What's Going On In Our Schools?



### **Southampton High School:**

#### **Differentiated Instruction**

In October, Judy Dodge, an educational consultant, worked with Southampton High School English and Social Studies teachers in the area of differentiated instruction. Principal Tim Munnell highlights the practice in his newsletter, *Mariner Matters*.

#### **Fundations Implementation**

Districts from Hampton Bays to Montauk have implemented “Fundations” as a supplement to their Core reading programs. PTC is supporting districts with a series of workshops as teachers implement and refine the program.

#### **Hampton Bays School District**

Hampton Bays Schools have approached professional development in a creative way.: Professional Learning Communities. This year a Rosetta Stone Learning Community was established. Teachers in this group were provided with a one year site license for Rosetta Stone that they can use anywhere where they have internet access. Every other month, each of the three buildings has a meeting that is facilitated by the Spanish teacher in the building. Another group is the Smart Board group led by Marianne Pendlebury.

## What's Going On At Peconic Teacher Center?



### **Strategies for Writing Effective IEPs**

In cooperation with the Regional Special Education Technical Assistance Center, PTC hosted a two day training on November 8 and 9 for special education teachers and administrators: "Strategies for Writing Effective IEPs" led by Dr. Cheryl Mendelsohn. On November 10, Dr. Mendelsohn worked with a group of parents who are new to districts' Committee on Special Education (CSE) teams. Another two day session is scheduled for January 27 and 31, 2011.

***"I think every special education teacher should attend this training."  
-School Psychologist who attended both days in November***

### **Principals & Assistant Principals Learning Community**

Emma Klimek, a former Asst. Superintendent, Principal and data expert led a discussion for Principals and Asst. Principals on the essential elements of New York Race to the Top at PTC on November 17, 2010. The agenda included:

1. an explanation of the new assessment cut points
2. the state's new longitudinal data system
3. a description of the new Network teams and school-based inquiry teams
4. the proposed teacher/principal evaluation system including the law 3012c.

### **Special Education Certification**

Fifteen teachers have been enrolled in the Special Education Certification program co-sponsored by NYSUT and Peconic Teacher Center. The courses are being held at Hamptons Bays Middle School. The last course in the certification, Curricular Assessment and Behavior Management for Students with Disabilities will be offered this summer.

### **RtI Learning Community**

For two years, PTC has hosted an RtI Learning Community at monthly meetings. During that time, participants learned and discussed their understanding of the New York State mandates regarding Response to Intervention. Effective July 1, 2012, all school districts in New York State must have an RtI program in place as part of the process to determine if a student in grades K-4 is a student with a learning disability in the area of reading. Beginning in January, the learning community will begin drafts of their district's plan.

### **Collaboration with the Ed and Phyllis Davis Wellness Center**

Beginning in January, PTC and The Wellness Center will be offering classes throughout the consortium in Pilates, Tai Chi and Qi Gong, Yoga and Restorative Yoga. Sessions will be planned by PTC representatives according to the needs of teachers at the specific site. Look for a flyer soon!

## *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.

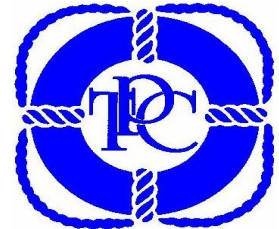
**If you have started: What should you be doing NOW?  
Know your standards. Have a plan and begin working on your videos.**

**Meeting Dates: Thursdays: 3:00 PM-5:00 PM, Southampton High School, ELC (upstairs computer lab)  
Oct 21, Nov 18, Dec 16, 2010, Jan 13, Feb 17, Mar 17 (last meeting before portfolios are due), Apr 14 and May 19, 2011 (last meeting before computer assessment in June)**

**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