

# New Books Now Available in Your PD Library

The following professional development books are now available for you to explore through inter-school loan.

## Elementary Level—Contact Leslie Rowe

Read Any Good Math Lately? Children's Books for Mathematical Learning, K-6 by David J. Whiting and Sandra Wilde. Mathematics always has a story behind it: measuring pigs, sharing cookies, calculating profits, weighing elephants, designing quilts, or cooking pancakes. Through stories learners come to view mathematics as a valuable tool for posing questions and solving problems. This book identifies some of the best children's books containing a mathematical subtext: fiction, nonfiction, poetry, books of games and puzzles.

50 Quick & Easy PowerPoint Activities for Grades 3-12 all subjects by Tammy Worcester. Includes CD with completed activities! Tired of the same old PowerPoint slide shows? If so, this book is for you! Your students will become PowerPoint wizards. Through these 50 innovative activities, students will gain content, and they will develop creativity, critical thinking, and computer skills.

## Secondary Level—Contact Mercedes Szuch

Comprehension Strategies for Middle Grade Learners. A Handbook for Content Area Teachers by Charlotte Rose Sadler. Although students are expected to read and comprehend grade-level texts by the time they reach middle school, teachers in the middle grades are constantly challenged to instruct students who have difficulty comprehending what they read. This text arms teachers in all curricular areas with practical tools to help students understand their assigned readings. The handbook offers 56 basic strategies, each with description and easy-to-follow procedures and content area examples.

The Best Web Sites for Teachers Grades K-12 by Vicki F. Sharp, Ph.D. & Richard M. Sharp, Ed.D.

This book includes more than 1,600 sites across K-12 to benefit busy teachers who may not have time to carry out lengthy searches themselves. The sites in this book are organized alphabetically by subject area.

## College Alliance

We want to give our seniors the best preparation to be successful at the college level. 49% of students who go to college never graduate. Next year, students at Midview High School can earn both high school and college credit. For high school credit, students will have the opportunity to earn an "H" with a weight of 5 points. There is no fee because these courses fall under PSEO, Option B – government paid, earning both high school and college credit. This keeps our students on our campus so they can enjoy their senior year and continue to participate in extra curricular activities.

Through our alliance with the University of Findlay, students can take Calculus I for 4 semester hours of college credit and Environmental Science for 3 semester hours. Students must apply and be accepted into the program by the university. A 3.2 cumulative GPA and teacher recommendation are required. Our alliance with Oberlin College affords students the opportunity to take American History for 4 semester hours of college credit.

Midview is continuing its association with Lorain Community College so students can earn 9 semester hours of college credit in AP English or 6 semester hours of college credit in English IVA. This experience will prepare students for the rigors of college while still enjoying the assistance that high school staff offer to their students.

## Administrative Book Study To Begin This Summer

Midview's administrators are participating in a book study this summer to help encourage professional learning communities in our schools. The book to be studied, Professional Learning Communities at Work by noted educators Richard DuFour and Robert Eaker, provides best practices for enhancing student achievement.

School improvement is destined to fail if teachers and principals continue to believe that school success is influenced by external variables. As a learning community, we cannot be successful unless we possess a sense of self-efficacy and an internal locus of control. Our actions can make a difference. As educators we must accept responsibility for learning and stop waiting for the problems of society to be solved. "You cannot have students as continuous learners and effective collaborators, without teachers having the same characteristics: Fullan, 1993, p. 46).

Professional learning communities mean supportive and shared leadership. The principal accepts a collegial relationship with teachers to share leadership, power, and decision making. On both sides, it means no longer saying, "I taught it—they just did not learn it." It means accepting that "teaching has not occurred until learning has occurred" (Dufour & Eaker, 1998, p. 216). Learning involves action, and what students learn depends upon what the principal and the teachers do. The next big question is "what do we do if they don't learn?" Teachers do not work in isolation. In a professional learning community, teachers work in collaborative relationships. We can do more by working together and supporting each other. **Together, we're expecting more, achieving more!**

MIDVIEW LOCAL  
SCHOOL DISTRICT

### SPECIAL POINTS OF INTEREST:

- **WOW!**  
Check out our scores!
- **New text-books adopted in Science in Math**
- **L. Arts Curriculum now aligned at the middle school**
- **New books available for professional development**

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# Curriculum Update

VOLUME 1, ISSUE 3

MAY 2006

## Spring Has Sprung

This publication is brought to you by Dr. Cathy Pugh, Director of Curriculum

What a wonderful year! I made an excellent decision when I came to Midview Schools. Last June I was interviewed by district teachers. Several days later, when I was interviewed by Board members, I commented that the teachers I met were professional, interesting, and eager to improve test scores. I told the Board that I believe if teachers are given the resources and support they need, they will do amazing things. Midview's Achievement and OGT scores reflect the fervent commitment and determination I saw last June. Just look at the leaps we made!

Grade/Subject	2004-2005	2005-2006
3 <sup>rd</sup> Reading	82.2%	78% [*62% scored at acc. or adv.]
3 <sup>rd</sup> Mathematics	66%	85%
4 <sup>th</sup> Reading	78%	83%
4 <sup>th</sup> Mathematics	64.9%	88%
4 <sup>th</sup> Writing	80.2%	89%
5 <sup>th</sup> Reading	72.4%	78%
5 <sup>th</sup> Mathematics	new	72%
6 <sup>th</sup> Reading	68.8%	89%
6 <sup>th</sup> Mathematics	51.3%	75%
7 <sup>th</sup> Reading	new	85%
7 <sup>th</sup> Mathematics	67.5%	64%
8 <sup>th</sup> Reading	81.2%	85%
8 <sup>th</sup> Mathematics	68 %	80%
10 <sup>th</sup> Reading	91.9%	96%
10 <sup>th</sup> Writing	81.6%	90.4%
10 <sup>th</sup> Mathematics	78.4%	87.4%
10 <sup>th</sup> Science	75.6%	81%
10 <sup>th</sup> Social Studies	81.1%	82.4%

\*Final scores may adjust slightly.

This year we have accomplished so much, and laid some very well thought-out plans for next year and the years to come. This issue of Curriculum Update features some of our progress and plans in the area of curriculum—developments we can all be proud of, for we worked hard, we worked together, and we worked for the best reason of all—our students.

## Writers INC

Recently, all English and Special Education teachers grades 7-12 received the writing handbook Writers INC, a student handbook for Writing and Learning. The book is a complete writing handbook covering everything from writing paragraphs to writing research papers, from taking notes to taking essay tests, from writing with style to writing in the real world. A vast array of information is found in this handbook, including guidelines, samples, rules, and friendly advice.

Writers INC is also a multipurpose reference book with full-color maps, useful tables and charts, computer and Internet terms, and a historical time line. We believe it will be a powerful resource for our teachers in the classroom for years to come.

## Non-Fiction Matters

Reading is a complex process. Reading nonfiction requires understanding of how the text is organized and what strategies a reader can employ to help comprehend the author's message. *Teaching Reading in the Content Areas: If Not Me, Then Who?* includes 40 teaching strategies to use in your classroom to help students make connections and monitor their understanding while they read.

Don't assume students understand informational text features. Features that we use because they *organize* a text: table of contents, index, bibliography, glossary, lists, appendix, headings, sidebars, preface and subheadings. Features that we use to *interpret* because they visually and graphically inform: maps, diagrams, photographs, pictures, cross-sectionals, charts, timelines, zoom in, cutaways, overlays, word bubbles, tables and graphs. Features that we *notice* because they signal importance: captions, labels, italics, fonts, bullets, key words, bold print, and color fonts.

Include in your instruction the comprehension strategies: Making Connections, Asking Questions, Making Inferences, Synthesizing, Determining Importance and Visualizing. For example, create graphic organizers to visually show students how to **make connections**.

Ancient Cultures of the World	Maya Aztec	Greeks Romans	Natives of the Southwest	Egyptians
Religion				
Clothing				
Diet				
Building				
Achievements				
Location				

Graphic organizers help students sort key concepts. The insert page from *Teaching Reading in the Content Areas* shows various graphic organizers that complement the way text is organized. Questions can help students organize information. Questions that correspond to each organizational pattern are also identified on the insert page. Make it fun. Consider holding a "press conference" or a broadcast on a topic. What we read and hear is in need of analysis and interpretation. On the Internet and through the media, students are confronted with language that is vague, and sometimes deceptive and manipulative. Students need the tools to unmask the true meaning of what they read and hear.

Please see the insert to this newsletter for examples of graphics organizers you can use in your classroom.



Brenda Koehler (L) and Chris Bansek (R) work with Autumn Vavoso

## Midview's Elementary Literacy Coaches

Recently, six of our elementary teachers went through Literacy Coach training with Growing Strong Teachers. These individuals are Chris Bansek (West, Primary Level), Kim Jorgensen (West, Intermediate Level), Jeanne Dahlhausen (East, Primary Level), Laurel Clarke (East, Intermediate Level), Renee Carpenter (North, Primary Level), and Brenda Koehler (North, Intermediate Level).

With the recent heavy focus on reading achievement at federal, state, and local levels in the United States, the role of the reading specialist has changed. Toll (2005) compares literacy coaches to a personal trainer—a good personal trainer works one-on-one and on-site with the athlete; introduces one set of exercises at a time; and provides alternatives when an individual is ready. Many districts "have adopted literacy coaching as a big component of professional development" (p.9). Literacy coaches take teachers to the next level of good teaching by providing support, encouragement, and expertise in a non-threatening environment. The leadership role includes working with classroom teachers to ensure that there is quality "first" teaching (Pipes, 2004).



L-R Teachers Renee Carpenter, Jeanne Dahlhausen, Kim Jorgensen, and Laurel Clarke

## New Text Books Adopted for Science and Math

Midview committees this year worked very hard to involve all teachers in the decision-making process. Many teachers used lessons from the proposed books to "test drive" materials before we adopted the book. In accordance with board policy, the publishers are approved by the Ohio Department of Education. We considered all factors addressed in board policy. In addition, we were cognizant of addressing state standards and grade-level indicators; differentiated instruction—enrichment opportunities and remedial activities; the use of technology—most texts are available on CD, audio CD, online and are interactive; and text format. It speaks well to the professionalism and sincerity of our teachers how seriously they took this undertaking. Next year, Midview will focus on textbook adoption for social studies K-12. Below is a review of the textbooks that will be used starting the 2006-2007 school year.

### SCIENCE TEXTBOOKS

#### Elementary Schools

K-Grade 3 Publisher: Harcourt  
 Grades 4-6 Publisher: Scott Foresman

#### Middle School: Publisher: Prentice Hall

7th grade: Animals  
 Environmental Science  
 Weather and Climate  
 Motion, Forces and Energy

8th grade: Astronomy  
 Inside Earth  
 Cells and Heredity  
 Sound and Light  
 Nature of Science and Technology

#### High School: Publisher: Holt, Rinehart and Winston

Biology  
 Chemistry  
 Earth Science  
 Physics  
 Environmental Science [Univ. of Findlay]

Publisher: Glencoe  
 Physical Science with Earth Science

Publisher: The Education Group  
 The Video Encyclopedia of  
 Physics Demonstrations

### MATH TEXTBOOKS

#### Middle School: Publisher: Glencoe

Grade 7: Course 2  
 Course 3

Grade 8: Course 3  
 Pre-Algebra  
 Algebra I

#### High School: Publisher: Glencoe

Algebra I—for both Algebra I and Algebra A and Algebra B  
 Geometry—for both Geometry and Accelerated Geometry  
 Algebra II—for both Algebra II and Accelerated Algebra II  
 Advanced Mathematical Concepts Pre-Calculus with Applications—for Pre Cal and Accelerated Pre Cal

Publisher: McDougal Littell  
 Calculus with a Single Variable

Publisher: AGS Globe  
 High School Special Education Math  
 20 Life Skills Math  
 20 Consumer Mathematics  
 20 Geometry  
 2 Math Transparencies  
 2 Geometry—ETA/Cuisenaire manipulatives

To support the new textbook adoption, SmartBoards will be provided next year to Math teachers grades 7-10, and Science teachers grades 8-10

## Language Arts Alignment at MMS Now Complete

During the Early Release Day on May 9<sup>th</sup>, Language Arts teachers at the middle school met with Dr. Cathy Pugh, Director of Curriculum, to align the LA curriculum to the state standards. Their work together encourages a continued process of teaching, assessment, and revision of the curriculum to help ensure that our students in seventh and eighth grades are learning what the state expects them to learn in the areas of Reading and English. Midview will next be supporting our LA teachers at the middle school through the purchase of supplemental resources to assist them in the classroom. Good job, team!

Individual commitment to a group effort—that is what makes a team work. —Vincent Lombardi