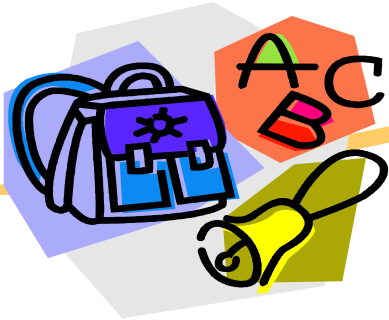


Teacher Talk

Department of Instruction



September, 2005

Volume 3, Issue 1

DEPARTMENT OF INSTRUCTION

Director:
Lori Chandler

Program Coordinators:

Michelle Keller

Dale McRitchie

Barb Palmer

Carol Starrick

Secretary:

Laurie Hykes

WELCOME BACK

Lori Chandler

The Department of Instruction welcomes you back to another wonderful year of teaching and learning. We will continue to use technology to communicate local, state and federal news to keep all apprised of instructional issues.

Local Professional Development News

05-06 Committee Members, JoAnn Shire, Jenny Young, Lori Chandler, Cindy Grice, Dave Knight

05-06 Support Members, Pat Taft, Carol Starrick

Every year the committee looks at all materials and revises and/or clarifies when necessary. Those changes/clarifications include:

- * New folders with updated information will be purple
- * All forms will now be available online at the MCS webpage under the Superintendent/Human Resources link.
- * While forms may be downloaded and filled out by computer instead of by hand, at this time staff members must still submit the requested number of hard copies for consideration by the committee.
- * When submitting a form for a masters program, the area of concentration must also be listed.
- * Effective August, 2005, requests for credits/contact hours obtained by **teaching** a class or workshop will only be considered for licensure. The hours must be submitted through a non-traditional plan and **MUST** be pre-approved. Credits or CEUs will not be given for services naturally a part of your job or for which you are paid a stipend. This would include receiving free credits in lieu of a monetary stipend.
- * Effective August, 2005, the LPDC will no longer approve any **fall foliage tour** credit.
- * If a course name appears to be a duplicate of one that you have already taken, it is the teacher's responsibility to provide the syllabus or other official documentation from the two classes to show that the content was different.

As always, we welcome your feedback and suggestions for the August 2006 revisions.





DISCOVERY TEAM GOALS

Michelle Keller

Discovery TEAM Goals:

1. Use data and research to improve identification, programming and services for gifted students and those needing challenge.
2. Use data to provide gifted education professional development for teachers.
3. Serve on CIP and Strategic Plan Committees to assist in formulating and implementing building and district goals.
4. Collaborate with PACE-TEAM to facilitate communication with the community information to parents through Parent Evenings, Discovery TEAM Dialogue Newsletters, and updating the PACE-TEAM and Discovery TEAM websites.

On the required State "Self Report on Identification and Services for Students Who Are Gifted," we are being asked to report and code our differentiated services. The Discovery TEAM is collecting information regarding teacher training, differentiation being used in the classroom, and professional development needs in the field of gifted education. We appreciate classroom teachers taking time to complete the survey. This data will be very valuable in planning for the needs of teachers and students.

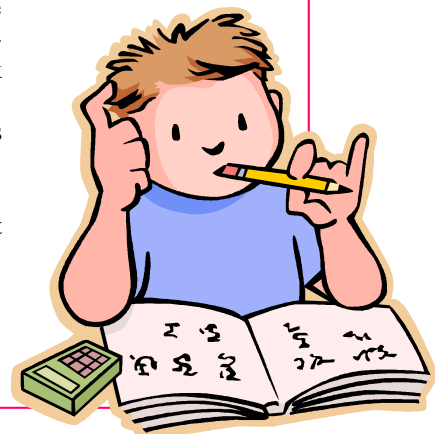
The consulting teachers and P.A.C.E.-T.E.A.M. representatives from each elementary building present at parent meetings being held for parents of newly identified gifted students to discuss gifted identification, the consulting teacher model, changes in services, parent involvement and resources available. Meetings will be held: Sept. 27, Fenn, Sept. 28, Heritage, Sept. 29, Blake, Oct. 4, Canavan, Oct. 6, Garfield from 6:30-7:30 PM.

OHIO DEPARTMENT OF EDUCATION INFORMATION

Barb Palmer

Here are a few items you might be interested in from the Ohio Department of Education:

- * **Standards Guides** for families for students K-8 are being shipped to all schools based on your 2004 enrollment. Additional copies will be furnished on request. New this year, are foreign language versions.
- * **Call for Field Testers** in Fine Arts, Foreign Language and Technology. This is to field test model lessons Oct. 10, 2005 through November 18, 2005. Nomination forms are available at: http://www.ode.state.oh.us/academic_content_standards
- * **Model lesson videos** have been released. Four multimedia CD-ROMs for teachers were shipped to Ohio High Schools: *Mathematics: Teaching Strategies*, *Science Teaching Strategies*, *Social Studies Teaching Strategies* and *English Language Arts Teaching Strategies*. Each includes printable discussion guides.
- * **K-12 Model curriculum lessons/IMS** are available on the ODE website (<http://www.ode.state.oh.us>) and should be an asset to any classroom especially those who are providing content area intervention. Go to "Quick Links" on the lower right side of the home page.
- * This resource was just brought to my attention as a good site for teachers interested in a focus for a study group done with the Curry Samara model: <http://www.curriculumproject.com/>
- * Kindergarten through 3rd grade teachers: Don't forget to take a look at ODE's Diagnostic Support website. The website address is: <http://www.diagnostictestsupport.org/> There are a variety of support materials available at that site.



TECHNOLOGY

Dale McRitchie

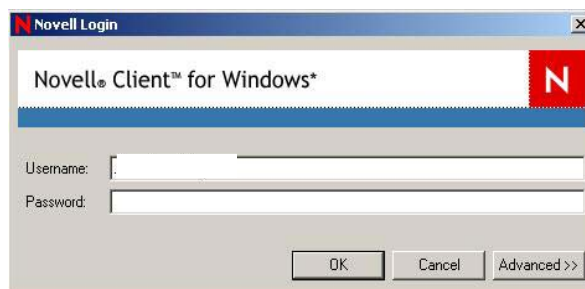
Get your Internet access back !



If this looks familiar and you cannot access internet web pages and you've entered all the user-names and passwords you can think of and still cannot get to the internet, PLEASE, PLEASE, PLEASE rather than curse Webmarshal, the Tech Dept., the dumb computer, etc, re-authenticate to the Novell system by logging back on to the computer you are using.

Webmarshal automatically logs users out after 30 minutes of inactivity. What this means is that your internet access privileges have been canceled due to inactivity. This is a security feature for those of us, including me, who get busy during the day and walk away from an active computer session. All privileges and access can be regained by logging back in to Novell. This can be accomplished by:

1. Restarting the computer or,
2. Right-clicking the red "N" in you task bar and choosing "Netware login..." or
3. Windows Start menu./Programs/Novell (common)/Novell login

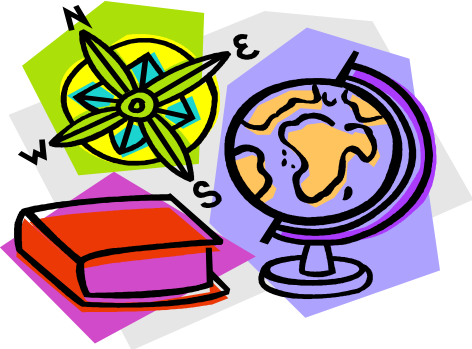


PROFESSIONAL DEVELOPMENT

Carol Starrick

October 17—Professional Development Day

Please mark on your calendars...Monday, October 17...Professional Development Day. This year's format will continue with district planned morning sessions and building planned afternoon sessions. The staff development committee did make some recommendations for this fall's activities, many of which have been realized. The elementary focus will be on developing "I Can" statements in each of the four main content areas. Work groups will mix teachers from all buildings and will concentrate on each grade level's indicators. The high school and middle school teachers will have a smorgasbord of sessions ranging from Common Assessments, Performance Tracker, Electronic Gradebook, Drug Awareness Issues, Legal Update, What Works in Schools, and various small group sessions designed for special interest areas. It should prove to be a very productive professional development day. Watch for schedules arriving in your buildings in October.



DRA Scores

Starting after you have received training in Performance Tracker, teachers may begin entering their Fall DRA scores in the new program. Literacy mentors have established cut-off points for Advanced, Accelerated, Proficient, Basic, and Limited DRA levels for each of the three possible reporting times: Fall, Winter, Spring. Eventually this will help buildings identify at the touch of a finger those students in greatest need, based on DRA scores.

NEW TEACHERS RECEIVE SUPPORT FROM THEIR MENTORS

Nineteen teachers and nineteen mentors met on August 17, 2005 for a kick-off to their Entry-Year Program. These Entry-Year Teacher/Mentor teams will meet once a week throughout the upcoming year. Additionally there will be 5 more group meetings designed to help these new teachers manage the challenges of first year teaching this year. This program could not function without their commitment. Also, a special thanks to Sue Pallini, Stephanie Itibrou and Michelle Mueller for serving on the committee to match new teachers and mentors.

Our Entry-Year teacher and mentor matches this year are as follows:

Kindergarten Center

Lead Mentor—Jan McIntosh
Amanda Finley—Brigitte Dade
Cathy Miller—Kristie Bryniarski
Rebecca Gibson—Jan McIntosh

Ella Canavan Elementary

Shelly Bonner—Sue Bolender
Nicole Camera—Arlene Schneider
Karina McFrederick—Judy Robinson

Heritage Elementary

Julie Sylvia—June Trenty

H.G. Blake Elementary

Lead Mentor—Tina Cassidy
(Blake and Canavan)
Dan Fenn—Roberta Gangl

Garfield Elementary

Lead Mentor—Rachel McCowry
(Garfield and Heritage)
Joanna Cavey—Sue Kirsch
Christine Roberts—Jean Vidika

High School

Lead Mentor—Stephanie Itibrou
Jane Anderson—Ann Cleary
Jason Sturm—Cindy Wismar

Claggett Middle School

Lead Mentor—Cindy Farver
(Claggett and C-Fit)
Jamie Patyak—Eldora Lavdas
Tobin Stepsis—Tricia Shuck

A.I. Root Middle School

Lead Mentor—Sheila Allen
Sharon Eckstein—Nicole Farruggia
Lisa Kaiser—Kerilyn O'Brien
Tim Sutherland—Tess Ewart
Rocco Russo—Terry Tye

C-Fit

Leonard Loftis—Diane Kagel

NEWS FLASH

Medina City
School District
Instruction
Department



Volume 1, Issue 1

October, 2005

THE NEW SAT & DIPLOMA WITH HONORS

With the introduction of the writing portion on the SAT in March, 2005, the question was raised regarding the score's effect on a student's ability to earn a Diploma With Honors.

A student must meet at least eight of nine specified criteria for earning a Diploma With Honors. Among those is earning a score of 27 on the ACT or "an equivalent composite score" of 1210 on the SAT. The revision of the SAT to include an essay section moves the total possible points on the SAT to 2400 from 1600.

In order to keep the scores between the ACT and SAT comparable as qualifying criteria for a Diploma With Honors, the qualifying score of 1210 will not change. Evaluators who determine student eligibility for the Diploma With Honors are instructed to ignore the writing portion score of the SAT in determining eligibility for the Diploma With Honors. This rule takes effect during the 2005-06 school year and applies also to students who took the SAT in March 2005.

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TECHNOLOGY

MCS computer techs have answered 446 computer repair requests since the start of school through 19 October. 165 of those have been equipment repair. 105 were due to software difficulties. 90 repairs revolved around computer/equipment configuration. 60 had techs removing or adding equipment. The remainder were wiring, desktop and training requests.

BETA (Biennial Educational Technology Assessment) is back at a computer near you..... Your building tech reps will follow-up with details.

- New college credit group forming: Adolescent Literacy-Core Curriculum for Grades 6-12. 3 – hours credit from Kent State. Classes meet at A.I. Root. If interested, please contact Terry Tye by November 1 (tyet@mcsd.org or 330-334-7182). Classes start November 8th and run through May 16th.

- DRA scores: All elementary teachers should input their DRA scores directly into Performance Tracker this year. Fall scores are due November 1st.

Science Support Team—reviewed our item analysis for OGT, 6th grade science proficiency and 4th grade science proficiency with these common results:

- **59% of questions our students missed contained a chart, key, diagram or other visual that required interpretation.**
- **Vocabulary, Vocabulary, Vocabulary**—Words such as "density, potential, and kinetic energy" appeared in a large percentage of missed questions. This group will be working toward completing a vocabulary list for each grade level.
- **Writing on Demand**—Four OGT constructed response items were lower than the state.

Teacher Talk

Department of Instruction



December, 2005
Volume 3, Issue 2

DEPARTMENT OF INSTRUCTION

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VALUE—ADDED

Lori Chandler

What is it? Why and when will it be a part of our state accountability system?

The first class in Ohio to receive a *Value-Added Analysis* will be the current 4th grade. Although all aspects are still not clarified from ODE, it is important that all Ohio educators have a basic understanding of the **why, what and when**, of the Value-Added process. This information comes from ODE and the Battelle for Kids organization—the primary company charged with the implementation in Ohio. Piloting has been going on in Ohio for 3 years under the direction of Battelle for Kids. Seventy eight districts have been participating.

Why?

Ohio's current accountability system looks at comparisons between different groups of students and provides only a snapshot of achievement on an annual basis. Ohio's report cards do not track the progress of the same students over multiple years. When comparisons are made on how a school or district is doing from year-to year, the comparisons are of different groups of students — one year's fourth grade class to the next year's fourth grade class. While this information is useful, it does not provide an accurate assessment of individual student growth or the progress the school and district are making in reaching state standards.

What?

Value-Added analysis will provide a new dimension and measure in Ohio's accountability system. It operates on the premise that you have to know where students start to evaluate fairly the significance of where they finish. It uses statistically reliable methodology and individual student achievement data to measure academic gain or "value" for students over a specific period of time. Growth patterns or trends will develop for a student, school and district so that the expected progress can be monitored. Due to No Child Left Behind legislation, Value-Added Analysis will only be determined in the areas of mathematics and reading.

When?

Current 4th grade students who have taken the state achievement test in reading in their 3rd and 4th grade year will receive the first proto-type report. Schools and parents should expect to see those reports in the fall of 2006. Other grade levels will be phased in as more assessment data is collected. At this point, there will be 5 levels of reports—state, district, school, classroom and student. Only the state, district and building reports will be included on the district report card in the year 2007.



HAPPY HOLIDAYS

GIFTED EDUCATION

Michelle Keller



- * The first issue of the Discovery TEAM Dialogue—an electronic newsletter, produced by the Discovery TEAM and PACE-TEAM is now available online. This newsletter includes information about perfectionism, book reviews, parent tips, resources, and community enrichment opportunities. The newsletter is posted on the Medina City Schools’ website. The first issue is available by going to <http://www.mcsoh.org>, open Curriculum and Instruction, click on Gifted Education, click on Discovery TEAM Dialogue newsletter.
- * Discovery TEAM and PACE-TEAM are working together to provide three evening sessions with speakers for students and parents. Some ideas include a speaker from the Akron Child Guidance Center and summer opportunities for middle and high school students. More information will be forthcoming via flyers.
- * Iowa and CogAT testing for grade 2 students will be held during the week of January 9. Instructions and a recommended schedule will be sent to you in December. If you have any questions, you can contact Michelle Keller at ext. 3075
- * Teachers will receive an additional student report. “The Ohio Standards Report” that is a student customized skill report linked to Ohio standards and indicators that have been identified as assessed on the Iowa Test of Basic Skills. We will be meeting with fifth grade and seventh grade teachers to explain the reports and discuss how to use them before the results of the Iowa and CogAT testing go home to parents in January.



GRADE 3 READING RESULTS ARE AVAILABLE

Dale McRitchie

Ohio Achievement Test V4-Gr 3 reading results are available on-line in the performance tracker program. The web address is: <http://medina.oh.altperf.com/>. If you’re unable to login you must email me at dmcrit@mcsoh.org so I can reset your password. Remember that you can only run a report if you have an active class. Choose the report button and then insure that the subject is English Language Arts, Third Grade and school year 2005-06. Next choose a **Report**, either proficient vs. not proficient—pie chart or proficiency level—pie chart. Under **Filter Options** concentrate on the classes and assessment filters. Ensure the class and the Ohio Achievement Test V4—Grade 3 reading you’d like to run the report on are selected. Finally you can run the report by selecting the button on the bottom of the screen.

AKRON UNIVERSITY COHORTS FORMING

Carol Starrick

If you are interested in completing a Master's Degree through The University of Akron, two information sessions were planned for December. On Tuesday, December 6 and Thursday, December 8, Akron personnel were at the Medina County Career Center from 4:00-5:00 to present information about the possibility of forming cohort groups in literacy, technology and administration. If you are interested, but were not able to attend either of those sessions, please contact Carol Starrick, ext. 3074, for further information.



PROFESSIONAL STUDY GROUPS FORMING

1 hour credit from Ashland University available

If you are seeking graduate credit, Medina City Schools will offer a Study Group Class second semester. You need to have a small group of teachers who agree to read and study a specific book over second semester. The kick-off for the Study Group will be Friday, January 20th, 11:30-2:30, at Blake Elementary School. Groups meet independently throughout the semester. Group presentations will be made in early May. If you are interested in being part of this workshop opportunity, please watch for the registration flyer which will be in buildings in mid December. Participants may repeat this Study Group Class two times. If you have already participated for credit two previous times, you are not eligible for this.

CURRICULUM INFORMATION

Barbara Palmer

- * The first set of model curriculum lessons for **Foreign Language**, **Fine Arts** and **Technology** are now available on the IMS from the Ohio Dept. of Education. These set of lessons includes novice foreign language lessons in each grade band, a variety of music, drama-theater, visual arts, dance, and technology lessons in each grade band. Go to: <http://www.ode.state.oh.us/> then to "quicklinks" on the lower right hand side of this home page. Click on: IMS (Model Curricula) Then select your subject and grade level band from the pull down.
- * For those of you who follow the **NAEP assessments of Reading and Math** at a national level, the 2005 national results reveal that Ohio students 4th and 8th grades performed above the national average in reading and math. Fourth grade students made significant gains in mathematics, increasing from an average scale score of 238 in 2003 to a score of 242. Eighth grade students made a one-point gain from 2003. Reading scores for Ohio and the nation remained flat from 2003.
- * The **Science Support Team** has been working on building a bank of science questions at each grade level. As part of our emphasis on science and technology each building through their team member has or will receive an ELMO or flex cam to be used for science instruction.
- * <http://www.grantsalert.com/gsoft.cfm> offers a list of grants available to teachers under "good stuff for teachers". If you are looking for a grant to finance a project, you may find what you need at this site.



NEWS FLASH

Medina City
School District
Instruction
Department



Volume 1, Issue 2

January, 2006

DRA ASSESSMENTS

During January and February all emergent readers in kindergarten should be assessed using the DRA. Scores need to be entered into the Performance Tracker system using the winter column.

All students in grades 1-5 who are at-risk in reading (based on previous assessments) must be assessed using the DRA each quarter (based on our district CIP). Performance Tracker only gives us 3 time periods for recording assessments (fall/winter/spring). Scores obtained in January should be entered into the winter column and those scores must be entered prior to March 1st.

Entry-Year Teachers

Entry-year teachers will have their January meeting on January 25th. The meeting is 4:15—8:15 p.m. at Blake Elementary. A pizza/salad dinner will be served. Those entry year teachers who have already completed their Child Abuse Training will be excused at 6:15 p.m. This meeting is only for entry-year teachers and lead mentors.

- Early Release will be February 22. Plans are currently being finalized. Please stay tuned.
- Staff Development Leave Grants—February 1st is the deadline for second semester grants. The committee will be meeting February 6 at 4:00 p.m. to consider those grants.

Diagnostic Testing, grades K-3

Don't forget: Kindergarten-third grade teachers need to assess any new students using the Diagnostic Tests. 1st and 2nd grade teachers need to assess all students using the Diagnostic tests (long or short screeners) during January and February. 3rd grade teachers need to assess all students using the Diagnostic writing screener during January and February. Within the next few weeks, you will receive blank scoring reports. Please list each student and their scores on those reports. Reports are to be turned into your building secretaries before leaving in June. (You should also keep a copy for your own files.) Representatives from each building will be brought together in February to discuss any diagnostic questions/issues.

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- Medina High School's Academic Challenge Team will participate in the Medina County's Twentieth Annual Academians' Tournament hosted by Medina General Hospital on Friday, February 10th. The Medina County Middle School Academic Challenge Competition will be held at Medina High School on Saturday, March 11th. We have a team from Claggett and from Root who are meeting with consulting teachers, June Trenty and Pat Sciarini, to practice for the competition. You are invited to attend this event. Round 1 begins at 8:30 AM and the awards assembly begins at 1:15 PM.
- P.A.C.E.-T.E.A.M. and Discovery T.E.A.M. will host an evening with parents of students in grades 4-8 at Root on Tuesday, January 31 from 6:45-8:00. Debbie Megyes, a mental health consultant and gifted coordinator from the Child Guidance and Family Solutions in Akron will be the speaker. Flyers have been sent out and are available from the consulting teacher in your building.
- The Career Guidance six-week Seminar for multipotential gifted seventh grade students has begun. In light of the multipotential research, the seminar was created with these goals in mind. (1) To provide students with information they need to make informed decisions about rigorous coursework and other activities from middle school through 12th grade; (2) To engage students in thinking about high school, college and careers; and (3) To teach students how to access educational resources to meet their personal needs.

NEWS FLASH

Medina City
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DIAGNOSTIC UPDATE

First through third grade teachers should have completed their first round of diagnostic assessments by February 28th. Reassessments for those “not on track” need to be given either during March or April. All teachers will send home results utilizing the district’s form letter and informational brochure with the 3rd quarter report cards at the end of March. Teachers will receive their form letters and brochures in the very near future. Each building has a grade level representative who met with reps from other buildings during February. If you have any questions, please contact your building’s grade level rep or call Carol Starrick, ext. 3074.

Scores will be reported to parents via the form letter/brochure. The next reporting time will be in June when your class sheets are turned into your building secretaries (please make a copy of these scores for yourself prior to turning them into the secretary) and the scores are recorded on the student’s accum folder.

LANGUAGE ARTS MULTIPLE COPY SELECTION PROCESS

One grade level representative from each building will meet with reps from across the district in March to make the selection of informational text/literacy text multiple copies which will become part of our new language arts adoption. If you have thoughts on the types of books to be selected, please contact your building’s grade level representative.

TESTING

- If you have the “Process Verbs” (charts with definitions that were sent out) up in your classroom, please cover them during the achievement tests.
- Encourage students to read the short answer or constructed response carefully and restate the question in their answer to get credit for a complete answer.
- The graph paper answer format is tricky to our students. You may want to remind them that their entire answer needs to be inside the grid.

Volume 1, Issue 3

March, 2006

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Virus Update

<http://www.pcdactor-guide.com/wordpress/?p=2300>

The above website gives another look at the virus that visited the district recently. Throughout our district we had between 10-20 employees who lost documents with the tags described in the article. Of those 10-20 folks, a few of them had been backing up these documents to the “H” or “Home Drive” and they were able to recover a vast majority of their work. Some of these employees had only saved to the “C” drive or the more common “My Documents Folder” and lost all of their work.

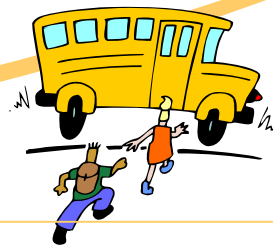
Please take advantage of the resources that technology makes available to you. Saving to the “Home Drive” is only a click away.....

DRA UPDATE

Just a reminder that if you have utilized the DRA for winter assessments, you are encouraged to enter your scores into the winter assessment column on the Performance Tracker.

Kindergarten teachers should utilize the winter column for their recently completed DRA assessments.

If you are having difficulties entering your scores, please forward an e-mail to Dale McRitchie



April, 2006
Volume 3, Issue 3

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GIFTED EDUCATION

Michelle Keller

What does research say about peer tutoring dyads in raising achievement?

Since the mid 1980's, this grouping strategy has been researched extensively. The strategy most often involves teacher selection of a dyad of two students—one who has mastered the skill and one who has not—to work together on mastering specific academic tasks. The rationale for such pairing is that the student who understands the concept will be able to teach, or re-teach the task to the student who does not yet understand.

A variation of this practice is to place students of similar ability in pairs to work jointly on mastery of differentiated academic tasks; there, two students who had mastered the task would be given a more challenging task to work on together, and students who need to master the concept would be given tasks to do so.

Since 1990, the research on mixed-ability peer tutoring dyads has concluded that the lower ability member of the dyad remains longer “on task,” speaks up to understand, behaves more appropriately and achieves better. For the student who has achieved mastery of the concept, there is no gain in achievement.

Several studies have reported different results, however, for like-ability dyads. When both students in the dyad are of high ability, this teaching approach results in significantly higher achievement and more pro-academic interactions. However, low ability students in like-ability dyads felt less positive about their abilities.

Peer tutoring—Is there a happy medium so that all students will grow in achievement?

Perhaps looking at the tasks given to a mixed-or like-ability dyad is the best way of sorting through differential effects of peer tutoring. If the task involves work that one member of the pair knows and the other doesn't, probably neither child will benefit. The “knower,” not being a trained teacher, will merely give the “non-knower” the information, and will learn nothing new. For mastery tasks, it would be wiser to pair two children working at a similar mastery level so that the two children are given a task that will stretch them both as dyad participants. Students should work on tasks appropriate for their level of understanding and skill.

There is a greater chance that in mixed-ability dyads, both students will benefit academically if the task is open-ended, problem-based or requires higher order thinking skills.

* Taken from Re-Forming Gifted Education by Karen B. Rogers, PhD



COMPUTER ETHICS & SAFETY

Dale McRitchie

Recently I've been able to attend several seminars dealing with computer ethics and safety. The first was given by Doug Johnson the Director of Media and Technology for the Mankato, MN Public Schools. He presented on the topic of learning right from wrong in the digital age. His message focused on the 3-P's (see below) and detecting/preventing plagiarism. The other presentation was given by The Medina County Sheriffs Office and was dedicated to children's safety on the internet.

Mr. Johnson's main theme consists of the 3-P's:

- Privacy** – I will protect my privacy and respect the privacy of others
- Property** – I will protect my property and respect the property of others
- a(P)propriate Use** – I will always use technology in constructive ways and in ways which do not break rules of my family, religion, school, or government.

Much more information is available at Johnson's web site: <http://www.doug-johnson.com/ethicsclass/one.htm>

The Ten Commandments of Computer Ethics by the Computer Ethics Institute

1. Thou shalt not use a computer to harm other people.
2. Thou shalt not interfere with other people's computer work.
3. Thou shalt not snoop around in other people's computer files.
4. Thou shalt not use a computer to steal.
5. Thou shalt not use a computer to bear false witness.
6. Thou shalt not copy or use proprietary software for which you have not paid.
7. Thou shalt not use other people's computer resources without authorization or proper compensation.
8. Thou shalt not appropriate other people's intellectual output.
9. Thou shalt think about the social consequences of the program you are writing or the system you are designing.
10. Thou shalt always use a computer in ways that insure consideration and respect for your fellow humans.

The Commandments are reprinted here with permission of the Computer Ethics Institute and can be found at the following link: http://www.brookings.edu/its/cei/overview/Ten_Commandments_of_Computer_Ethics.htm

MEDINA COUNTY SHERIFF'S OFFICE PRESENTATIONS

Over the past month, the Medina County Sheriff's Office has given two presentations in our district. They presented a wealth of sobering information about what is waiting out there for our students. Whether our students use Myspace, Xanga, Friendster, AOL, Yahoo, etc. they are leaving personal clues about themselves for anyone to see. A simple question we need to ask ourselves is.....How fast can an online predator find vital personal information on his/her prey? Take a look at the following web site for a link called Tracking Teresa.

<http://www.netsmartz.org/resources/reallife.htm#realteresa> Click on the play icon.

The bottom line is we need to share this type of information with our students and each other. Teaching and applying computer ethics is not about memorizing words on a piece of paper or just signing your name to an EULA form or an AUP. This is about communicating with students and colleagues in an ethical manner.



ELEMENTARY LANGUAGE ARTS ADOPTION

As materials are arriving, the implementation of our new K-5 program is becoming a reality. Due to the variety and complexity of materials, we expect this to be a two year implementation with completion at the end of the 07/08 school year. We have been fortunate enough to begin a portion of the training this year. Opportunities for additional training and professional dialogue will continue through the 2007-2008 school year. The initial training timeline is listed below:

Kindergarten

LIPS - Full	May 2,3,4, 2006
Orton Gillingham Intro and Review	Feb. 22 Early Release
Guided Reading	March 31, 2006
Calkins Writing	October 9, 2006

1st Grade

LIPS Intro and Review	Feb. 22 Early Release
Orton Gillingham – Full	May 15,16, 17 2006
Guided Reading	March 31, 2006
Calkins Writing	October 9, 2006

2nd Grade

LIPS – Informal Review	TBA 2006/07 School Year
Orton Gillingham Informal Review	TBA 2006/07 School Year
Guided Reading	March 31, 2006
Calkins Writing	October 9, 2006
Sitton Spelling	Feb. 22 Early Release – follow up with building mentors

3rd, 4th & 5th Grade

Sitton Spelling	Feb. 22 Early Release – follow up with building mentors
Great Source Reading	March 31, 2006
Great Source Writing	March 31, 2006 – possible follow up October 9, 2006

Special Education

Depending on the grade level served, all appropriate special education staff will be trained in the areas of service. Several sections have already occurred. We will continue to work with Kris Quallich to determine continuing needs and put those trainings in place as needed.

Trainings for differing components will have to take place in the fall for teachers new to the Medina City Schools. Staff feedback and questions will guide additional support/training sessions in the coming years. Huge district thanks should go to the many building leaders who have participated in the decision making and purchasing. **It DOES take a *village***



Interested in 5th Grade Summer Work ?

Some things didn't get done this year for fifth grade. Achievement tests are scheduled for 2006 and 2007 in science and social studies at this 3-5 grade band.

- * June 13, 2006 from 8:00 a.m.—3:00 p.m. will be a paid (curriculum hours) work day for anyone interested in district mapping and planning for 5th grade science.
- * June 14, 2006 from 8:00 a.m.—3:00 p.m. will be a paid (curriculum hours) work day for anyone interested in district mapping and planning for 5th grade social studies.

Here is a great website for vocabulary/flashcards for any content area:

<http://www.studystack.com/>



FOR ANOTHER LOOK AT SUMMER OPPORTUNITIES CLICK ON THE LINK :

<http://www.mcsoh.org/boe/instruction/staffdev/sumopps.pdf>

NEWS FLASH

Medina City
School District
Instruction
Department



Volume 1, Issue 4

May, 2006

DEPARTMENT OF INSTRUCTION

Director:
Lori Chandler

Program Coordinators:

Michelle Keller

Dale McRitchie

Barb Palmer

Carol Starrick

Secretary:

Laurie Hykes

DISTRICT GRADING SCALE

As our district has grown in size and personnel, issues of building and staff consistency have become a greater concern. The creation of a district wide grading scale is an area of communication which is of vital interest to our students and parents. Therefore, a representative district committee has met and established a common basic scale for all K-12 staff to begin in the 2006-2007 school year.

A = 90%	D = 63%
B = 80%	F = 62% and below
C = 70%	

In addition a common scale of pluses and minuses has been recommended when appropriate. All middle school staff teaching high school credit courses will follow the recommended scale.

97% = A+	77% = C+
93% = A	73% = C
90% = A-	70% = C-
87% = B+	67% = D+
83% = B	63% = D
80% = B-	

The committee will review appropriate information and feedback in the future to continue in our goal of consistency regarding the reporting of student achievement.

DRA/DIAGNOSTIC UPDATE REMINDER

Please remember that all spring DRA scores must be put into the Progress Tracker computer program by May 26th.

Also, all diagnostic score sheets must be turned into your building secretaries prior to check-out in June and all scores must be entered on permanent files by the same date.

If you have any questions regarding DRA/Diagnostic test scores, please contact Carol Starrick at extension 3074.

SUMMER WORKSHOP & IPDP PLANS

Please note that if you have signed up for the Week of Literacy, your IPDP plan must refer to the classes as noted below. Thank you!

1 hour credit = Literacy Workshop I
2 hours credit = Literacy Workshop I and Literacy Workshop II
3 hours credit = Literacy Workshop I, Literacy Workshop II and Literacy Workshop III

GRANT OPPORTUNITY

K-8 Competitive Science Grant Opportunity for Medina County through Clinical Research Management, Inc. (\$5000)

- "Breaking the Mold" is a science grant opportunity for K-8 science teachers in Medina County
- The purpose is to create interest in science careers among elementary school students, to increase awareness of careers in science in Medina County and to increase use of community resources.
- **Due date September 15, 2006**
- If interested, email or call Barb Palmer for a copy of the application.

FIFTH GRADE MAPPING PROJECT

The meeting will be held June 13 and 14 from 8:00 - 3:00 in the lower level conference room at the central office. There is still room for participants in both groups.

- **June 13, 2006** will be a day (with pay) for 5th grade **science** teachers to work on and develop an assessment or curriculum map. This map is already in draft stages through the efforts of the science support team.
- **June 14, 2006** will be a day (with pay) for 5th grade **social studies** teachers to work on and develop an assessment or curriculum map.
- Teachers may participate in one or both days.

Teacher Talk

Department of Instruction



June 2006
Volume 3, Issue 4

DEPARTMENT OF INSTRUCTION

Director:
Lori Chandler

Program Coordinators:

Michelle Keller

Dale McRitchie

Barb Palmer

Carol Starrick

Secretary:

Laurie Hykes

A NOTE OF APPRECIATION

The Department of Instruction would like to thank the teachers who developed and volunteered to pilot the reading and math common assessments this year in grades 5-7. Their hard work and persistence in collecting and analyzing data in order to make suggestions for improvement is much appreciated as it has made a significant difference in instruction and academic achievement.

Thanks to math pilot team: grade 5, Mary Bessick, Kevin Henslee, Michelle Koerper, Drew Phillips, Judy Robinson, Vanessa Shriver, Gerald Tdorovich; grade 6, Nicky Farruggia, Cindy Grice, Craig Komar, Barb Mullen, Pat Sciarini, Steve Seitz, Steve Shurance, Dave Steirer, Diane Smith, and Pat Vujevich; grade 7, Karen Feskanich, Vicki Kocher, and Jesse Pritchard.

Thanks to the reading pilot team: grade 5, Sara Dreibelbis, Dawn Harrington, Bethany Pittman, Judy Robinson, Vanessa Shriver, and Terri Taylor; grade 6, Debbie Bartolotta, Sherry Eckstein, Lisa Kaiser, Tara Kaplack, Jeff Knox, Kerilyn O'Brien, Diane Smith and Pat Vujevich.

A special thanks to the high school language arts, math, foreign language, science and social studies' departments and middle school math teachers for their hard work in developing common assessments for grades 9 and 10.

Thanks to the building principals for their support and cooperation in releasing teachers to do this important work of the district.



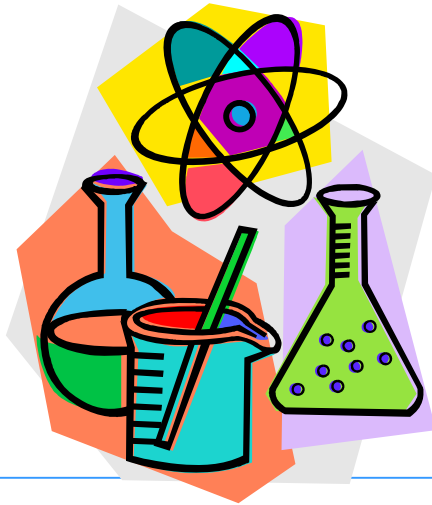
PROJECT SOAR MEMBERSHIP

Project SOAR (Schools' Online Assessment Reports), is Battelle for Kids' school improvement collaborative. Project SOAR provides Ohio school districts with valuable information to assist their efforts in focusing instruction to improve performance and raise student achievement levels. Since the program launched in 2002, Project SOAR has grown from 42 school districts to more than 100 districts that represent a mix of geographic regions across the state. Medina City Schools will be joining this exceptional group to increase our knowledge about Value Added data and further our continuous improvement efforts.

Value added data is derived from a combination of state proficiency/achievement assessments as well as standardized national normed tests. This year the 9th grade class took the Terra Nova Achievement test to allow for a continuous flow of that data from grades 3—10. Next year—we will be receiving value added data from grades 4—10 in math and reading. It is an exciting prospect for us to have this data before it becomes a part of our Local Report Card in the year 2007-2008.

SCIENCE COMMON ASSESSMENT PILOT

Science Common Assessments have been developed by the Science Support Team and will be available to pilot for the 2006-07 school year in grades Kindergarten through grade 8. If you are teaching science and interested in piloting this common assessment, we will meet to discuss the rollout and distribute materials on August 14 from 8:30 to 12:00 in the basement conference room at 140 W. Washington Street. ***Please confirm that you will attend this meeting with Laurie Hykes in the Department of Instruction by June 9, 2006*** so that we can have the appropriate materials available for your class on that date.



COMMON ASSESSMENT DISTRICT IMPLEMENTATION



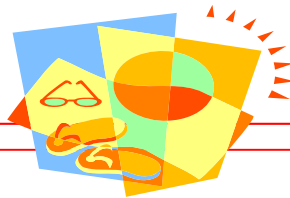
Based on the data obtained from the math and reading common assessment pilot groups, our district will be implementing the reading and math common assessments in grades 5 and 6 and math common assessments in grade 7. Our district will continue to develop common assessments in other grade levels next year based on the achievement gains students made during the pilot.

K-12 LANGUAGE ARTS MAPPING PROJECT

We will be working on Tuesday, June 13th at Blake Elementary to add details to our language arts maps for kindergarten through second grades. We are hoping to have one person from each building at each grade level as part of that group. If you are interested in working on this project and your building does not have someone representing it at your grade level, please call Carol Starrick immediately, ext. 3074. These maps are critically important in our language arts program implementation next year. We look forward to creating a quality product.



HAVE A WONDERFUL SUMMER



DIAGNOSTIC/DRA DATA

Please remember that final DRA scores are due now in Performance Tracker and on all accum and reading folders. Diagnostic testing results must be recorded on accum folders/inserts before the end of school. Diagnostic classroom log sheets must be turned into your building secretary before checking out for the summer. (Suggestion: you might wish to make a copy for yourself before turning them into your secretary.)

K-5 LANGUAGE ARTS ADOPTION

JUST A REMINDERAS PREVIOUSLY ANNOUNCED, OUR NEW LANGUAGE ARTS MAPS WILL BE DISTRIBUTED AS EARLY IN AUGUST AS IS POSSIBLE. THE GREAT SOURCE PERSONNEL ARE STILL WORKING TO UPDATE OUR 3RD, 4TH, AND 5TH GRADE MAPS WITH MATERIAL REFERENCES. A COMMITTEE OF KINDERGARTEN, FIRST GRADE, AND SECOND GRADE TEACHERS WILL BE WORKING TO ENHANCE THEIR MAPS OVER THE SUMMER. THESE MAPS WILL ALSO BE AVAILABLE AS EARLY IN AUGUST AS POSSIBLE. ALL TEACHERS WILL BE ASKED TO FOLLOW THE SEQUENCE OF THE MAP. ALL TEACHER MATERIALS FROM OUR OLD SERIES SHOULD BE TURNED INTO YOUR SCHOOL OFFICE PRIOR TO DEPARTURE IN JUNE.

SUMMER STANDARDS WORK/ PROFESSIONAL DEVELOPMENT

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	<i>June</i>	<i>2006</i>		1	2	3
4	5	6	7	8 <u>Last Student Day</u>	9 <u>Last Teacher 1/2 Day</u>	10
11	<u>12 Special Ed. Review</u> <u>Spelling Mentors</u>	<u>13 Gr. 5-8 Science Mapping</u> <u>K-2 L.A. Mapping</u> <u>LPDC</u>	<u>14 Gr 5 Social Studies Mapping</u> <u>Gr. 7 Math Mapping</u>	15	16	17
18	<u>19 Implementing Strategies in Science</u>	<u>20 Implementing Strategies in Science</u>	<u>21 Classroom Instruction that Works</u>	<u>22 Classroom Instruction that Works</u>	23	24
25	26	27	28	29	30	

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	<i>August</i>	<i>2006</i>	1	2	3	4
6	<u>7 Literacy Workshop: Spelling</u>	<u>8 Literacy Workshop: Phonics/Phonemic Awareness</u>	<u>9 Literacy Workshop: Vocabulary</u>	<u>10 Literacy Workshop: Writing</u>	<u>11 Literacy Workshop: Guided Reading</u>	12
13	<u>14 K-8 Science Common Assessment Pilot Planning</u>	<u>15 New Teacher Orientation</u>	<u>16 Groupwise Training</u> <u>L.A. Common Assessment Team 7th and 8th</u>	<u>17 CIP Planning</u> <u>Literacy Workshop: Intervention</u>	<u>18 Gr. 5,6, 7 Math and Gr. 5, 6 Reading C.A. Leaders Plan with Performance Trkr. Assessment Builder</u>	19
20	<u>21 Poverty Workshop</u>	<u>22 Poverty Workshop</u>	<u>23 District Data Team</u>	24	25	
27	<u>28 Teacher Day</u>	<u>29 Student's First Day</u>	30	31		

