

Oct./Nov./Dec., 2010

education The Connection

Malone CSD Formalizes Literacy Plan

Malone, a district with multiple buildings (3 at the elementary level alone) and multiple ways of addressing literacy, has embraced the development and implementation of a district-wide literacy plan. Their core reading program is the same—Harcourt Storytown—but now a formalized tiered response-to-intervention approach has been embedded within their literacy practices. The plan centers on a number of “big ideas” including:

Use all available resources to teach all students

- Use research-based instruction and interventions
- Monitor classroom performance
- Conduct universal screening/benchmarking
- Use a multi-tier model of service delivery that includes progress monitoring

During the 2009-10 school year, the district brought together staff from each elementary building representing reading specialists, elementary teachers, special education teachers, and school psychologists. Their charge was to examine the literacy research, identify current successful research-based practices being implemented within each building, and after conducting a gap analysis, develop the

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Teacher Center Update

As of this writing, Teacher Centers have not been included in the current New York State Budget. What does that mean for the Adirondack Teacher Center? Without supplementary funding, the doors of the Center will close for the current year, the opportunities for teacher created projects will disappear, support for staff development opportunities like conference attendance will cease, and workshops designed to fit the needs of our educational community will not take place.

The Adirondack Teacher Center serves an area of more than three thousand square miles in Franklin, Essex, and Hamilton Counties. This center, which

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New this Year: “A Taste of Technology”

Along with our many valuable professional development sessions on Regional Staff Development Day, Oct. 22nd, we are offering “A Taste of Technology:” an opportunity to experience a sampling of innovative technology sessions to enhance classroom instruction.

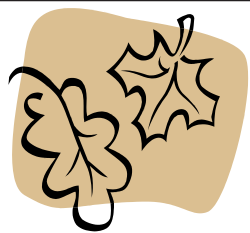
During “A Taste of Technology,” participants will experience all four of the sessions that will be offered on-site. Each session will last 1 hour 15 minutes. North End sessions will be held at Salmon River Central and South End sessions will be held at Saranac Lake High School.

The menu of four sessions will include:

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Professional Development Opportunities

Adirondack Teacher Center

Tech Fest 2010 Pages 2-5

Basic Windows-Based Computing

Do you need a safe environment to explore basic windows-based computing at your own pace? If so, join us for a BASIC computing workshop. Participants are encouraged to submit computing questions in advance of the session in order to tailor the workshop to specific needs. **Min. Number of Participants 6, we must meet the minimum to hold this workshop.**

Date: Oct. 20, 4:00-6:00 pm; **Register by:** October 13

Location: Saranac Lake High School Library

Instructor: Seth Putnam

Cost: \$10.00

Max. Number of Participants: 15

Call the Teacher Center (481-6333) to register.

Digital Cameras 1

Fall is such a beautiful time of year in the North Country with its range of colors. This workshop will give you an opportunity to capture and share nature's bounty. Bring your digital camera (fully charged), and your download cable. Learn the basics of your camera and how to take great photos. **Min. Number of Participants 6, we must meet the minimum to hold this workshop.**

Date: Oct. 21, 4:00-6:00 pm; **Register by:** Oct. 14

Location: ATC Computer Lab

Instructor: K. Virginia Bond

Cost: \$10.00

Max. Number of Participants: 8

Call the Teacher Center (481-6333) to register.

Getting the Most Out of your iPod Touch

This workshop is designed for teachers who have an iPod Touch, or are thinking of getting one, and would like to know more about its capabilities. Topics discussed will include: must have apps; unifying your calendar across multiple platforms; email and contacts on your iPod; and using your iPod in an instructional setting. **Min. Number of Participants 6, we must meet the minimum to hold this workshop.**

Date: Oct. 26, 4:00-6:00 pm; **Register by:** Oct. 19

Location: ATC Computer Lab

Instructor: Mark Dalton

Cost: \$10.00

Max. Number of Participants: 8

Call the Teacher Center (481-6333) to register.

Microsoft Word 1

This workshop is designed for the beginning user of MS Word, a word processing software. The focus will be on: Toolbar basics; fonts (changing and changing size); alignment (center, left...); borders (adding, changing); inserting pictures/clipart/graphics; creating a basic table; copying and pasting. And much more... with an eye to moving to MS Word II. **Min. Number of Participants 6, we must meet the minimum to hold this workshop.**

Date: Oct. 27, 4:00-6:00 pm; **Register by:** Oct. 20

Location: Saranac Lake High School Library

Instructor: Seth Putnam

Cost: \$10.00

Max. Number of Participants: 15

Call the Teacher Center (481-6333) to register.

The Education Connection is published four times a year, September through June by



(481-6333)

www.adirondackteachercenter.org

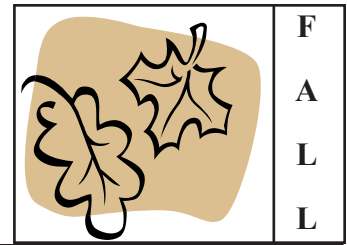
Franklin-Essex-Hamilton
BOCES
Office of Special Services
(483-5230)



Franklin-Essex-Hamilton
Special Education
Technical Assistance
Support Center
(891-1330)

The Education Connection is created using a Macintosh Computer, PrintMaster Gold, and InDesign CS3 software.

Professional Development Opportunities



Digital Cameras 2

Learn some new tips and techniques for taking great digital photos as well as ways to manipulate your photos. In this workshop we will be using MS Picture Manager, Powerpoint 2007 and some online photo sites. Please come with your camera fully charged, your USB Cable or a USB card reader and at least 20 photos you have previously taken. **Min. Number of Participants 6, we must meet the minimum to hold this workshop.**

Date: Oct. 28, 4:00-6:00 pm; **Register by:** Oct. 21

Location: ATC Computer Lab

Instructor: K. Virginia Bond

Cost: \$10.00

Max. Number of Participants: 8

Call the Teacher Center (481-6333) to register.

Getting the Most Out of your iPod Touch

This workshop is designed for teachers who have an iPod Touch, or are thinking of getting one, and would like to know more about its capabilities. Topics discussed will include: must have apps; unifying your calendar across multiple platforms; email and contacts on your iPod; and using your iPod in an instructional setting. **Min. Number of Participants 6, we must meet the minimum to hold this workshop.**

Date: Nov. 4, 4:00-6:00 pm; **Register by:** Oct. 28

Location: Saranac Lake High School Library

Instructor: Mark Dalton

Cost: \$10.00

Max. Number of Participants: 15

Call the Teacher Center (481-6333) to register.

Web 2.0 = Fun and Free and Easy to Use in the Classroom

This session will focus on hands-on work with the Web 2.0 applications and how innovative uses of technology can have powerful potential as a teaching tool. Participants will gain an understanding of a variety of new and emerging technologies and their application to the learning environment. Come and see the potential of having content come to you as opposed to the continuous search for information. **Min. Number of Participants 6, we must meet the minimum to hold this workshop.**

Date: Nov. 2, 4:00-6:00 pm; **Register by:** Oct. 26

Location: ATC Computer Lab

Instructor: K. Virginia Bond

Cost: \$10.00

Max. Number of Participants: 18

Call the Teacher Center (481-6333) to register.

iPod Touch—Round Two for Administrators

This session is meant as a continuation of the iPod Touch workshops offered earlier this year. We will be continuing to look at the connection between iTunes and iPods, but more of the focus will be on tips and tricks for the iPod itself. Included will be how to unify your calendar, email and contacts on your iPod and computer. You do not have to have attended the earlier workshop to attend this session. If you have an iPod bring it along. If you have a laptop that you sync it to, bring that along as well. **Min. Number of Participants 6, we must meet the minimum to hold this workshop**

Date: Nov. 9, 4:00-6:00 pm; **Register by:** Nov. 2

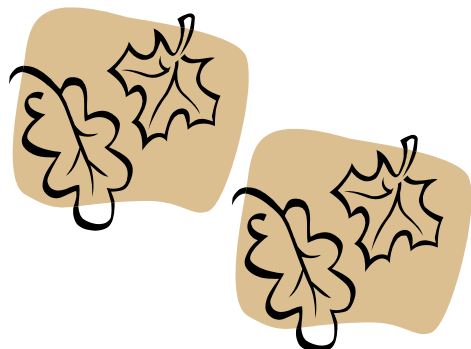
Location: ATC Computer Lab

Instructor: Mark Dalton

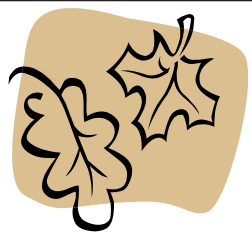
Cost: \$10.00

Max. Number of Participants: 15

Call the Teacher Center (481-6333) to register.



Note: Please verify inservice credit approval at your district office. Etc... is not responsible for credit approval, but will prepare reports of completion as requested.



Professional Development Opportunities

Video in Teaching and Learning—VITAL NY

VITAL New York on Teachers' Domain is a free digital media service for educational use, brought to you by the NYS public broadcasting stations and their partners. You'll find thousands of media resources, support materials, and tools for classroom lessons, individualized learning programs, and teacher professional learning communities. **Min. Number of Participants 6, we must meet the minimum to hold this workshop.**

Date: Nov. 10, 4:00-6:00 pm; **Register by:** Nov. 3

Location: Saranaac Lake High School Library

Instructor: Seth Putnam

Cost: \$10.00

Max. Number of Participants: 15

Call the Teacher Center (481-6333) to register.

Free Teacher Resources On-Line

There is a wealth of useful teaching resources online if you know where to look! Participants will learn about a wide-variety of online resources and apply the resources to their practices. Examples of resources include, lesson planning, rubrics, streaming video, SMART Board, clip art, puzzle makers, and classroom games. **Min. Number of Participants 6, we must meet the minimum to hold this workshop.**

Date: Nov. 17, 4:00-6:00 pm; **Register by:** Nov. 10

Location: Saranaac Lake High School Library

Instructor: Seth Putnam

Cost: \$10.00

Max. Number of Participants: 15

Call the Teacher Center (481-6333) to register.

iPod Touch—Round Two for Administrators

This session is meant as a continuation of the iPod Touch workshops offered earlier this year. We will be continuing to look at the connection between iTunes and iPods, but more of the focus will be on tips and tricks for the iPod itself. Included will be how to unify your calendar, email and contacts on your iPod and computer. You do not have to have attended the earlier workshop to attend this session. If you have an iPod bring it along. If you have a laptop that you sync it to, bring that along as well. **Min. Number of Participants 6, we must meet the minimum to hold this workshop.**

Date: Nov. 18, 4:00-6:00 pm; **Register by:** Nov. 11

Location: Saranaac Lake High School Library

Instructor: Mark Dalton

Cost: \$10.00

Max. Number of Participants: 8

Call the Teacher Center (481-6333) to register.

Creating SMARTBoard Resources for the Elementary Classroom

This workshop will focus on creating and, of course, sharing SMARTBoard resources for your classroom. The focus will be on creating manipulatives and sharing websites that can and will engage your students in the learning process. Participants are asked to bring a USB drive and at least two resources to share that they are using within their classroom. **Min. Number of Participants 6, we must meet the minimum to hold this workshop**

Date: Dec. 1, 4:00-6:00 pm; **Register by:** Nov. 23

Location: ATC Computer Lab

Instructor: K. Virginia Bond

Cost: \$10.00

Max. Number of Participants: 8

Call the Teacher Center (481-6333) to register.

Ellison Machine Travels

Loan Date	Location
October 18-21	St. Regis Falls Central
November 15-18	Chateaugay Central
December 13-16	Brushton-Moira Central
January 18-22	Date Available to Borrow
February 7-10	Date Available to Borrow
March 7-10	Date Available to Borrow
April 4-7	Date Available to Borrow
May 16-19	Date Available to Borrow
June 6-9	Date Available to Borrow

iPod Touch—Round Two

This session is meant as a continuation of the iPod Touch workshops offered earlier this year. We will be continuing to look at the connection between iTunes and iPods, but more of the focus will be on tips and tricks for the iPod itself. Included will be how to unify your calendar, email and contacts on your iPod and computer. You do not have to have attended the earlier workshop to attend this session. If you have an iPod bring it along. If you have a laptop that you sync it to, bring that along as well. **Min. Number of Participants 6, we must meet the minimum to hold this workshop.**

Date: Dec. 2, 4:00-6:00 pm; **Register by:** Nov. 28

Place: ATC Computer Lab

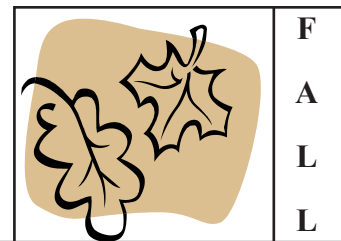
Instructor: Mark Dalton

Cost: \$5.00

Max. Number of Participants: 8

Call the Teacher Center (481-6333) to register.

Professional Development Opportunities



SMARTBoard 301

Via independent work sessions on the SMARTBoard and personal computer workstations, participants will learn how to integrate PowerPoint, video, audio, pdf files (and more) into the SMART Notebook software. Additional features of the software as well as hands-on student activities will also be demonstrated along with sources for lesson plans, templates, and manipulatives. **Min. Number of Participants 6, we must meet the minimum to hold this workshop.**

Date: Dec. 8, 4:00-6:00 pm; **Register by:** Dec. 101

Location: Saranac Lake High School Library

Instructor: Seth Putnam

Cost: \$10.00

Max. Number of Participants: 15

Call the Teacher Center (481-6333) to register.

iPod Touch—Round Two

This session is meant as a continuation of the iPod Touch workshops offered earlier this year. We will be continuing to look at the connection between iTunes and iPods, but more of the focus will be on tips and tricks for the iPod itself. Included will be how to unify your calendar, email and contacts on your iPod and computer. You do not have to have attended the earlier workshop to attend this session. If you have an iPod bring it along. If you have a laptop that you sync it to, bring that along as well. **Min. Number of Participants 6, we must meet the minimum to hold this workshop.**

Date: Dec. 9, 4:00-6:00 pm; **Register by** Dec. 2

Place: Saranac Lake High School Library

Instructor: Mark Dalton

Cost: \$10.00

Max. Number of Participants: 15

Call the Teacher Center (481-6333) to register.



Professional Development Opportunities from FEH BOCES Office of Special Services

For descriptions: www.fehb.org

For more information: Call Leslie LaRose, Director, FEHB Office of Special Services (483-5230) .

Date	Name	Location	Time
Oct. 5	Beginning of the Year CIO Meeting In this meeting, participants will have the opportunity to discuss: What remains for 2009-2010; What is new for 2010-2011; Verifying; Data all year; New Level 0; Special Education; Testing.	North Franklin Ed. Center, Malone	9:00 am–12:00 pm
Oct. 7	On-Line Learning Demonstrations Representatives from NovaNet, Plato, SuccessMaker, and the Florida Virtual School will be providing demonstrations on their educational products.	North Franklin Ed. Center, Malone	8:30 am–12:00 pm
Nov. 3-4	Podcasting with APPLE Participants in this 2 day professional development opportunity will: design relevant learning experiences incorporating digital tools and resources; learn to communicate appropriate information and ideas effectively to students, parents, and peers using digital media and formats; design digital content using the features of Apple's GarageBand; subscribe to existing high-quality podcasts; utilize iTunes to manage digital media files. Registration cost include 13 inch MacBook, with AppleCare Protection Plan and 32 GB iPod Touch.	North Franklin Ed. Center, Malone	8:30 am-3:00 pm
Nov. 15	Regents Exam Processing Informational Meeting Discussion of: Changes in NYS Regents Exams; SED Requirements; Regents Course Codes & Teacher Codes in the Regional Data Warehouse; Regents Exam Scanning Options; Remote Scoring; Training, NERIC Support..	North Franklin Ed. Center, Malone	8:00 am–12:00 pm

From the Front Page

Teacher Center Update, cont. from page 1

operates on a total budget of \$147,000 per year, offers high quality staff development opportunities and grants to more than 1,800 educators. Last year alone, this center provided 246 hours of technology training, 313 hours of training in instructional strategies, 120 hours of training in New York State initiatives, and 51 hours of training for special populations such as special education and occupational education.

Partnered with the Board of Cooperative Educational Service, and the Special Education Technical Assistance Support Center, the Adirondack Teacher Center helps to facilitate a variety of opportunities such as regional staff development days, regional training for the New York State Grades 3-8 assessments in ELA and Mathematics, and a coordinated calendar of regional professional development offerings. Additionally, through its immensely popular grant program, the center has helped more than 500 educators integrate new technology into their classrooms, enabling them to implement innovative programs and techniques, and attend professional conferences across the state and country, (and in a few instances, across the globe), that they otherwise would not have been able to if it were not for the support offered by the Adirondack Teacher Center.

Now, more than ever, it will be essential that educators and our districts have an external source to turn to for professional development. The disappearance of the Teacher Center would be felt with an immediate decrease in the opportunities for high quality professional development tailored to each specific district's needs. To that end, the Adirondack Teacher Center Policy Board desires to seek a way to keep our Center open.

One way the ATC Policy Board has proposed to fund the Center is through the creation of "Friends of the Adirondack Teacher Center." Local Teacher Associations, districts and/or individuals would be able to contribute to this effort. Details concerning ways to support the Teacher Center will be forthcoming. Any support no matter how big or small will be appreciated as we strive to continue to provide Professional Development resources to our educational community.

Malone CSD Literacy, cont. from page 1

literacy plan. The literacy plan addresses practices relating to literacy assessment, student eligibility for literacy support within a clearly defined three tiered system, a framework for data-based decision-making, and instructional resources to support phonemic awareness, phonics, comprehension, vocabulary, and fluency.

By articulating a district-wide literacy plan, the district is setting the foundation for the consistent implementation of research-based literacy practices from class to class, grade level to grade level, and building to building. Malone CSD is in the process of fine-tuning the plan as well as adding Grade 6 at the Middle School level. This year, literacy instruction delivered in special class settings for students with disabilities will also be embedded within the district-wide plan.

New This Year: "A Taste of Technology," cont. from page 1

North End Sessions:

- Importance of Classroom Webpages—learn how to develop a webpage.
- Google Tools—gain knowledge about Gmail, Google Calendar, Google Docs.
- Internet Resources for Teachers and Students—introduction to Moodle, Cyberlearning, and Podcasts.
- Computer and Internet Safety—discussion in regards to spam, phishing, tracking cookies and viruses.

South End Sessions:

- SMARTBoards that Fit Your Curriculum—introduction to the SMARTboard.
- Using a Document Camera in the Classroom—demonstrations on the basic uses of a document camera.
- Introduction to Microsoft Moviemaker—learn about document cameras and their use in the classroom.
- Intro to "Prezi" Software—create live and astonishing presentations on the web.

If you have any questions, please contact Leslie LaRose, Director of the Office of Special Services, Franklin-Essex-Hamilton BOCES at 518-483-5230.

The Library of Congress

An Amazing Educational Resource for Inquiring Minds

The Library of Congress Web site now offers more than 16 million digitized items, many of which are primary sources. Primary sources are the raw materials of history—original documents and objects created at the time under study, such as photographs, maps, prints, manuscripts, sound recordings, and motion pictures. Many primary sources are relevant to the learning objectives of curricula across a range of subject areas and grade levels as well as local and state standards. More importantly, primary sources offer unique learning opportunities for students of all levels, interests and learning styles to connect with content and develop new understandings.

Sourcing, contextualizing, close reading, corroborating, and other habits of professional historians help K-12 students understand the past as more than just static events and dates. History becomes personal and relevant to students when they use historical thinking strategies to interpret primary sources, guided by their own inquiry and analysis.

Taken from the theme of the Fall 2009 and Winter 2010 Teaching with Primary Sources Quarterly.

Check out the Teachers Home page for:

1. Classroom Materials
 - Primary Source Sets
 - Themed Resources
 - Lesson Plans
 - Collection Connections
 - Presentations and Activities
 - and more.
2. In the Teacher Updates section, find new teacher tools, professional development opportunities, and Library programs, events and services of special interest to educators.
3. In the section on Professional Development:
 - Build and Deliver—Download and facilitate ready to present professional development.
 - Take Online Modules—self paced interactive modules
 - Train with the Library of Congress—Work with the Library’s experts in person or via videoconference.
4. See the present and past issues of TPS Quarterly
5. Find Class Starters
6. And more Library Resources

For more information see the Library website:
www.loc.gov

...Extra, Extra...



Ensuring Students with Disabilities Receive an Educational Benefit from Special Education

As described in the landmark decision by the US Supreme Court in the 1982 case of the *Board of Education v. Rowley*, “It would do little good...to spend millions of dollars in providing [students with disabilities] access to a public education only to have the [student with disability] receive no benefit from that education.”

With this in mind, the NYS Education Department has incorporated a process, originally developed by the California DOE, of examining how districts provide a “Free Appropriate Public Education” (FAPE) to students with disabilities into its Quality Assurance review process. More recently, the *Educational Benefit Review Process* has been adopted by some local districts as a tool to not only ensure students with disabilities have received an educational benefit from their programs and services during the triennial re-evaluation

For example:

Present Levels of Performance	Needs/Concerns	Annual Goals	Accommodations/ Modifications	Programs/Services/ Placement
<p>Academic: ELA</p> <p>WIAT Reading 4.0 GE</p> <p>Able to write a 4-5 sentence Paragraph</p>	<p>Struggles with grade level vo- cabulary</p> <p>Written work is unclear and lacks appropriate organization of ideas</p>	<p>Identify meaning for 20 new content area vocabulary words per week</p> <p>Fluently read a 5 paragraph passage of curriculum level text</p> <p>Independently write a 3 paragraph essay using transitions, correct word tense and order</p>	<p>Use graphic orga- nizers to assist in organizing written work</p>	<p>Consultant Teacher Services:</p> <p>- ELA 2 hours per week</p>

Once the key information is charted, an analysis of the relationship between each is conducted. A question one might ask is “*Is there a clear relationship between the identified needs, annual goals, and services?*” There should be a clear relationship between the student’s PLEPs, the needs/concerns identified, the annual goals, accommodations & modifications, and programs/services and placement. The use of colored highlighters is helpful in this part of the process. For example, using a yellow highlighter, highlight the ELA related PLEP. Then moving to each subsequent column, highlight in yellow any needs/concerns, goals, accommodations/modifications, and services/programs that directly relate to the ELA related

process, but as a proactive planning tool, called IEP Mapping. With this tool, districts can develop quality IEPs that are reasonably calculated for the student to receive educational benefit annually.

The Educational Benefit Process

There are four steps to the *Educational Benefit Review Process*. The first entails charting key information from the three most recent student IEPs. The information from each year’s IEP is summarized on its own chart. The information charted includes a summary of the student’s present levels of educational performance (PLEP), the student’s strengths and needs, annual goals, accommodations and modifications, and services/placement.

present level of performance. The process may be repeated with a different colored highlighter for math, organizational skills, communication, etc. Within the IEP, we want there to be a clear link between each column. This is called *horizontal alignment* of the IEP. This process is conducted for each IEP from three consecutive years.

In the third step of the process, the charts from the three consecutive years of IEPs are examined to see if there is adequate improvement in skills and performance from year to year. This is called *vertical alignment*. We would expect to see that a student’s reading level would increase, for example, from year to year. Or his/her organizational skills would show improvement, as another example.

The fourth step of the process is where the degree of educational benefit is determined. *Are there any patterns to the program planned for the student? Was the student's program reasonably calculated to result in educational benefit?* If the present levels of performance or goals do not deviate significantly from year to year, a conclusion may be drawn that the student's over all program is not providing the student with an educational benefit.

A review of over 150 IEPs from districts and BOCES in the Franklin-Essex-Hamilton BOCES region show, overall, a low degree (less than 30%) of horizontal alignment between PLEPs, needs/concerns, goals, services, etc. When vertical alignment from one year's IEP to the next was examined, fewer than 50% of the IEPs demonstrated consistent educational benefit. Over the past 10 years, hundreds of hours of training in writing effective and compliant IEPs have been provided within this region alone, but little improvement, relevance, and quality has been noted. Perhaps this is because many educators do not feel the IEP has much value... that it is a task that must be done as per legislation and regulation, but something that becomes shelf art with little relevance once written. What happens, however, when IEP writing is not valued is that too many students' programs do not yield an educational benefit. PLEPs and goals do not clearly relate to the essential expectations for success in the general education curriculum. Rarely are there supplementary aids/services, accommodations and modifications listed on IEPs that provide direction for special and general education teachers to assist in ensuring student success. In addition, a student's response to instruction is not monitored with fidelity throughout the academic year and educational benefit is not part of the formal conversation.

IEP Mapping

A first step in making the concept of educational benefit a part of the formal conversation is for educators to craft IEPs that are horizontally aligned and reflect high quality indicators. Prior to writing an IEP, teachers can use the *Educational Benefit Process* chart as a graphic organizer. When crafting a student's IEP, there are some essential questions that a teacher may ask in an effort to hone the content to be included.

- What essential skills does the student need to have to be successful in the general education curriculum? (eg. – reading, math, organization, study skills, memory, communication, problem solving...)
- What are the student's strengths? What instructional strategies have worked for the student in the past?
- In the context of the skills necessary to be successful in the general education curriculum, how does the student's disability impact their ability to access the curriculum? What are the student's needs?

Often, student's IEPs contain pages and pages describing a student's present levels of performance. These questions will assist in fine-tuning that content. It may be necessary to prioritize the skills and needs that are most closely related to success in the general education curriculum in order to realistically manage the amount of content placed in the IEP, which is an appropriate strategy to employ.

Once the essential skills necessary to be successful in the general education curriculum are established and the student's related strengths and needs are articulated, a horizontal alignment may be easily made with the remaining components of the IEP. It is important to recognize that the present levels of performance must lay the foundation for the need, which, in turn, may then be represented as a goal, supplementary aid/accommodation/modification, service, and placement.

By using the *Educational Benefit Process* chart as a graphic organizer, one can clearly see the link between the PLEPS and the rest of the IEP before actually placing the information on the IEP document, thereby ensuring horizontal alignment as well as prioritizing the content placed in the IEP.

To ensure vertical alignment between one year's IEP and the next, prior to writing a student's IEP the most current IEP should be examined to ensure that the content of the new IEP clearly focuses on assisting the student in making progress from the previous year.

In the year 2010, the landmark decision by the US Supreme Court in the 1982 case of the *Board of Education v. Rowley* is still very relevant and not yet part of our standard practice. The Supreme Court clearly stated that "It would do little good... to spend millions of dollars in providing [students with disabilities] access to a public education only to have the [student with disability] receive no benefit from that education." Now is the time to ensure that educational benefit is a priority and part of our daily practice.

Resources

Available from the Adirondack Teacher Center

Getting Results with Curriculum Mapping. Heidi Hayes Jacobs and her coauthors offer a wide range of perspectives on how to get the most out of the curriculum mapping process in districts and schools. In addition to detailed examples of maps from schools across the United States authors offer some concrete advice on critical Curriculum Mapping issues.

Communities that Learn, Lead, and Last. Giselle Martin-Kneip offers a fresh and compelling perspective while providing practical guidance for schools and districts on how to develop “professional learning communities” that serve to instill educational ideals, share wisdom, improve practice, and enhance capacity across the system.

What Works in Schools. Robert J. Marzano defines the factors affecting student achievement and offers compelling answers to once-elusive questions. In each chapter, Marzano recommends specific—and attainable—action steps to implement successful strategies culled from the wealth of research data.

Becoming a Better Teacher—Eight Innovations that Work. Giselle Martin-Kneip provides K-12 educators with key information about some of the most effective teaching and learning tools available today—in one convenient publication. In separate chapters for each topic, she addresses (1) essential

questions, (2) curriculum integration, (3) standards-based curriculum and assessment design, (4) authentic assessment, (5) scoring rubrics, (6) portfolios, (7) reflection, and (8) action research. Annotated lists of recommended resources provide suggestions for further exploration of each topic.

Rethinking Homework: Best Practices that support Diverse Needs. Is homework an essential component of rigorous schooling or a harmful practice that alienates and discourages a significant number of students? *Rethinking Homework* by Cathy Vatterott examines the role homework has played in the culture of schooling over the years; how such factors as family life, the media, and the “balance movement” have affected the homework controversy; and what research and educators’ common sense tell us about the effects of homework on student learning.

Leading Change in Your School. Douglas Reeves offers lessons learned through his work with educators in thousands of schools around the world and presents real-life examples of leaders—both teachers and administrators—who have met the challenge of change head-on, with impressive results for their schools and districts.

Contact the ATC Office (481-6333) to borrow.

Available from the Special Education Technical Assistance Support Center Resource Library

Beginning to Read: Thinking and Learning About Print, Adams, Marilyn Jager

Guided Reading: Good First Teaching for All Children, Fountas, Irene; Pinnell, Gay

Ladders to Literacy: A Kindergarten Activity Book. O’Connor, Rollanda; Notari-Syverson, Angela; Vadasy, Patricia

Launching Literacy Stations: Mini-Lessons for managing and Sustaining Independent Work K-3, Diller, Debbie

Leveled Books K-8, Fountas, Irene; Pinnell, Gay

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