

**December/  
January  
2007/2008**

The Bridge from Phonics to  
Comprehension: 3  
Components of Fluency

1. Accuracy in word  
recognition (word decoding)

\*Approximately 95% word  
accuracy is considered  
adequate for instructional  
level reading.

2. Automaticity in word  
recognition

\*Readers not only are  
accurate in word recognition,  
they are effortless or  
automatic in recognizing the  
words they encounter. The  
significance of achieving  
automaticity is that the  
readers can devote their  
limited cognitive resources to  
comprehending the text.

3. Interpretive and  
meaningful reading

\*Readers use their new-found  
cognitive "energy" to  
interpret the passage they are  
reading.

From Tim Rasinski workshop

***A knowledgeable mind  
is a precious jewel.***

# Curriculum Corner

## Indiana Mentoring and Assessment Program

Since July 1, 2003, all individuals who are new to the teaching profession receive two-year Practitioner Licenses from the Indiana Department of Education (IDOE). During those first two years of teaching, a Mentor teacher or Mentor team is paired with every new teacher in order to help facilitate the completion of the two-year Indiana Mentoring and Assessment Program (IMAP). The program is designed to guide new teachers on a professional development journey beginning with self-reflection on instructional design, implementation, and assessment of student learning. During the two-year assessment program, new teachers must show proof of learning and professional growth as required by the IPSB.

The duty of the Mentor is to act as a guide throughout the two-year assessment program. Areas where assistance is needed include classroom management; pedagogy; creating standards-

based engaging lessons; an obtaining necessary instructional materials. The Mentor also ensures the new teacher is prepared to make the leap from "practitioner" to teacher at the end of the two-year induction program. Proof of growth is shown by completing assigned activities during both years of IMAP and culminates in the submission of a portfolio to the IPSB.

The foundation of IMAP is the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Model Standards. The Standards, developed by the Council of Chief State School Officers, reflects the educational ideals of many states across the nation. An essential idea behind the collaboration is ensuring quality training and development for a beginning teacher so that he or she becomes a more effective educator. An individual with

a Practitioner License is required to demonstrate an understanding of ten INTASC Standards-based Principles.

A quick summary of these Principles include understanding, communicating, and assessing content knowledge through a variety of methods and learning opportunities, thus demonstrating the disposition that all students can learn. Other Principles include realizing the importance of building a community of learners inside the classroom, while keeping in mind the curriculum goals of the district and the needs of the outside community. Additionally, the Standards-based Principles remind educators to continuously reflect on his or her teaching practices and seek out opportunities for professional development.

No wonder Mentors are needed!

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You can't short circuit the learning process you went through for others.

We have an information overload and a meaning shortage.

When learning gets hard:

\*46% need to see it

\*35% need to touch it

\*19% need to hear it

## Performance Testing Results

We now have current data in the Performance Series online testing assessment system. By now, student profiles have been printed off and shared with parents, and teachers have begun to look more closely at classroom and building data to enhance instruction.

If you have been unable to access data for your students be sure to see your building level technology assistant. They should be able to provide you with a site ID#, username and password as well as access to the website and links to access data.

The following is the district mean scores in reading and math for each grade with fall

## Indiana Mentoring and Assessment Plan continued...

Not only does the new teacher face the reality of engaging actual students, he or she is also expected to complete all the requirements designated by the IMAP. In order to become a state-certified Mentor, an individual must take part in a one year Mentor Teacher Academy program. During the year in the Academy, the Mentor trainees

percentiles:	READING	MATH
2nd:	2165 (72nd percentile)	2077 (69th percentile)
3rd:	2369 (59th percentile)	2261 (68th percentile)
4th:	2600 (59th percentile)	2414 (68th percentile)
5th:	2698 (52nd percentile)	2502 (65th percentile)
6th:	2857 (59th percentile)	2684 (76th percentile)
7th:	2855 (51st percentile)	2710 (67th percentile)
8th:	2931 (52nd percentile)	2821 (72nd percentile)
9th:	2982 (52nd percentile)	2853 (68th percentile)

As interpreted by the data, math continues to be our strength as a district. We must continue to provide experiences for our students to experience success and pleasure in reading and writing for authentic reasons.

Be sure to login to the Ed Performance site to see what information can be gathered concerning your class's strengths and weaknesses. Testing is only valuable if we do something with the data.

are expected to do much of the work as required for a new teacher. This allows for better cognizance of the process and a more successful mentorship experience for the new teacher. Due to the time investment, individuals are often reluctant to become state-certified Mentors. South Montgomery Community Schools is fortunate to have

caring master teachers who are willing to partake in the time-consuming training. It is that kind of spirit that continues to make us a tight-knit community of educators whose first priorities have always been the success of our students.

*Submitted by: Ellen Farnham, Marci Welliever, and Nicole Mitchell (IMAP Mentors)*

## December 2007

December 21-End 3rd 6 weeks, 1/2 student day, 1/2 teacher day, Begin Christmas Vacation

## January 2008

January 7 Teacher Record/Inservice Day

January 8-23 DIBELS testing and writing prompt administration gr. K-6

January 8 Students return

January 11 Report cards go home

January 21 No School-Martin Luther King Jr. Day

January 30 Professional Development Early Release Day

## ISTEP Results Arrive

ISTEP results have arrived and are being analyzed to determine areas of strength and weakness.

The elementary teachers are to be commended on once again, improving the writing of students. A four year analysis of writing applications and conventions scores is on it's way to you. Great improvement has been seen in the writing applications area although we still have

further to go.

Areas of ELA weakness include: 3rd writing process, 4th language conventions, 5th language conventions, 6th writing process, 7th reading comprehension, 8th reading vocabulary, 9th reading vocabulary, 10th writing process.

Areas of math weakness include: 3rd algebra and functions, 4th

measurement, 5th problem solving, 6th algebra and functions, 7th algebra and functions, 8th measurement, 9th data analysis and probability, 10th problem solving and algebra and functions.

Areas of science weakness include: 5th scientific thinking, 7th 3 way tie-scientific thinking, mathematical world and common themes.

*The first need of the brain is **survival** (non-threatening).*

*The second need is to **belong** (no one left out)*

*What is the climate and culture of **your** classroom? Is it safe and welcoming in the students' eyes?*

Using a "Roots" approach to teaching vocabulary.....

Over 60% of the words students will encounter have recognizable word parts; many of them are derivatives of Latin and Greek roots.

Classroom-based studies have demonstrated the effectiveness of teaching words parts and context clues.

Research shows that the study of "roots" gives students the ability to learn many new words independently by helping them make connections among word and word families that are related.

### SOUTH MONTGOMERY COMMUNITY SCHOOLS

Cathy Rowe, Curriculum Director  
@ Southmont Junior High School  
[www.southmont.k12.in.us](http://www.southmont.k12.in.us)

The South Montgomery Community Schools Dollars for Scholars offers scholarships for students each spring. Fundraising events help fund scholarships for our Southmont graduates so please take advantage of opportunities to give.



On October 5th, Governor Daniels and Dr. Reed announced changes in ISTEP+. Although a contract has not been signed, there are details to be worked out, and legislative action is required on some aspects of the system, here is what can be shared based on the State Board of Education's Comprehensive Assessment Plan:

- ISTEP+ will be administered to all students in grades 3-10 in fall 2008. Grades 3-10 will test in English and math. Grades 5&7 will also test in science. The test window is September 15-26, 2008. The GQE will be administered September 16, 17, and 18.
- In spring 2009, students in grades 3-8 will take the new spring test which consists of two parts (an open-ended assessment-writing- administered in March and multiple choice assessment administered in May)
- The open-ended and multiple choice results will be combined to create a single score for each content area for each student. For 2009, results will be returned in August due to cut score setting. Beginning in 2010, results will be returned at the end of the school year.
- Students in class of 2011 will be tested on the GQE in fall 2008. They are the last class to be held to the current GQE requirement.
- Beginning with the class of 2012, students must meet the End of Course Assessments in Algebra 1 and English 10, Biology 1 for 2007-2008.

### Strategies for Improved Comprehension-What Good Readers Do and Others Should Do

1. Have strategies to use when encountering new words
2. Connect new knowledge to make personal meaning
3. Think ahead to what might be coming in the reading.
4. Continually evaluate own understanding of what is read.
5. Create images of what is read.
6. Periodically summarize what is read.
7. Use text clues and features and text organization to aid understanding.
8. Have a plan for how to approach the reading task.

Writing Strategies to Increase Comprehension: compare/contrast, describe, sequence/order, persuade, cause/effect, problem/solutions/reflect

The Brain searches for familiar patterns in new information. The brain only pays attention to meaningless information for a short time; if it cannot make sense out of it, it will not process the information further.

Summarization helps students identify or generate main ideas, connect the main or central ideas, eliminate the redundant or unnecessary information and remember what they read.