

Curriculum *reView*

CIA Director - Dr. Joe Pierce

Dear PC Colleagues

Welcome back to school! I trust each of you have had a restful, productive summer and are geared up to kick off the new school year.

The Curriculum, Instruction, and Assessment department (nicknamed the "CIA") is here to serve and support you as we all work together to improve learning for all. The CIA will publish this newsletter each month so that you may have an overview of current events, activities, and professional development opportunities within the school district. Should you have any needs, questions, or concerns, please feel free to contact the content area coordinators, program specialists, or me.

Have a great year!

Joseph M. Pierce, Ed.D.

Executive Director of Curriculum & Instruction

Putnam City Schools

Ann Bradshaw, - Staff Development

Aug. 18th District Professional Development

The start of a new school term brings many changes, including new procedures and colleagues. And then there are the new students who we eagerly await!

This year's District inservice program kicks off with a half day Professional Development program on August 18th. Listed here are the District PD programs by program area, meeting location, and contact person. Some program areas have more details about the August 18th Professional Development offering elsewhere in this issue of the *reView*.

Rigby training (required for all 3rd-5th grade classroom teachers)- 3rd -
Rollingwood, 4th- Apollo, 5th- Northridge (Michael Adams)
High School Science - PC High Science Building (Bob Melton)
Middle School Science and Math - PC High New Cafeteria (Bob Melton)
High School Math - PC North Little Theater (Tammy Gambrell)
Gifted and Talented teachers - Harvest Hills (Elise Kauffman)
Secondary Social Studies training - PCW (Brenda Chapman)
Library Media Specialists - Administration Bldg.
ESL - Administration Building West Conference Room (12:30 pm 3:30 pm)
(Jean Laine)
World language teachers - PCH (Jean Laine)
Visual Art (Elementary, MS/HS) - PCN Art Rooms (Barbara Gabel)
HS Drama, Dance and Stagecraft - PCN Drama Room (Rosemary Baker)
Vocal Music (MS/HS) - CAPPS MS Vocal Music Room (Jo Ann Struck)
Band (Middle School and High School) - PCH Band Room (Bob Early)
MS Drama - HMS Drama Room (Carolyn Behrens)
Elementary General Music - COE Music Room (Vivian Rice)
Orchestra (Elem., MS/HS) PCW Orchestra Room (Anne Guevara)
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Boosting the Graduation Rate among the ELL

The district hired Yamile Tullis to serve as an ELL graduation coach. The purpose of the ELL graduation coach position is to help all ELLs graduate from high school, thereby reducing the dropout rate among the ELL student population. This position also fits the district's CLEP plan.



Bob Melton

Mrs. Tullis had been an ESL teacher at Tulakes Elementary for three years. Before that, she had worked as reading coach in California. She recently graduated from SNU with a master's degree in educational leadership. Mrs. Tullis' job responsibilities are mainly to serve the PCW feeder; however, she is available to assist at Putnam City High School.

Professional Development Opportunity for ESL/ World Language Teachers on August 18th.

As you are preparing to return to work, I would like to welcome you back and remind you of the professional development (PD) on August 18th. Because I coordinate both the ESL and world language programs, I had to schedule PD sessions in the morning and afternoon in order to accommodate everyone. Below are the times that were scheduled.

Morning PD:

High School Spanish Teachers 8:30 a.m.-11:30 a.m. -West Conference Room. Latin Teachers 8:30 a.m - 11:00 – Central Conference Room. Middle School Spanish Teachers 8:30 a.m-11:30 p.m- Curriculum Meeting Room

Afternoon PD:

Elementary and Secondary ESL Teachers 12:30 p.m – 3:30 pm – West Conference Room. French Teachers 12:30 p.m.-3:30 p.m. - Curriculum Meeting Room. Mandarin Teachers 12:30 pm-3:30 pm – Central Conference Room.

If you need more information and/or need clarification please e-mail me.

Science - Bob Melton

Science Professional Development Day will be held August 18th at Putnam City High School. **High School science teachers** will meet in the West lab in the Science Wing of Putnam City High School at 8:30 for our annual Science Safety Training. Coffee will be in the New Cafeteria at 8:00. This year we will concentrate on the guidelines found in the district Chemical Hygiene Plan as well as review general safety procedures with students. Jana Rowland, the State Science Director from OSDE may also be available to give a quick update on the changes in Biology I cut scores and the ACE Commission. We will complete the morning Professional

District Professional Development Day Aug. 18th (continued)

Secondary Language Arts/English, Reading, Debate, Humanities, Creative Writing - PCHS (Elizabeth Bailey)

Alternatively Certified/Make-up New Teacher Training - PC North (Ann Bradshaw)

Elementary Counselors - PC Center, (Taylor Smith)

Elementary PE -Western Oaks Elementary (Jason Hasty)

Career Tech/Business - PCH Room 162 (Melinda Porterfield)

MS Keyboarding - Cooper MS Rm 412 (Melinda Porterfield)

Autism Training (required for all Pre-K - 2nd grade teachers) (Lynette Thompson)

Pre-K and K - Francis Tuttle 122nd and Rockwell

1st Grade- Cooper MS Band room

2nd Grade- Hefner MS Vocal Music room

Special Ed.- Francis Tuttle Reno Campus (Lynette Thompson)

Elementary - 8:30-9:15

High School - 9:45-10:30

Middle School - 10:45-11:30

ALL Professional and volunteer Coaches/Pom/Cheer - Positive

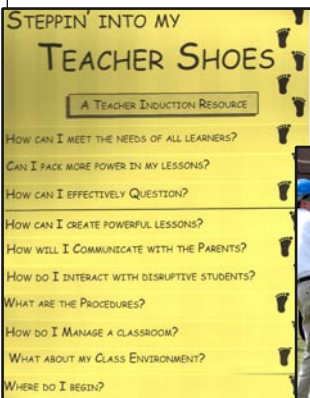
Coaching Alliance - Francis Tuttle Reno Campus (Paul Hurst)

Note - Participants MUST register for this training on .pc.

Three sessions will be offered - 8:00-10:00, 10:30-12:30, and 1:30-3:30. Each Session is limited to 60 participants.

In other Professional Development news, New Teacher Induction training took place August 3, 4, and 5th at Cooper Middle School. Professional educators new to Putnam City

were welcomed to the district with trainings specific to their content area or grade level, including time with Curriculum Specialists, and a tour of the PDC.



Steve Lindley

New science teachers investigate the nature of science by launching Bungee Rockets during the New Teacher Induction institute August 3-5.

Development with hands-on Fire Extinguisher training and some face time with LabQuest data collecting interfaces.

Middle School Science Teachers will be joined by their **Math** teaching colleagues to attend presentations from participants in this year's Math/Science Partnership Grant "Creating Critical Connections in Math and Science through Engineering" at the University of Oklahoma. Workshop participants will share their experiences with Engineering research professors and students and their plans for application of engineering to middle school math and science. Professional Development day participants will also take part in fire extinguisher training and annual safety training beginning at 8:30. Coffee will be served beginning at 8A.M. in the New Cafeteria.

Labor Day

Labor Day is September 7, 2009 . Most of us think of this as a day off work or school and a chance to celebrate summer for one more weekend.

Do you know why Labor Day was created?

On September 5, 1882, some 10,000 workers assembled in New York City to participate in America's first Labor Day parade. After marching from City Hall, past reviewing stands in Union Square, and then uptown to 42nd Street, the workers and their families gathered in Wendel's Elm Park for a picnic, concert, and speeches. This first Labor Day celebration was eagerly organized and executed by New York's Central Labor Union, an umbrella group made up of representatives from many local unions. Debate continues to this day as to who originated the idea of a workers' holiday, but it definitely emerged from the ranks of organized labor at a time when they wanted to demonstrate the strength of their burgeoning movement and inspire improvements in their working conditions. New York's Labor Day celebrations inspired similar events across the country. Oregon became the first state to grant legal status to the holiday in 1887; other states soon followed. In 1894, Congress passed legislation making Labor Day a national holiday. Labor Day is observed on the first Monday of September in the United States and Canada.

Want to know more about Labor Day and some interesting facts about the labor force in the United States? – visit http://www.usa.gov/Topics/Labor_Day.shtml

Grandparents Day

The impetus for a National Grandparents Day originated with Marian McQuade, a housewife in Fayette County, West Virginia. Her primary motivation was to champion the cause of lonely elderly in nursing homes. She also hoped to persuade grandchildren to tap the wisdom and heritage their grandparents could provide. President Jimmy Carter, in 1978, proclaimed that National Grandparents Day would be celebrated every year on the first Sunday after Labor Day.

When is Grandparents Day?

In 2009, Grandparents Day falls on Sept. 13th

Visit the National Grandparents Council website for activities and resources. <http://www.grandparents-day.com>



Secondary English/Language Arts Reading/Debate/Journalism/Creative Writing/Humanities Professional Development Program August 18 at Putnam City High School

English, Reading, Debate, Journalism, and other Secondary Language Arts Teachers will meet in the **East/ New Cafeteria at Putnam City High School at 8:00 on August 18 for coffee** followed by a general meeting from 8:30-9:00. Grade level and subject area meetings will be held from 9-11. Teachers will have an opportunity to share ideas and strategies for the new school year with their colleagues from across the district. English teachers are also asked to bring a copy of the appropriate curriculum map. Reading teachers will learn more about the Failure Free Reading Program to be implemented at the five middle schools and at Putnam City West this year.

- General Meeting: New/East Cafeteria
- Grade Level/Subject Area Meetings:
- 6th Grade English: Room 120
- 7th Grade English: Room 114
- 8th Grade English: Room 115
- English I: Room 117
- English II: Room 106
- English III: Room 225
- English IV: Room 113
- Debate: Room 128
- Journalism: Room 240
- Reading: Room 121

Some Online Resources

ReadWriteThink includes lesson plans including several for the Hero's Journey.

Go to this link:
<http://www.readwritethink.org/index.asp>

ClassZone.Com

For the online literature and grammar books (student and teacher) and other resources including vocabulary games, go to <http://www.classzone.com/cz/index.htm>

General Music Elementary

Facilitator / Presenter – Vivian Rice

Location –Coronado Elem. Music Room

Topic – “Mastery Reporting, K-5 Aligning Mapping and Lesson Sharing Collaborations”

Visual Art Elementary

Facilitator / Presenter - Barbara Gabel w/ Michele Hart

Location – PCN Art Room – Glenda Ross

Topic : – “Mastery Reporting, K-5 Aligning Mapping and Lesson Sharing Collaborations”

Visual Art Secondary

Facilitator / Presenter - Barbara Gabel w/ Sharon Johnston

Location – PCN Art Room – Linda Rintoul

Topic – “Syllabus Alignment / Course Descriptions, Visual Art EOI Implementation, Strategies, Related Lesson Sharing Collaborations and Expectations”

Band Secondary

Facilitator / Presenter - Bob Early

Location – PC High Band Rm.

Topic - “Extended Instrumental Curriculum, Assessment, Feeder Communications, Expectations and Syllabus / Course Description Alignment”

Orchestra Elementary / Secondary

Facilitator / Presenter - Anne Guevara

Location – PCW Orchestra Rm. / PC Center

Topic – “Extended Collaborative Approaches to Cataloging, Recruiting, Retention Measures, Expectations and Course Description / Syllabus Alignment”

Vocal Music Secondary

Facilitator / Presenter - Jo Ann Struck

Location – CMS Vocal Music Rm.

Topic – “Extended Choral Music Assessing, Expectations, Retention / Recruitment, Course Description / Syllabus Alignment”

Drama / Speech / Stagecraft & Dance Secondary – High School

Facilitator / Presenter – Rose Mary Baker

Location - PCN Drama Rm.

Topic – “Rubric Development /Assessments, Feeder Communications, Expectations, Course Description / Syllabus Alignment”

Drama – Middle School

Facilitator – Carolyn Behrens

Location – HMS Drama Rm.

Topic – Course / Syllabus Alignment, Lesson Sharing Collaborations, Expectations and Related Strategies / Resources

Secondary Math - Tammy Gambrell

WOW!!

Math EOI’s had huge gains in the 2008-2009 school year.

Even when the bar was raised with a higher raw score needing to pass, our percentage of students scoring Proficient or above in Algebra I

increased from the previous year by 2% (83%-85%).

Likewise, the percentage of Algebra II students scoring Proficient and above increased from 63% - 77% (14%) and the percentage of students scoring Proficient in Geometry also increased from 77% - 85% (8%).

Career Tech Grants

The Career Tech teachers in Putnam City had an opportunity to apply for Technology Grants last May through the State Department of Career Tech. Putnam City was awarded 11 grants for a total of \$55,000.00 The following teachers received grants for their programs:

Family And Consumer Science
Shelly Thompson -Capps Middle School

Brenda Ostercamp- Putnam City West

Marketing
Stephanie Fugate- Putnam City High School

Health Careers
Burl Butler- Putnam City High School
Cindy Henderson- Putnam City North

Technology Education
Nate Brubaker- Putnam City High
Brian Stewart- Putnam City West
Brian Burcham- Putnam City North
Tim Sanders- Hefner
Kathryan Davis- Mayfield
Rob Ezzell- Western Oaks Middle School



Jennifer Clark (MMS) investigating road surface texture during the C3MSE math/science partnership institute at OU.

District Benchmark Testing Schedule 09-10

Elementary/ Middle School

Assessment #1	Paper/Pencil, October 7-12 On-line, October 6-14
Assessment #2	Paper/Pencil, December 10-15 On-line, December 8-17
Final Benchmark	Paper/Pencil, March 8-11 On-line, March 2-11

High School

Block Fall Term	
Assessment #1	Paper/Pencil, September 24-29 On-line September, 22- October 1
Assessment #2 (No English, No History)	Paper/Pencil, October 22-27 On-line, October 20-29
Final Benchmark (On-line)	English II, III November 3-12 ScienceMath, November 16-24 (No History)
Other Assessment Dates	English I (Paper/Pencil), December 2-10 History Assessment 1 (Paper/Pencil), January 4-8

Block Spring Term	
Assessment #1	Paper/Pencil, February 11-16 On-line February 9-18
Assessment #2 (No English)	Paper/Pencil, March 8-12 On-line, March 4-12
Final Benchmark (On-line)	English II, III March 23-April 2 Math, History, Science, April 6-15
Other Assessment Dates	English I, May 5-12

Full Year	
Assessment # 1	October 6-14
Assessment #2	December 8-17
Final Benchmark	April 6-15
Yearlong English I	Assessment #1 December 2-10 Assessment #2 May 5-12

CHARACTERISTICS OF GIFTED CHILDREN

WHAT THEY ARE, WHAT THEY MEAN, WHAT TO DO. . .

IF YOUR CHILD:	THIS CAN MEAN:	ENCOURAGE THIS TALENT BY:
Is an avid reader, consuming everything from Time Magazine to Life cereal boxes.	That she takes both pleasure and information from the printed word.	Reading with your child, asking her to read to you, and reading yourself as her #1 role model.
Seems very emotional, reacts to happy or sad situations with a great degree of intensity.	That his ability to perceive pain, loss, and joy is very mature, resembling that of adults more than children.	Reassuring your child that such intensity is okay and by finding ways to help him act upon his caring (for example, sending letters to leaders, raising funds for charities.)
Prefers friendships and relationships with people older than she.	That her sense of socialization is more refined than most children, and she is seeking someone who is an intellectual peer – a soul mate.	Locating other gifted children to serve as social contacts and allowing gifted children to play and talk with older children and adults.
Refuses to do schoolwork or homework that he is quite capable of doing.	That the required tasks might be so easy that your child finds them purposeless.	Talking with his teacher, asking that your child be allowed to move through curriculum at a pace that accommodates his knowledge level.
Often fidgets or is out of her seat at school, seemingly existing in a world of her own.	That her need for intellectual stimulation is going unmet, causing increasing nervous system agitation.	Observing when your child is most “on task” and able to concentrate and sharing these situations with her teacher.
Imagines out loud, creating make-believe worlds and conversing with imaginary friends.	That you have a “yeah.... But” child, someone who sees all the nuances and gray areas, while others see merely black and white.	Playing along with this imagination, asking for more details. Also, you can allow your child to see your own creative expressions – be they in the area of dance, writing, cooking – whatever.
Scores very well on standardized IQ and achievement tests, but has low grades in school.	Your child doesn’t see the purpose of “learning” something they already know how to do.	Telling your child that learning can and does occur anywhere, so that even if he finds school unfulfilling, that fact does not have to stifle his love of learning.
Understands humor that is more subtle than “toilet jokes” and appreciates life’s funnier moments in an adult manner.	That she has a fine command of language, and is able to comprehend the nuances of jokes, puns and irony.	Sharing different types of word games and puzzles that rely on advanced understanding of language for full understanding.
Understands complex concepts and sees patterns in language and behaviors, , seeming to “ make connections” between ideas that, at first glance, seem very different.	That your child is a conceptual (global) thinker, rather than a rote (piece-by-piece) thinker.	Studying and playing with big ideas- for example, the invention of different number systems-instead of memorizing math facts or perfecting one’s handwriting.
Is highly-focused on one topic, often to the exclusion of others, but this intense desire to discover new knowledge shifts frequently from topic to topic.	That he is absorbing so much new information rapidly that one new discovery leads to other areas and questions, until a seemingly endless cycle of “exploration-intense interest-explanation” emerges.	Exposing your child to new ideas, books, people, museums, etc. that allow him to gain familiarity with many areas of potential interest.

Top 10 Signs of a Good Kindergarten Classroom
 Source: National Association for the Education of Young Children

Kindergarten is a time for children to expand their love of learning, their general knowledge, their ability to get along with others, and their interest in reaching out to the world. While kindergarten marks an important transition from preschool to the primary grades, it is important that children still get to be children -- getting kindergarteners ready for elementary school does not mean substituting academics for play time, forcing children to master first grade "skills," or relying on standardized tests to assess children's success.

Kindergarten "curriculum" actually includes such events as snack time, recess, and individual and group activities in addition to those activities we think of as traditionally educational. Developmentally appropriate kindergarten classrooms encourage the growth of children's self-esteem, their cultural identities, their independence and their individual strengths. Kindergarten children will continue to develop control of their own behavior through the guidance and support of warm, caring adults. At this stage, children are already eager to learn and possess an innate curiosity. Teachers with a strong background in early childhood education and child development can best provide for children what they need to grow physically, emotionally, and intellectually.

Here are 10 signs of a good kindergarten classroom:

1. Children are playing and working with materials or other children. They are not aimlessly wandering or forced to sit quietly for long periods of time.
2. Children have access to various activities throughout the day, such as block building, pretend play, picture books, paints and other art materials, and table toys such as legos, pegboards, and puzzles. Children are not all doing the same things at the same time.
3. Teachers work with individual children, small groups, and the whole group at different times during the day. They do not spend time only with the entire group.
4. The classroom is decorated with children's original artwork, their own writing with invented spelling, and dictated stories.
5. Children learn numbers and the alphabet in the context of their everyday experiences. Exploring the natural world of plants and animals, cooking, taking attendance, and serving snack are all meaningful activities to children.
6. Children work on projects and have long periods of time (at least one hour) to play and explore. Filling out worksheets should not be their primary activity.
7. Children have an opportunity to play outside every day that weather permits. This play is never sacrificed for more instructional time.
8. Teachers read books to children throughout the day, not just at group story time.
9. Curriculum is adapted for those who are ahead as well as those who need additional help. Because children differ in experiences and background, they do not learn the same things at the same time in the same way.
10. Children and their parents look forward to school. Parents feel safe sending their child to kindergarten. Children are happy; they are not crying or regularly sick.

Individual kindergarten classrooms will vary, and curriculum will vary according to the interests and backgrounds of the children. But all developmentally appropriate kindergarten classrooms will have one thing in common: the focus will be on the development of the child as a whole.



photos by Bob Melton

Putnam City teachers participating in the C³MS->E Math/Science Partnership at the OU College of Engineering in June.



Have you joined a .pc Learning Community?
<http://www.putnamcityschools.org/.pc>