

TEACHER LINKS



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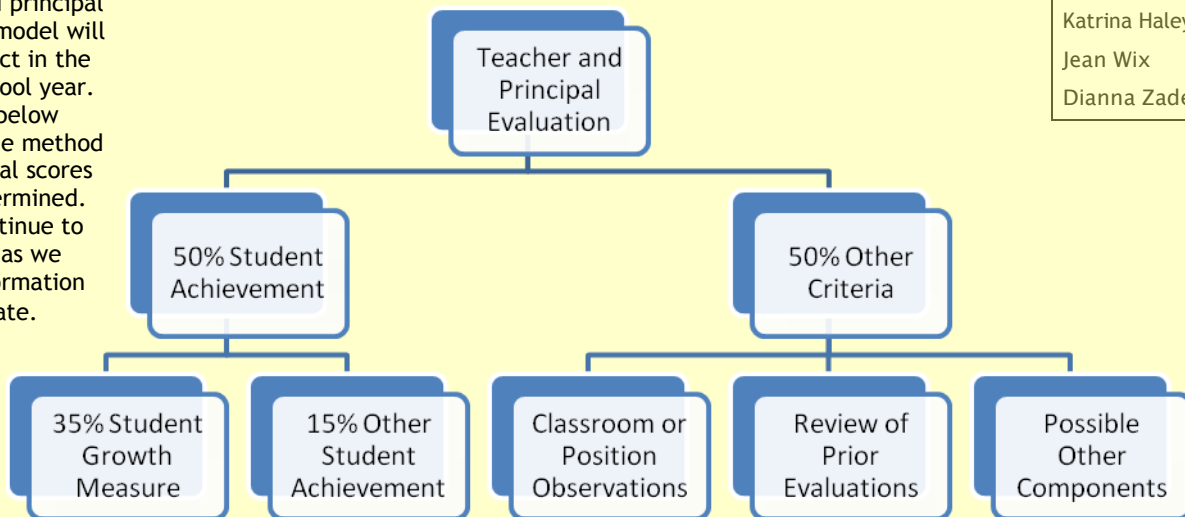
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FIRST TO THE TOP LAW EVALUATION REQUIREMENTS

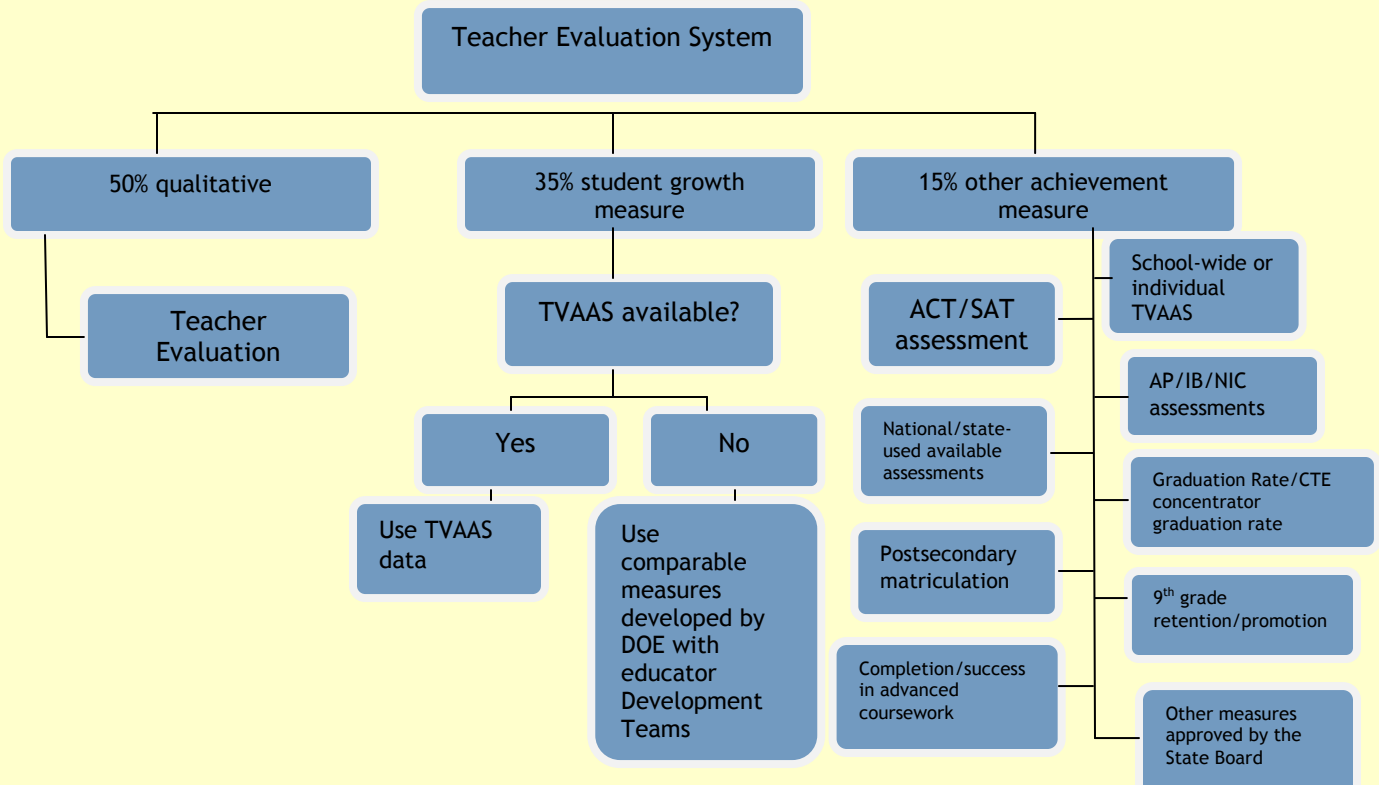
Dr. Jerry W. Hale, Director of Schools

Requires ANNUAL Evaluation of all Teachers and Principals

Tennessee's new teacher and principal evaluation model will go into effect in the 2011-12 school year. The charts below illustrate the method in which final scores will be determined. We will continue to update you as we receive information from the state.



How Teachers Will Be Evaluated Under the New System



MTSU Educational Webcast Programming

By Bonnie Collier, Professional and Community Development

Middle Tennessee State University is offering educational webcast programs for K-12 teachers on Tuesday's and Thursday's. With your principal's approval, you may count these for in-service credit for the current school year. Teachers may view the schedule and login for sessions at the following website: <http://www.mtsu.edu/~itsc>. (Be sure to complete and print the evaluation at the end of the program for your documentation for in-service credit.) Handouts for the programs may be downloaded from the website, as well. Below are the programs being offered during March and April:

TN Electronic Learning Center Effective Practice Series: Cues, Questions and Advanced Organizers

[Tennessee classroom teachers] In this exciting new series, Tennessee teachers will show how they are implementing the research-based instructional strategies that are most likely to improve student achievement across all content areas and grade levels. In this session, the strategies of cues, questions and advanced organizers will be featured. [Teachers and instructional leaders in all content areas, grades K-12]

Conquering Word Problems[Dr. Mary Martin, Department of Mathematical Sciences, MTSU and Tammy L. Jones, Education, Technology and Mathematics Consultant] Problem Solving is a critical area in mathematics. Call them "real world problems" or "word problems" or "problem solving," you can systematically approach solving these problems. The goal is to make the process manageable and maybe even enjoyable through revealing techniques to try when you "get stuck." [Mathematics teachers and students, grades 7-12]

Building a Differentiated and Responsive Classroom One Neuron At a Time, Part II[Dr. Zaf Khan, Department of Elementary and Special Education, MTSU] Participants in Part II of a two-part presentation will learn proven strategies for matching instructional approaches to the readiness, interests, and talents of all students. These approaches include learning centers, hands-on activities, contracts and investigative projects such as problem-based learning. Participants will also learn, step-by-step, how to structure lessons to provide "scaffolds" for the lesson content, the procedures used in learning, and the products of learning. [Classroom teachers, special education teachers, administrators and teacher assistants, grades K-12]

Discovering Primary Sources on the Civil War at the Tennessee State Library and Archives, Part II [Teachers][Dr. Gwynn Thayer, Archivist, Tennessee State Library and Archives] To commemorate the 150th anniversary of the Civil War (2011-2015), the Tennessee State Library and Archives (TSLA) has been sending teams of archivists and conservators to communities across Tennessee. Come join us "on the road" as we discover and interpret items that we discover during our journey across the state. We'll discuss ways in which teachers and students can incorporate our findings into classroom activities. Digital copies of these items, representing the rich Civil War heritage of Tennessee families, will become part of a virtual exhibit commemorating the 150th anniversary of the war in Tennessee. [Teachers and librarians, grades 4-12, particularly Tennessee and American history and social studies teachers]

Teaching with Maps from the Library of Congress[Dr. Stacey Graham, Project Coordinator and Kira Duke, Specialist, Teaching with Primary Sources Across Tennessee] This program explores the vast collections of maps available through the Library of Congress, demonstrates how to use maps as effective teaching tools, and provides materials for using these primary sources in the classroom. [Teachers of all subjects (especially geography and social studies) and librarians, grades K-12]

Play Symposium IV[Dr. Kathleen G. Burriss, Department of Elementary and Special Education, MTSU and guest speakers] This annual professional development conference at MTSU features leading experts in children's play and the crucial role it plays in education and health. [Teachers and administrators, grades K-12]



You're our Stars!

Catch the Teacher of the Year Special airing on Monday, March 7th at 1:30 pm and 9:30 pm. Encore presentations airing Wednesday, March 9th at 1:00 pm and 9:00 pm and again on Thursday, March 10th at 8 am and 4 pm on WCS-TV, Channel 180, Ben Lomand Television!

Way to go Teachers!

Wellness Policy and Food for Thought

By Sonja Walker, RN, Director of Health Services

Did you know that in 2004 the Federal Child Nutrition and Women, Infants, and Children Reauthorization Act mandated that all school districts must have a Wellness Policy in place by the first day of the school year 2006-2007? Warren County Schools Wellness policy was issued on June 22, 2006, and was created with a goal of improving and promoting positive health behavior for our students. Recently there have been questions regarding our Wellness Policy, so this month's article includes some of the policy components that are most frequently asked about by teachers, students, parents, and community members:



- Teachers and staff members will be encouraged to promote health and wellness and set an example.
- Classroom snacks should feature healthy choices.
- Foods and beverages sold at fundraisers should include healthy choices that provide age appropriate selections for elementary schools and middle schools.
- Unhealthy food should not be used as a reward or punishment for student behaviors.
- Schools are encouraged to organize local health teams comprised of families, teachers, administrators, and students to plan, implement, and improve nutrition and physical activity in the school environment.
- Nutrition education should be integrated into other areas of the curriculum such as math, science, and language arts.

The Health Services Department and Coordinated School Health not only provide nurses for your clinics and health screenings for our students, we also have a School Health Specialist and staff that are here to answer questions and assist you in making your classroom and your school the healthiest environment it can be! As part of that mission, this year we are excited to have a new program we are calling "Food For Thought". This program will provide EVERY CLASSROOM TEACHER K-5 with a Food For Thought Nutrition Education Packet near the end of March. This packet will include a lesson plan from My Pyramid and family resource sheets from Michigan Model for Health that are grade specific and can be used in their classroom. Packets will also include student pre/post tests and a teacher comment and evaluation card. The goal of this program is to provide teachers with a "ready to go" nutrition education lesson that they can use at their convenience and hopefully provide every student system wide K-5 with the knowledge and tools to make healthy food choices. For more information on Food For Thought contact Shannon Railling at srailling@k12tn.net. Another focus of Coordinated School Health is staff wellness. We are excited about an upcoming new opportunity for staff wellness and are working on finalizing details. As soon as details are finalized flyers will go out to all schools, so look for more information to arrive at your school soon!

Special Education Celebrates Win!

By Linda Wilson, Director of Special Services

CONGRATULATIONS TO SPECIAL EDUCATION FOR GRANT AWARDS



The Special Education Department has recently received notice that it has won two competitive grant awards in the total amount of \$207,622. The grants will be implemented in the 2011-12 School Year and will be used for transition services. One of them, in the amount of \$133,147, is intended to expand the Community Transition Program which is taught and coordinated by Lillian Stewart. The other grant, in the amount of \$74,475, will expand the Late Afternoon Program (LA School) which is taught and coordinated by Rebecca Leech. Appreciation is given to Melissa Brown, consultant with Ed Pro Development, for assisting in the writing of both grants. The goal of the grants is to prepare students with disabilities for graduation and career readiness.

Teacher & Student Internet Resource

By Katrina Haley

Teacher and Student Internet Resources

Online Etymology Dictionary
<http://www.etymonline.com/>

Midlink Magazine
<http://ncsu.edu/midlink/>

Smithsonian Magazine
<http://www.smithsonianmag.com/>

Time for Kids
<http://www.timeforkids.com/TFK/>

Bartlett's Quotations
<http://www.bartleby.com/>

Audio Owl
<http://www.booksshouldbefree.com/#AudioOwl>

Foreign language courses
<http://fsi-language-courses.org/Content.php>

Webster's Online Dictionary
<http://www.merriam-webster.com/mw/netdict.htm>

National Geographic Kids
<http://kids.nationalgeographic.com/kids/>

Stone Soup-Creative Writing by Kids
<http://www.stonesoup.com/>

World Images
<http://worldimages.sjsu.edu/>

Homework Help
www.homeworkspot.com

Classic Books Online
<http://www.classicsarchive.com/>

Planet eBook
<http://www.planetebook.com/>

Ipad Apps

United States iPad Top 200 Education Apps

http://www.appannie.com/top/ipad/united-states/education/?has_in_app_purchases=0

Grades 3-8: **Don't Forget** to change your grade setup for S2 and F1! Q3 and Q4 should be set to 50 and E2 should be set to 0.

IDEAPaint – a replacement for dry-erase boards -paint that allows you to write on a painted surface over and over – erasable

Sold through Amazon.com or <http://www.dickblick.com/products/ideapaint-dry-erase-paint-kits/?wmcp=amazon&wmcid=feeds&wmckw=50979-1050>

Book Club

Book: *Shutter Island*, by Dennis Lehane

When: April 5, 2011

Where: WCHS Library 3:00-5:00 pm



Receive 2 hours PD credit for reading the book and participating in the discussion.

Reauthorization Act brings changes to School Lunches!

By Jean Wix, School Nutrition Supervisor

Every 5 years the Child Nutrition Programs must be reauthorized, in order to continue to receive funding. Congress passed The Child Nutrition Reauthorization Act in December 2010. Along with reauthorization there were many proposed changes that will affect our School Meals Program. These changes include:

- ✓ Increase whole grains
- ✓ Increase fruit or non-starchy vegetable for breakfast
- ✓ Increase green leafy vegetables for lunch
- ✓ All flavored milk must be skim
- ✓ Reduce the amount of starchy vegetable allowed
- ✓ Reduce the fat, saturated fat
- ✓ Limit number of sodium and calories by age group

The WC School Nutrition Program is already making great strides in reaching these standards.

- ✓ West and Bobby Ray Schools have received the Healthier US School Challenge Award and they are working toward renewing their status
- ✓ Morrison, Hickory Creek and East Schools are currently working toward this award
- ✓ The last menu analysis performed by the State Department, indicated that our school menus were within current guidelines for all nutrients.

However, our main concern with these proposed changes is the

- ✓ Mandate that students take an additional fruit at breakfast
 - We feel that this will increase plate cost and increase food waste
- ✓ The decrease of starchy vegetables to 1 cup per week
 - Potatoes and Corn are 2 vegetables that most children will eat
 - Limiting these vegetables would decrease the favorite food choices of the students
- ✓ Sodium and calorie limits by age groups
 - We feel that this will increase food cost
 - Place unreasonable bookkeeping burden on planning menus
 - Increase demands and training of cooks
 - Have unsatisfied customers

Another **major** concern of the changes to the Reauthorization Act is Section 205. This statute mandates that the meal price for the paying child must be equal to the Federal Reimbursement for the free child, which is currently \$2.74.

For us, this means a minimum price increase of \$1.21 – with a minimum increase of \$0.10 each year until this requirement is met.

- ✓ We feel that this would place a burden on paying parents and cause many paying students to stop participating in the program

Your opinion is important. Now is your opportunity to tell your legislators how you feel.

To comment on the mandates of the reauthorization act go to: <http://www.regulations.gov/#!documentDetail;D=FNS-2007-0038-0001> Click on Submit Comment (top right). Once there, complete the information on the left. Then, you can type your comments and submit. **Deadline for submitting comments is April 13, 2011.**

ESOL & Testing News

Dianna M. Zadeh, Director of ESOL & Testing

- ELDA (state mandated test for ELL students to measure progress and for program accountability) finishes up in March.
- TCAP Achievement (including ELSA and MAAS) will begin on Tuesday, April 12. Use time wisely to prepare. Check the State Testing & Evaluation website for Item Samplers, item numbers, etc.
(<http://www.state.tn.us/education/assessment/index.shtml>)
- Remember test security is key to a successful test administration. Cover all items related to the test content, don't discuss, make notes, or copy in any way parts of the test, and don't discuss even casually test items. I recommend you have Read Aloud Test Administrators (who should be certified teachers) to sign-off that they understand the confidentiality/security of their test administration and the risk of a loss of their teacher license if violated.

Attached is a list of Q & As on various issues as they relate to ESL and Migrant Education. You could be in violation of a student's civil rights or of a FERPA violation if you are not following the regulations. Check out this handout at the end of Teacher Links this month. Meanwhile

From the State Board of Education Requirements (Policy 3.207): To comply with Title VI of the Civil Rights Act of 1965, T.C.A 4-21-90, and the Equal Educational Opportunities Act of 1974, all school districts must have anti-discriminatory policies which preclude denial of equal education opportunities to individuals based on race, color, or national origin. To comply with anti-discriminatory policies, district practices must not result in the inappropriate placement of ELLs in or exclusion from special opportunity programs or activities based on English language proficiency or national origin. The Supreme Court decision, Plyler v. Doe, 1982, prohibits school districts from denying undocumented immigrant children a free public education and rejects the denial or exclusion of educational services for immigrant children due to financial burden.

4-1-404. English – Official and legal language

English is hereby established as the official and legal language of Tennessee. All communications and publications, including ballots, produced by governmental entities in Tennessee shall be in English, and instruction in the public schools and colleges of Tennessee shall be conducted in English unless the nature of the course would require otherwise. [Acts 1984, ch. 821, § 1.]

We receive various questions throughout the year about ELL (English Language Learner) and migrant students? Following is a list of questions you may have thought but hesitated to ask:

ESL/ESOL 101

- What is the difference in ELL and LEP?
A They are acronyms for basically the same thing...students from a non-English language background who have not tested out of an ESL (English as Second Language) Program. ELL (often shortened to just EL) stands for English Language Learner (or English Learner for EL). Most federal reports use the older terminology ... LEP – Limited English Proficient. Once determined to be an ELL student (by the Home Language Survey Form completed at registration followed by the screener (entrance test –currently the TELPA, Tennessee English Language Placement Assessment), the students can be served by an ESL Program and tested annually on the ELDA (check the section on testing for more on the ELDA) to measure progress in learning English.
- What does an ESL teacher do? Why do they need a specific certification?
A First, let's be clear. The ESL curriculum is a **core** curriculum – the basis for all learning. Would you build a house without a strong foundation? You could build some type of structure with four walls, but would it stand or last? No...a little pressure and it would fail – structurally. Without the basic foundation of listening, speaking, reading and writing skills taught in ESL classes across the system, students could not build a strong education base. Students can often use the isolated skill knowledge of the language to answer questions or even “read” the words without knowing (comprehending) the content. The goal of an ESL teacher is to make sure the ESL student learns the basics and introduce grade level content vocabulary. (You can check out the ESL curriculum on the State's Curriculum Standards page at <http://www.state.tn.us/education/curriculum.shtml> .

Because this is a core curriculum area, teachers must be certified and highly qualified like all core curriculum teachers. In obtaining their credentials, courses on grammar and linguistics, second language acquisition, ESL methodology, and cultural diversity are but a few of the common courses to be studied. ESL certified teachers have to pass their own Praxis test after finishing a specific course of study. While the strategies used in teaching ELLs are often excellent to use in the classroom that needs a strong vocabulary approach there are other issues relating to culture and diversity they are very important

ESOL & Testing Questions cont.

- When a student misses regular class instruction to go to ESL class they get behind, why do they have to go? We (classroom teachers) have so much to be accountable for and our students leave to play games in ESL, why do they have to go to those classes?

A Remember that house foundation mentioned earlier, students learning English need to build their base and that is what the ESL curriculum provides. Students that can speak English and seem to understand often have serious gaps in their English skills, limited vocabulary, and cultural issues that presents a challenge to them. Research has shown that to continue learning students need a strong base...otherwise they could hit a ceiling in their academic success.

Federal and State laws/requirements require students that have been identified as ELL (LEP) to have ESL services. The requirements go so far as to **mandate** an hour (or full class period if departmentalized) for students who score a 1 or 2 on the ELDA (State's required annual English Language Development Assessment). ESL is NOT an optional program; it is a required program. Because ESL teachers must cover all four areas of learning a language (listening, speaking, reading, and writing), it is difficult to keep a student's attention UNLESS it is done in an interesting way. You cannot memorize a language - it needs to be internalized.

Accountability – ESL teachers are held to more accountable standards than regular education teachers because they have 3 accountability standards. Two of these deal with ELDA results: students must show progress in learning English and the number of students 'exiting' ESL services. The benchmarks for these increase each year just like AYP. These are called AMAOs (Annual Measurement of Academic Objectives) . The third one is AYP (for the LEP/ELL subgroup). The ELDA is based on the ESL curriculum (a core curriculum); this is why an ESL teacher cannot help students with classwork. The ESL teachers have their own curriculum to teach for which students are tested. There is a state task force that is suggesting ESL teachers be measured for effectiveness based on ELDA scores in the new evaluation process. (Note: there are some ESL teachers who are able in their schedule to plan a time to help students with projects and provide some tutorials but this is optional and only if the ESL service requirements are met first)
- TESTING**
- What is the ELDA?

A ELDA stands for English Language Development Assessment and is a state (and federal) mandated measurement of how well students are learning English. This test is given by ESL teachers in February and March. Students are tested in four areas – listening, speaking, reading, and writing. ESL teachers are accountable for students' progress and have specific benchmarks to make IN ADDITION to these students making AYP in Reading/Language Arts.

As mentioned earlier, there are accountability issues tied to the results. The test itself is composed of 4 parts: listening, speaking (which must be done one-to one), reading , and writing. All of the rules and security that go with achievement, end of course, and writing assessments go with the ELDA. During ELDA testing, there should be NO interruptions, it should be quiet in the halls, etc. This is especially true when testing involves the use of a CD; if a student loses his/her train of thought by even a moment's interruption (like a teacher cracking open the door to hand something to the ESL teacher or an announcement over the intercom), the student can not only lose his/her train of thought and miss a question but also miss the next two or three – especially if he/she loses the place.
 - Why do some students have to class time to take it?

A ELDA is the state mandated test for ELLs. Because of the time constraints involved in administering the test, ESL teachers must often rearrange their schedules in order to get all of the testing done in time. Remember some of it is done one-on-one. By the way, achievement/writing only requires a 95% participation; ELDA requires 100%.
 - My student 'passed' the ELDA and does not go to ESL class, why is he still struggling?

A ELDA scores range from Level 1 through Level 5. Each student receives a score in each of the four areas (as previously discussed) and composite scores. Students scoring at a composite Level 1 or 2 need a full hour of daily service by State Board Policy. There is a broad range of students' abilities from zero level English/to starting to say a few words (L-1). At Level 2 students are often able to understand and have short common sentences (L2). Students at these levels need extensive modifications in instruction, assignments and evaluations. Level 3 students are beginning to function more in the classroom but will still need T support and modifications and in most cases ESL services.

Students can exit direct ESL services if they score a composite of 4 (including a 4 in reading) or 5 BUT this does not mean the student is completely proficient. I would say most of these students would score a Basic on the new achievement test so they still might need some modifications and additional help (from other sources besides ESL). If I had to guess a percentile score in reading and language - it would probably be a 35-40 %ile. Your ESL teacher can provide you with a list of appropriate modifications or consult with you on a specific student.

ESOL & Testing Questions cont.

- My student can't speak English at all. Why does she have to take the achievement Test? Writing Test? ACT?
A NCLB says ALL students must be held to the same high standards and all must be tested. Only students in their first year in an English speaking school can be exempt from taking the Reading/Language Arts portion of the test. By exempt – this means scores will be exempt. Students should attempt to do as much of the test as possible.

Tennessee is an English speaking only state by law. 4-1-404. English — Official and legal language. —

English is hereby established as the official and legal language of Tennessee. All communications and publications, including ballots, produced by governmental entities in Tennessee shall be in English, and **instruction in the public schools and colleges of Tennessee shall be conducted in English** unless the nature of the course would require otherwise. [Acts 1984, ch. 821, § 1.]

Bilingual assistants can provide assistance for things like explaining safety rules in a vocational class or assistance in explaining requirements, rules, etc.

- ELDA, ELSA, TELPA? IT is so confusing... what are these tests?
A First all of these are State mandated, believe me we would not test all of these if not required. Between these, regular TCAPs, formative assessments, we actually test more than we teach in ESL.
 TELPA – is the State mandated screening instrument used to determine the need for ESL services (it determines if a student is ELL or not) and placement in the ESL Program. These are given to entering students in our system based in information on the Home Language Survey. (Tennessee English Language Placement Assessment)
 ELDA - state mandated for accountability purposes to see if students are learning English and if programs are exiting appropriate numbers of students (indicator of an effective program). ALL ELL students must take this test whether they go to ESL class or not. The only way out of testing is if an IEP team determines that testing the student would bring no valid data and would be too great a burden/stress on the student. Even then we must provide the state a list of students who waived ELDA testing.
 ELSA - is an achievement test (same questions as regular) that has been simplified for ELL students. This is not a 'modified' test. ELL students are held to the same high standards (as required by law) as all students but some of the language has been simplified/shortened when it could and it would not affect the standard being tested. Students can get the same accommodations as they would on the achievement.
 A student taking the ELSA counts the same as a student taking the achievement – same accountability toward AYP. ALL scores count toward AYP.
- How does the MAAS fit with an ELL student?
A If a student is eligible for both the ELSA and the MAAS, it is usually better for the student to take the MAAS. The MAAS is a 'modified' test which means the test item may test the standard in a modified way (changed -may not test the exact same or to the same level as achievement and ELSA) plus answer choices are limited to three. Also, there is a limit (often called 2% rule) of proficient scores that can count toward AYP. Students over the 2% will receive scores indicating proficient but will count non-proficient toward AYP.

LEGAL

- How can we serve students without a social security number?
 How can we serve students here illegally?
 Why can't we ask for proof of legal status and a social security number?
 DO we have to report students we suspect of being here illegally?
A The best way to answer these questions is to quote directly from State and Federal Guidance Papers.

From the State Board of Education Requirements (Policy 3.207): To comply with Title VI of the Civil Rights Act of 1965, T.C.A 4-21-90, and the Equal Educational Opportunities Act of 1974, all school districts must have anti-discriminatory policies which preclude denial of equal education opportunities to individuals based on race, color, or national origin. To comply with anti-discriminatory policies, district practices must not result in the inappropriate placement of ELLs in or exclusion from special opportunity programs or activities based on English language proficiency or national origin. **The Supreme Court decision, Plyler v. Doe, 1982, prohibits school districts from denying undocumented immigrant children a free public education and rejects the denial or exclusion of educational services for immigrant children due to financial burden.**

As a result of the ruling, it has been determined (through various other interpretations and court cases) that public schools CAN NOT:

- deny admission to a student during enrollment or at any other time on the basis of undocumented status;
- treat a student different to determine residency;
- engage in any practices to "chill" the right of access (put roadblocks up or make the situation uncomfortable, etc);
- **require students or their parents to disclose or document their immigration status;**
- **make inquiries of students or parent that may expose their undocumented (illegal) status, or**
- require social security numbers

Remember we get funding on ALL students, that means teachers' positions, food service, transportation, etc. I do not know how many of our students are here undocumented. I do know that probably 70% of our largest group (K) were born here and are U.S. citizens as are a lot of their parents whom we had in school here.

- IF Immigration and Naturalization or local police calls our school can we report students we think might be here illegally?
A NO, unless YOU want to be in violation of federal law. FERPA (Family Education Rights and Privacy Act) prohibits schools from providing ANY outside agency – including the Immigration and Naturalization Service – with any information from a child’s school file that would expose the child’s undocumented status without the permission first from the parent. The only exception is if an agency gets a court order (subpoena) that parents can then challenge. (Often requesting some permission can act to “chill” a student’s Plyer rights.)

MIGRANT

- What is the difference between migrant and immigrant?
A The dictionary has a different definition than the Tennessee Department of Education uses. To be “migrant” and eligible for migrant services, the student **MUST** be certified by someone under the auspices of the Department of Migrant Education. There are specific criteria but a general rule is that the head of household must have moved to our district to work in agriculture (doesn’t have to work in agriculture but the intent has to be there) and a Certificate of Eligibility (COE) completed and approved. (There are other requirements but that will give you the main difference in the State’s definition of migrant and the dictionary)
 An immigrant, as broadly defined by the state, is a student who was born outside the United States and has been in an English speaking school for 3 yrs or less. So if a couple adopted a child born in Russia and brought there as a baby, that child would still be classified as an immigrant for the first three years in school.
- Does anyone get extra money for migrant students?
A Migrant money for the state is currently apportioned as a grant. An application must be made for the money and how it will be used. Currently TOPs (Tennessee Opportunity Programs) is the recipient of a grant with funds allocated to Warren County. Since we have afterschool programming (through another grant) that encourages migrant participation and invite these students to a brief summer program, the need to help these students in home tutorials was rated the highest so that is basically what migrant funding is used for as I understand it. As a district we must support (the why will come later) this effort, thus some of you may have received a notice about how certain students are doing and a request for their report cards. This is to help determine the skills tutors need to work on with the students.
 Also teachers and other support staff must complete an ISR (Individual Student Report) on EACH migrant student at the end of the year (or upon their move from the district).
- WHY do we need to do any paper work reporting on the migrant students at the district or school level?
A In order to receive federal programs monies (Title I staff and material money, staff development funds, ESL, etc.), there are specific compliance issues we as a system **must** do to get the appropriated (State and Federal) money released. Two of these (among many others) are completion of a district’s Migrant ISRs (mentioned earlier) and the Civil Rights Data Collection Report. **Money (even non- related to migrants WILL NOT be released until all of these compliance measures are met.**

Why? State and Federal statute and regulatory requirements.

Please send any questions to Dianna Zadeh (Director of ESL & Testing for Warren County TN Schools) at zadehd@k12tn.net

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"Educate Every Child
Every Day."

We're on the Web!

Visit us at:

www.warrenschools.com

New Teacher Tips *submitted by Christie Allison*

- **Christie Madewell**---West and Bobby Ray, Math and Reading Interventionist
Christie uses "I'm Ready" cards when students are working independently in the classroom. Christie took laminated colored note cards and wrote the words "I'm Ready" on the front of the cards. When students finish their independent work, they lay the card out on their desk for the teacher to see. The card tells the teacher that the student is ready for his or her work to be checked instead of students raising their hands or shouting out, "I'm finished" or "I'm ready". You also could put "I Need Help" on the other side to use if the student needs help. This will cut down on distractions while students are working independently, and it is a good monitoring tool for teachers.
- **Stormy Hall**---Hickory Creek, 3rd Grade Teacher
Stormy shared a wonderful website with me for 2nd and 3rd grade teachers. The website is stageforlearning.com. This website has reading activities that correlates with our adopted Reading textbook series.
- **Penny Nash**---Hickory Creek, Kindergarten Teacher
Penny shared a great assessment tool website for K and 1st grade that has a 60 day **free** trial you can use. The website is <http://www.esqissoftware.com/ESGI/>. Penny said she had been using it and absolutely loves it. The assessment is on-line and the graphics are great for her "little ones". She is able to run class reports of progress and individual student reports of progress. There is even a report you can send home to parents.

March 2011

S	M	T	W	T	F	S
		1	2 Read Across America	3	4	5
6	7	8 9:00-11:00 Teaching/Learning Meeting	9	10	11 End 3 rd Quarter	12
13	14	15	16	17 Report Cards- 3 rd Quarter 6:00 School Board Mtg.	18 10:00 Principal's Meeting	19
20	21	22	23	24	25	26
	Spring Break					
27	28					