

E-Newsletter

This newsletter is written specifically for administrators and will include news and information to help you support implementation of the CSCOPE curriculum. In it you will find tools supporting teachers in your district, better understanding of CSCOPE documents and updated curriculum information critical to the success of all schools. We hope that you find this newsletter informative and helpful. When you see the ⚡ icon, it means that the article you are about to read is the same article in the teacher newsletter.

In this issue:

- **Planning Effective Professional Development**
- **Tips and Tools for Managing Cooperative Groups**
- **Cooperative Learning: Jot Thoughts**
- **Questioning with the Q-Matrix**

Questions?

Your local service center contacts are listed on the last page.

Written and edited by
ESC Region XIII Local
CSCOPE Support Team

Planning Effective Professional Development

In the process of implementing CSCOPE as the district curriculum, professional development has been identified as one of the critical elements for success.

Professional development sessions designed to begin the process of implementation include:

- CSCOPE Administrator Training
- Leading Change: Making CSCOPE Work for School Improvement
- CSCOPE Teacher Foundation Training

Beyond these foundation pieces, districts and campuses will be monitoring implementation and supporting the success of students and teachers along the way. Professional development to support this success may be different for individual teachers, grade levels, and/or vertical groups within a content area. So how does the campus or district leadership determine appropriate professional development?

- Analysis of data
 - Benchmark data
 - Past assessment data
 - Formative assessment data
 - CSCOPE unit assessment data
- Conversations with teachers individually or during common planning
 - In what areas are teachers feeling successful?
 - In what areas are teachers feeling frustration?
- Classroom walkthroughs
 - Is progress toward the performance indicator evident?

- Are students utilizing key academic vocabulary?
- Is there evidence of discussions regarding key understandings?
- Are activities designed to support the bundled TEKS and SEs for the unit?
- Are learning activities varied?
- To what degree are students discussing the content as well as their thinking?
- Are both teachers and students asking high level questions?
- Are teachers and students using and referring to the guiding questions as the lesson cycle progresses?
- Is there evidence of formative assessment to determine pacing and processes for learning?
- Is there evidence of differentiation for students based on need?
- Conversations with students regarding their learning
 - Do student responses relate to performance indicators,

(continued on page 4)





Tips and Tools for Managing Cooperative Groups

"All right. Everyone get in a group and discuss the War of 1812." "I said to discuss the War of 1812, not talk about what you did last night!" Sound familiar? Sometimes it seems like putting students in groups is a recipe for disaster! Here are some simple tips for managing groups that will help quiet the chaos.



- Keep group size small. Groups of 3-4 have been shown to be the most effective group size, followed by pairs of students. (Marzano, 2001) Groups of 5 or more make it too easy for students to "opt out" of learning.
- Be specific about what you want students to do while in the group and how long you want them to do it. "I want you to create

and label a diagram of the process of photosynthesis. Each person in your group should be able to explain at least one part of the process."

- Assign students to groups instead of letting students choose. Why? You can ensure that groups are heterogeneous, both socially and academically.
- Give students a specific amount of time to accomplish the task, starting with a shorter amount of time than you think it will actually take. "You must finish the first three problems in 10 minutes." This provides a sense of urgency. You can always extend the time. If students are given too much time, little work will be accomplished.



Cooperative Learning Strategy—Jot Thoughts

Dr. Spencer Kagan first introduced this strategy to classroom instruction. This cooperative learning strategy is an easy, yet highly effective way to generate ideas through active brainstorming. Whether you choose to use scratch paper or post-it notes, this is an inexpensive, yet extremely valuable strategy for students to share their ideas with one another.

Example 1

Jot Thoughts: Teammates cover the table with ideas they generate using Post-It Notes or slips of paper. Jot Thoughts is a fun and unique way to get students to generate as many ideas as possible on a given topic.

Place students in teams of 4 -6.

Teacher names a topic and sets a time limit.

Students announce and write as many ideas as they can in the allotted time, one idea per slip of paper, one student at a time, moving clockwise around the group.

Students attempt to "cover the table" with post-it notes or slips of paper.

VARIATIONS: Students read their notes out loud taking turns as they go around the circle or organize/classify their ideas under larger topics/concepts.

Example 2

1. Individuals create a brainstorm list of ideas on post-it notes or scratch paper.
2. One post-it note, per idea.
3. Organize ideas into categories.
4. Share your ideas with a partner or a small group.
5. Combine any like ideas together.
6. Debrief what your group has learned from the jot thought session.

Source: <http://www.kaganonline.com/index.html>.

Questioning with the Q-Matrix

What is the Q-Matrix?

The Q-Matrix is a powerful tool for teachers to use to teach students to ask different levels of questions: recall, predictions possibilities; comparisons, explanations, and examples; and speculation, probabilities and evaluation. This tool , simplistic in looks, has a very sophisticated function: extending student understanding and allowing opportunities for critical thinking to flourish in classroom discussion.

How do teachers and students use the Q-Matrix?

Wiederhold (1998) reports that, on average, teachers ask 400 questions a day. 70% of these are at the recall and comprehension level. Teachers use the Q-Matrix to plan higher level thinking questions for instruction and to monitor the kinds of questions students are asking. When teachers monitor the kinds of questions students ask, they can use it for formative assessment data to plan

and guide future instruction; teachers can also monitor for student misconceptions/under-developed concepts. Students use the Q-Matrix to help them start questions and formulate answers.

Benefits of using the Q-Matrix

- Increased engaged student on-task learning time
- Higher level student thinking
- Student empowerment
- Accountability
- Positive interdependence
- Listening
- Paraphrasing
- Responding
- Sharing

Source

Dr. Chuck Wiederhold. (1998) Cooperative learning and Higher-Level Thinking: The Q-Matrix.

What is?	Where/When is?	Which is?	Who is?	Why is?	How is?
What did?	Where/When did?	Which did?	Who did?	Why did?	How did?
What can?	Where/When can?	Which can?	Who can?	Why can?	How can?
What would?	Where/When would?	Which would?	Who would?	Why would?	How would?
What will?	Where/When will?	Which will?	Who will?	Why will?	How will?
What might?	Where/When might?	Which might?	Who might?	Why might?	How might?

Red- recall questions

Yellow - comparisons, explanations, and examples

Green - predictions and possibilities

Blue - speculation, probabilities, and evaluation

adapted from Wiederhold (1998)



CSCOPE State Conference for Teachers

**San Antonio, Texas
June 23 and 24, 2009**

**More details soon!
Hope to see you there!**



(continued from page 1)

key understandings and guiding questions?

- How much detail is provided in response to prompts regarding student learning?
- Are students using key academic vocabulary?

Once topics for professional development have been identified, campus or district leaders can either provide professional development locally or determine the most appropriate resource for training.

The design of each professional development activity is crucial to changing beliefs, practices, and, in the end, student success. The standards set by the National Professional Development Council include context standards, process standards, and content standards (<http://www.nsd.org/standards/index.cfm>). Each of these areas is important to any professional development opportunity.

The planning of quality professional development starts with the end in mind and answers the question "What professional development will improve instruction and student learning on our campus (or in our district)?" After the content is determined, the facilitator creates processes which take adult learning needs into account and which model effective instructional and differentiation strategies for classroom implementation. How will the individual or group attending connect their learning to prac-

tice? The final consideration is to create a context for the learning: Why is this important? How does this fit with other initiatives?

When participants in professional learning situations experience a well designed session, they will often see the standards in the opposite order. Context helps the learner connect and focus, processes encourage participation and active learning in relation to the content. The NSDC web site has many valuable resources that detail professional development standards and effective practices.

- <http://www.nsd.org>
- <http://www.nsd.org/standards/about/index.cfm>
- "Standards Framework Shows Links Among Parts" <http://www.nsd.org/library/publications/results/res9-98killion.cfm>
- "We're All Here to Learn" <http://www.nsd.org/library/publications/jsd/richardson194.cfm>

Continued professional development which supports the implementation of grade level TEKS for each content area as well as effective instruction is critical to the success of CSCOPE implementation. Campus and district administrators must continually monitor implementation and determine areas for support and growth.

TALA Stipends for 6th, 7th, and 8th Grade Teachers!

Middle School Teachers! TEXAS TALA ADOLESCENT LITERACY ACADEMIES

Learn successful academic literacy routines as part of an effective RtI model!

ELA Academy for ELA and Reading teachers \$500 for 3-day session + online follow-up	Content Area Academy for Math, Science, & Social Studies teachers \$250 for 1½-day session + online follow-up
---	---

Summer 2009
Contact your regional education service center to register today!

Quick Tip

Did you know about the "My Submitted Feedback" tab on your CSCOPE homepage? It is a quick and easy process to submit questions and comments about content, and to request assistance with technology issues.



Professional Development for Administrators

CSCOPE District Leadership Support Meetings

CSCOPE Leadership Support Meeting (SP0912131), 1/21/2009

CSCOPE Leadership Support Meeting (SP0912129), 4/15/2009

CSCOPE Campus Leadership Support Meetings

CSCOPE Campus Leadership Support 1/12/2009

Elementary SP0912525

Secondary SP0912524

CSCOPE Campus Leadership Support 3/9/2009

Elementary SP0912529

Secondary SP0912528

CSCOPE Campus Leadership Support 5/11/2009

Elementary SP0912527

Secondary SP0912526

*Elementary meetings are 1–2:30.

*Secondary meetings are from 10:30–12.

Principals' Network

	Elementary	Secondary
1/12/2009	SP0912164	SP0912158
3/9/2009	SP0912166	SP0912160
5/11/2009	SP0912169	SP0913570

All elementary meetings are from 9-12.

All secondary meetings are from 1-4.

Professional Development for Teachers

5th Six Weeks SPARCs

Grade	Workshop ID	Dates
K Math/Science	SP0913049	2/2/09
1st Math/Science	SP0913079	2/4/09
2nd Math/Science	SP0813065	2/3/09
3rd Math	SP0913055	2/2/09
3rd Science	SP0913097	2/6/09
4th Math	SP0913088	2/6/09
4th Science	SP0913076	2/4/09
5th Math	SP0913085	2/5/09
5th Science	SP0913069	2/3/09
6th Math	SP0913061	2/2/09
6th Science	SP0913096	2/6/09
7th Math	SP0913094	2/6/09
7th Science	SP0913077	2/4/09
8th Math	SP0913089	2/5/09
8th Science	SP0913071	2/3/09
Algebra I	SP0913084	2/6/09
Geometry	SP0913063	2/2/09
Biology	SP0913073	2/3/09
Math Models	SP0913081	2/4/09
IPC	SP0913095	2/6/09
Algebra II	SP0913098	2/5/09

Professional Development for Teachers

TAKS Open-Ended Response.

January 7, 2009 (SP0914959).

Student success on the TAKS Open-Ended Response starts with how well we educators understand the task and how student responses are evaluated. Come participate in an exploration of the OER reading task, deep study of the rubric, and a comparison of the OER and essay response requirements. This workshop is appropriate for teachers of students in grades 9-12, as well as teachers of lower grades who want to help prepare their students for high school success.

PASA (Promoting Academic Success and Accountability)

January 20-21, 2009 (SP0914841)

In collaboration with the Texas Education Agency, Education Service Center Region XIII presents this two day statewide conference for superintendents, administrators, and educators featuring national level speakers who will address critical issues in education for English learners.

TEKS/TAKS Grade 4 Writing (Starting from Square One)

January 23, 2009 (SP0912886)

Audience: teachers new to 4th Grade Writing

More Six Traits of Writing

February 13, 2009 (SP0913207)

Audience: K-2 teachers who have been trained in and/or using the 6 Traits

DIBELS Administration

February 26, 2009 (SP0915043)

Audience: K-3 teachers, reading specialists, and administrators

Struggling Readers Academy for Upper Elementary Students (SU0913594)

June 5, 2009, June 8, 2009, and June 12, 2009 (Please note: Participants should plan to attend all three days; no partial credit can be awarded.)

Audience: 3rd – 5th grade teachers, literacy coaches, and administrators

Professional Development Opportunities: Early Childhood

Region XIII Early Childhood Specialists are teaming up to offer a year-long strand of interactive, practical workshops to build your content knowledge in science, social studies, math, and literacy learning. When you sign up for 3 of these workshops, receive a 50% discount on your 3rd workshop! These workshops target PPCD, Pre-K, and Kindergarten teachers (including bilingual/ESL.)

Enseñar en Español—Resources and Strategies for Bilingual Classrooms

Feb. 11, 2009 (SP0913190)

Building a Reader through Early Language Development

March 26, 2009 (SP0913184)

Have questions about the newsletter? Contact your Education Service Center.

Region 1

Hermelinda Hesbrook
Administrator for Curriculum and Instruction
hhesbrook@esc1.net

Region 2

Sonia A. Perez
Deputy Director for Instructional Services
361-561-8407
sonia.perez@esc2.us

Region 6

Lindy Haley
CSCOPE Coordinator
lhaley@esc6.net
936-435-8215

Region 7

Sheron Darragh, Ed. D
Associate Director,
Center for Curriculum Services
903-988-6824
sdarragh@esc7.net

Region 8

Cynthia Bayuk
Director of Curriculum and Instructional Technology
903-572-8551, ext. 2626
CBayuk@reg8.net

Region 10

Jan Moberley
Director of Instruction
972-348-1426
jan.moberley@region10.org

Region 13

Jennifer Drumm
Coordinator, CSCOPE Curriculum and School Improvement
512-919-5459
Jennifer.drumm@esc13.txed.net

Region 16

Diane Reid
Coordinator, Curriculum & Instruction
806-677-5177
diane.reid@esc16.net

Region 19

Nancy Crouch
Professional Development Consultant, Curriculum
915-780-5029
ncrouch@esc19.net

Region 20

Carolyn Castillo, Ph.D.
Coordinator, Instructional Services and Programs
ESC Region 20
210-370-5741 Office
210-370-5753 Fax
carolyn.castillo@esc20.net