

E-Newsletter

This newsletter is written specifically for teachers and will include news and information to help you implement the CSCOPE curriculum. In it you will find tools for managing cooperative groups, explanations of CSCOPE documents, easy-to-implement and highly effective instructional strategies, along with a preview of the upcoming six weeks. We hope you enjoy this newsletter and find it useful and informative!

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Questions?

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

Written and edited by
ESC Region XIII Local
CSCOPE Support Team

Tips & Tools for Managing Cooperative Learning: Roundtable

Roundtable and Simultaneous Roundtable are valuable strategies to help students work cooperatively to contribute ideas. These strategies can be used in all content areas and grade levels to support students generating ideas



and showing comprehension of content. Whether the student activity is creative writing, problem solving, or drawing pictures to complete a cycle, students can benefit from working together.

Roundtable

Start with an idea, question, problem, or prompt on a single piece of paper. The process starts with one student in a small group. That student begins by contributing ideas on the paper. After a designated amount of time provided by the teacher, the student passes the paper to the next team

member in a clock-wise rotation. Students continue to pass the paper around the group. Each group member adds to the thoughts, answers, and drawings. After all members have contributed, a group or class discussion can be initiated using the ideas generated from the activity.

Simultaneous Roundtable

In simultaneous roundtable, more than one sheet of paper (no more than 4 sheets total) is passed within a small group. You can provide questions with related content that will help students generate ideas to help with comprehension and internalization of the concept being taught. Practice problems for math could be provided
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Reaching and Teaching All Students: Differentiating Instruction

How can I reach all of the students in my classroom? I have TEKS to cover, IEPS to follow, and TAKS to prepare for. I have to ensure the learning of my ELLs with the ELPS. What about the GT students? In this alphabet soup of acronyms, one word emerges as an answer in article after article, in book after book, and on the lips of leader after leader. The word is differentiation.

After hearing about differentiation over and over, how can we really be sure we know the meaning and the process? According to Webster's dictionary differentiation is "...to make unlike; to develop specialized differences in..." How can that help in the classroom? Carol Ann Tomlinson, author of many publications on differentiation, defines differentiation as adapting "instruction to respond to the diverse student needs found in inclusive, mixed-ability classrooms." She also says that differentiation is "...shaking up what goes on in the classroom so that the curriculum is a better fit for all." Differentiated instruction moves teachers away from "One Size Fits All" and encourages students to take more responsibility for their own learning. Differentiation is based on the premise that students learn in different ways. Students come to us with different levels of knowledge, so there is no real similar starting point. Differentiation helps teachers

tailor instruction to each student's level.

Brain research done in the past decade reveals much about how people learn and provides another reason for differentiating instruction. Research shows that learning happens when the brain seeks connections to what it already knows. The connections are different for each person because each person's experiences are different. Differentiation is an approach to teaching that works well with brain-based learning.

How can differentiation take place within a CSCOPE lesson? The answer is multifaceted. In order to manage a classroom in such a way that the needs of all students are being met, you must first evaluate the abilities, prior knowledge and interest level in the group. Consider what you know about your students as you review the recommendations in the CSCOPE Exemplar Lesson. How is it written to already differentiate instruction? What is in the lesson that already meets the needs of a variety of student learning styles, abilities, interests and prior knowledge? Differentiation can take place in the content being presented, the process by which students are expected to attain the information and/or the product students must complete to show acquisition of

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

Giving Meaningful Feedback

We all need helpful feedback if we are to learn successfully. In an attempt to provide helpful feedback, many of us have spent hours laboring over generating copious and voluminous feedback on every aspect of a student's work only to watch the student glance over and then ignore it. So how can teachers target feedback so students use and benefit from it? No matter what the context of feedback is, the timeliness, specificity, and usability of the feedback are critical.

Timely feedback is given when students are still thinking about the work and when they still have time to work on the learning target and make improvements. Giving the feedback days or even weeks after the performance is not timely, and therefore is not effective.

Specific feedback focuses on the positive features of the work. What did the student do correctly? What improvements did the student make over the last performance? Feedback about processes shows the student the connections between what they did and the results they got. (*When you added more detail, it made your thesis more clear. When you graphed the data and wrote a paragraph explaining it, the point was powerful.*) This will increase the likelihood that the student will be able to repeat

this process successfully in future assignments. If feedback lacks specificity, or it addresses every characteristic of student work from handwriting to conceptual understanding, the student will see it as useless and ignore it.



Usable feedback varies according to student need. What does the student need to do to improve progress toward learning goals? Some students benefit from a question that will lead to knowing what they need to do to improve their performance. Other students may need a specific suggestion about what to do next. Some students respond best to oral feedback; others to written. Teachers know what the best fit is for individual students. Usable feedback given in a way that students can hear encourages the student to think, and communicates that next steps are within the student's ability, control, and understanding. (Jackson, 2009)

Consider the impact of teacher feedback as shown by research. In his synthesis of research about formative assessment, William (2006) sum-

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Examples of Effective Feedback	Non-Examples
"Interesting thesis. Can you find more specific evidence to support it?"	"B-"
John is able to perform the basic algorithm for 2 column multiplication, but because he does not yet understand the reason for it he often makes avoidable errors."	"Approaching mastery"
"When you modeled the instructional strategy of _____, it started me thinking about how I can use that in my classroom. Can you make time for those kinds of things in all meetings?"	"That was a good faculty meeting."
"When I visited your classroom I noticed that students were engaged in group discussions around the concept of _____. Their discussions were higher level and utilized academic vocabulary. Do you plan to use other cooperative grouping strategies in future lessons?"	"Nice lesson."

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and circulated as a team activity. For a fun and interactive creative writing lesson, students could start with a sentence to create a story; each student passes his/her paper around to allow team members to contribute a sentence to continue the creative writing process. There are many creative and innovative ways you can use this strategy with students.

Planning with a Focus

As part of your team planning, start a discussion about how to use this cooperative learning strategy in your instruction. Start with the

Roundtable strategy. Once students feel comfortable with the Roundtable strategy, introduce Simultaneous Roundtable as applicable. After practicing with students, reflect on the effectiveness of the strategy. Revisit with your grade level team or department and discuss the implementation of the strategy in your instruction. This discussion is a valuable way to discuss the effectiveness of the strategy and ways to adapt the strategy to help support student learning.

Source <http://www.kaganonline.com/KaganClub/FreeArticles/TestScores.html>

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knowledge. Finally, use your knowledge of your students and your analysis of the Exemplar Lesson content, strategies and Performance Indicators to plan instruction for your students. Careful evaluation will uncover the truth that adaptations are possible while continuing to uphold the integrity of the Exemplar Lesson recommendations and the Performance Indicators.



Look for tips on how to differentiate in the next CSCOPE newsletter.

When applying it to real classroom strategies, it may be more effective to look at what differentiation is not. It is not simply offering a menu of different assignments for students to select from. Nor is it assessing some students harder on the same class assignment. "Awarding" additional problems or book reports to gifted students that finish early may be perceived as punitive instead of differentiated.

The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education. (Tomlinson & Allan, 2000) It encompasses that idea of making adjustments to meet the needs of all students. While many effective teachers adjust teaching based on the current needs of the class in real time, what could be called "reactive differentiation," true differentiation is an approach to teaching that requires active planning for student differences in classrooms. "Proactive differentiation" involves evaluation of the specific needs of your students in advance so you can plan for those differences while honoring your current teaching. This can be a strong and effective way to help students reach the potential that is really there.

Sources

[Merriam-Webster's Collegiate Dictionary, 11th Edition \(Red Kivar Binding with Jacket\). \(2003\).](#)

Tomlinson, Carol Ann. (October 1995). *Differentiating instruction for advanced learners in the mixed-ability middle school classroom*. ERIC EC Digest E536.

Tomlinson, Carol Ann. (2001) *How to differentiate instruction in mixed-ability classrooms*, 2nd Edition. Alexandria, VA: ASCD.

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marizes research (Butler, 1987) that showed that student performance improved substantially when descriptive feedback alone was given. Students are less likely to pay attention to descriptive feedback if it is accompanied by a grade *or an evaluative comment*. Furthermore, students who were given grades and praise showed no more progress than those given no feedback at all throughout their learning on the topic.

Wiggins (2008) summarizes the importance of feedback in the following way “. . . unless we build a strong feedback loop into our teaching and learning—providing for individual, targeted, specific feedback to each student, followed by opportunities to use it—then we will lose all except those students who would learn even without our help.”

Sources

Jackson, Robyn R. (2009). *Never work harder than your students and other principles of great teaching*. Alexandria, VA: ASCD.

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Wiggins, Grant (2008, January 22). *Feedback: how learning occurs*. Retrieved February 4, 2009, from Big Ideas: An Authentic Education e-Journal Web site: <http://www.authenticeducation.org>.

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**CSCOPE State Conference for Teachers
San Antonio, Texas
June 23 and 24, 2009**



**For more details, go to
<http://www5.esc13.net/cscopeconference/index.html>.**

Register by March 2, 2009 and save \$30 on your registration fee.

Quick Tip

It's Easy to Submit Unit Feedback!

To submit feedback for a specific unit, you must be working in the unit first.

1. Open a unit.
2. Click *View/Edit Unit*. (This is the first tab on the right side of the screen.)
3. Click *Collaborative Feedback*. (This is the third tab from the left.) You will be able to see all the feedback from your district.
4. Click *Submit Feedback* on the far right side of the screen.
5. Enter feedback or comments. Be very specific, using unit number, lesson number, page number and problem numbers.
6. Choose the category of feedback. You may enter different kinds of feedback:
 - Grammatical/Punctuation/Format Errors
 - Developer Issues/Bad Web Links/Attachment Issues/Other Tech Issues
 - Content-related suggestions or recommendations
 - Assessment Issues
7. Click the *Submit* button.

Once you submit feedback, the response to that feedback will be placed on your home page under the *Feedback* tab. Click the unit title to view the feedback and the response.



5th Six Weeks Lesson Preview

Social Studies



Kindergarten

UNIT 9. COMPARING COMMUNITIES: ALIKE AND DIFFERENT At this point in the year the students have spent a great deal of time focusing on different communities to which they belong: their school, their family, their local community and the national community. This unit will begin by placing their community in the context of the world. For example, the characteristics of a local community depend, to a large extent, on the physical location of the community. Students will explore the similarities and differences in location, economics, and customs.

UNIT 10. PEOPLE CONTRIBUTE TO COMMUNITIES Our community is what it is today because of contributions by people. Historic figures have influenced our national, state, and local communities, and people today continue to contribute to our community. In this unit we study people (both historic and present-day) who contribute to making our community the great place it is. We will look at contributions people make to their communities. George Washington and Stephen F. Austin are two historic figures who have contributed to our national and state communities. We will then focus on ordinary people within the local community who have contributed to the community.

1st Grade

UNIT 9. PRODUCING GOODS AND SERVICES This is the second unit that has an economic focus. In this unit the focus is on the production and consumption of goods and services, especially looking at the relationship between production and consumption with the physical and human characteristics of place, the natural resources of an area, and how those things affect the goods and services produced and consumed in the area. In line with this, students also look at how production and consumption of goods has changed as a result of technology, and they learn about the role of markets in this change.

UNIT 10. MAKING CHOICES Individuals, families, and communities all make economic choices. This unit focuses on economic choices made by families and the decision-making process that is involved in making those choices. Choices are often influenced by beliefs, customs, and traditions of families. Families decide where to live, where to work, and things to buy based on their culture, traditions, economic status and beliefs. Economic choices also include buying now, saving and buying later, and sharing resources. Families are constantly deciding which needs and wants can be fulfilled and which cannot.

Because all choices involve a decision-making process, the emphasis in this unit is on the decision-making process.

2nd Grade

UNIT 9. Our Community: Government Services Second and third grades both have a focus on the local community, including government. The second grade's focus is on community (local) government in general. Third grade focuses on the details of the actual local community. Second grade builds the basic foundation and then third grade will apply the basic information to the actual community.

In this unit students learn about how government leaders are elected or appointed. They also learn about the functions of government. As government works to accomplish its purpose (to

establish order, provide security, and manage conflict for the community), it fulfills several functions.

UNIT 10. Our Community Works! This unit looks at how economic factors work together in the free enterprise system. People in a community produce goods and services at their jobs. For the work they do at their jobs they earn income that allows them to be consumers of goods and services. Within the American free enterprise system people in the community are both producers and consumers. Because they cannot have all the goods and services they want, people make choices.

3rd Grade

UNIT 9. HOW COMMUNITIES WORK: STRUCTURE AND FUNCTION OF GOVERNMENT.

The focus of this unit is on the local government. The local community is a thread that winds throughout the third grade curriculum, and this focus on the local government is central to students' understanding of the local community. In this unit students learn about the local government's structure and functions. They also learn about local government officials and how people participate in the government, including the role of ordinary citizens. The first lesson provides a look at how the local government is structured and how it functions. It includes a look at the purpose of the local government, the services provided by the government, and how those services are financed. The second lesson looks at the local officials. The third lesson considers the consent of the governed and its importance in accomplishing the functions of the local government in meeting the needs of residents.

UNIT 10. CULTURAL HERITAGE: MYTHICAL HEROES. In their oral tradition, ancient peoples told tales of their heroes and recounted their deeds so they became part of their culture. The tales also reflected the values of the society. They also used tales to explain the world around them. The tradition continues, with fictional American characters explaining natural phenomenon like the wonders of the West. Students learn about characteristics of heroes and recognize their characteristics in the literature of a culture.

4th Grade

UNIT 9. TWENTIETH CENTURY This unit will focus on the technological changes that occurred in Texas during the turn of the century. Industrialization, urbanization, the aerospace industry, and oil and gas brought wealth and industry to Texas cities. An economic "boom" occurred with many people looking for jobs in oil-related manufacturing and industries. Oil and gas activities diversified the economy and provided an energy source for new forms of transportation which allowed better movement of goods to markets.

UNIT 10. ECONOMIC GROWTH This unit will focus on the economic interdependence of Texas, the United States and the world. Students will understand and investigate how the economic patterns and activities contribute to the development of high technology. The need to diversify the Texas economy has created new challenges in the twentieth century in the service industry as well as in the new advanced technologies.

5th Grade

UNIT 9. REUNITING THE NATION Following the Civil War, the rebuilding of the nation and the resulting amendments to the Constitution brought about change and renewed hope for the Founding Fathers' original plan for equality for all peoples and greatness for our nation. Technological advances, inventions, and innovative methods of communication and transportation united the nation and laid the groundwork for the nation to become a world leader.

UNIT 10. TITLE: ENTERING THE WORLD STAGE At the turn of the century, the United States experienced dramatic changes as our nation engaged in a war that many historians refer to as "press-driven". The causes of the conflict were many, but the immediate ones were America's support of Cuba's ongoing struggle against Spanish rule and the mysterious explosion of

the U.S.S. Maine in Havana Harbor. It would be the first overseas war fought by the United States, involving campaigns in both Cuba and the Philippine Islands. Paralleling this new sense of nationalism was the American ideal of entrepreneurship and free enterprise. The two facets of America held one element in common- the necessity for responsibility.

6th Grade

UNIT 09. SOUTH ASIA. The unit presents an overview of the geography, the economic and cultural regions, the alternative ways of organizing governments, and the historical events that shaped contemporary societies within and among South Asian countries. South Asia is one of the two regions that make up Southern Asia. South Asia includes a large land mass called a subcontinent. The subcontinent is a large land mass that is part of a continent. India is the largest country on the subcontinent in Southern Asia. The Indian civilization has developed into a unique and different type of culture due to its geography and human efforts to build civilizations through the use of successful agricultural practices and advancements. One of the most well-known ancient civilizations grew in the Indus River Valley. Migration and invasions from other parts of the continent of Asia have developed their culture, customs and traditions, including their religion.

UNIT 10. EAST ASIA. The focus of this unit on East Asia begins with the physical and human interactions in various types of environments. The historical events between past conflicts and current conditions inevitably change the relationships that exist among world cultures. World cultures, including East Asia, borrow cultural practices within and among societies and adapt to various levels of economic systems based on needs and wants.

7th Grade Texas History

UNIT 9. INDUSTRIALIZATION AND URBANIZATION. Industrialization and urbanization in Texas in the 20th century were caused due to the economic, social, and political push-pull factors after Reconstruction. New industries demanding skilled workers pulled Texans from the rural areas and pushed them to the urban areas. Historical events, like the Hurricane of 1900 and World War II, continued to push Texans to the fast growing cities of Houston and Dallas. New industries will continue to come to Texas and impact the economy, the population, and the politics and make Texas a leader in America in every way.

UNIT 10. SOCIAL AND POLITICAL REFORM. Even though the majority of Texans lived in rural areas, life in Texas was changing. People were moving to Texas from other areas of the nation. Urban areas were growing, and communication and transportation systems were allowing more people to participate in the democratic process. These components caused people to call for economic, social, and political reforms. In the early 20th century, Texans wanted reforms that would ensure their safety, their livelihood, and their individual rights. We saw Texans organize and demand the regulation of big businesses through the Populist movement, the right to vote by women, and the end of the power of the Ku Klux Klan in Texas. World War I and II will catapult these ideas to the forefront as the economy of Texas takes off in the areas of oil and gas, and the political powers in Washington become influenced by Texans. By the 1960s, these events and reforms will lead the African-American and Mexican-American populations to create a movement that will desegregate schools and society as a whole. By the 1970s, Texas will be at a point to move into the 21st century as an economic, political, and social power.

8th Grade U.S. History

UNIT 9. MANIFEST DESTINY. Westward expansion or "Manifest Destiny," coined by journalist John O'Sullivan in 1839, was aggressively pursued in the 1840s when political, social and economic forces converged with the expectations and constraints of the times. Fusing longstanding ideological and the pragmatic visions, the 1840s showcased wars over territories in the attempt

to gain land and power. The term “expansionism” became a euphemism for the continuation of divinely justified aggression and displacement towards native cultures. As more states were carved out of the conquered territories, economic opportunities and growth for some were extended but not for African Americans and other minorities. Not surprisingly, westward expansionism could not provide the mechanism to resolve the slavery issue but only exacerbated it. This explosive issue would continue plaguing the country and eventually lead to the divisive Civil War.

UNIT 10. SECTIONALISM. Differing economic, political and social philosophies have governed each region of the United States since its conception but it was in the 1850s that these differences were proving irreconcilable; especially on the issue of slavery. While the Democrats were advocating states’ rights, popular sovereignty and the Constitutional right to own slaves as property the North resorted to resisting slavery on moral grounds. The moral stance against slavery was not only fought in the trenches, but also in Congress. As more states were added into the Union, it seemed to give more fuel for both the abolitionists and the slaveholders to use violence to promote their cause. Regional interests lead to further conflict. The election of Abraham Lincoln in 1860 was the breaking point for the South. Quickly mobilizing, the South attempted to secede from the Union and there was no turning back. The road to the Civil War was inevitable and impending.

World Geography

UNIT 9. SOUTH ASIA. This unit explores the physical and cultural diversity of South Asia through the use of case studies, demographic data, maps, and current events. The student will learn about the physical processes that exist in South Asia and how people have adapted to the environmental conditions. The student will also learn about ways in which the physical environment affects settlement patterns and economic activities in South Asia. The student will learn about population, economics and standard of living, and how these demographic indicators are tied to social, political, and economic characteristics of South Asia. Finally, the student will learn about the major culture groups of South Asia, what factors (divergent and convergent) affect those groups, and how culture groups have changed over time.

UNIT 10. EAST ASIA. East Asia is a region of the world that is undergoing tremendous change, physically, culturally, politically, and economically. Although it is home to one of the oldest cultural hearths, it is also home to some of the most modern technologies in the world. The powerful nations of East Asia have large populations, growing economies, and tremendous change occurring at staggering rates. This unit will focus on the human characteristics of East Asia, particularly demographics, economics, and diverse cultures.

World History

UNIT 9. THE GREAT WAR. The Great War completes the transformation of western civilization that began with the age of democratic revolutions, the industrial age, and imperialism. Many intellectual, social, political, and economic forces come together to shape the future of the world by exposing its greatest gifts (such as idealism, innovation, and the fortitude of spirit) as well as the many flaws (blatant nationalism and self-interest). And in the middle of all of the chaos, the first communist state is created to lay the foundation of the changes that will occur after the next world war.

UNIT 10. TOTALITARIANISM AND WORLD WAR II. In the period after the great war, the re-emergence of an authoritarianism government surfaced in the “new and improved” form of totalitarianism. Totalitarianism exercised a greater control over the population than the monarchies of old ever dreamed of doing. There are many ways to focus on the causes of WWII and for our purposes, we will emphasize that the totalitarian governments come to power and start a program of aggressive expansion that leads to a conflict (mostly) between the liberal democracies of the west and the totalitarian government of Central Europe and Asia.

U.S. History 1877-present

UNIT 9. FROM DOMESTIC TRANQUILITY TO SOCIAL REVOLUTION. The Cold War's impact on America throughout the 1950s and 1960s had a far more reaching impact than most people realized. The fear and mistrust of the Soviet Union took its toll on the American landscape. Wanting to "contain" Communism, the typical American politician's extreme political maneuvers to present a united front suppressed any seeds of discontent. But there were other issues that could not be contained. Civil rights issues, in the 1950s, slowly gained ground. By the 1960s, civil rights issues exploded on the national scene.

UNIT 10. GLOBALIZATION AND INDEPENDENCE.

Third World countries became unwilling pawns in the Cold War. Both the United States and the Soviet Union targeted Third World countries' resources and raw materials by extending economic and public works packages. However, both sides did not benefit mutually. Some Third World countries in Asia, Latin America and the Middle East had the resources to resist while others were too weak to resist the lure of political, social and economic modernization and development. Many Third World countries banked on U.S. money for growth not realizing that they had to also accept United States intervention in their domestic affairs.

NEW COURSES FOR SPRING 2009!

Government

UNIT 3. The Legislative Branch. The Legislative Branch, Congress, is known as "The Peoples Branch." Article One, the longest article in the Constitution, outlines the many powers delegated to Congress, including the power to make laws, coin money, tax, declare war, and impeach judges and the president.

UNIT 4. The Executive Branch. Article II of the Constitution describes the role of a new kind of leader. The Founders wanted a strong leader but one with limited power and a set term of office. Since the 1780's, the role of president has changed significantly, and today the President of the United States is considered by many to be the most powerful person in the world. This unit investigates eight distinct roles the president and executive branch of the government play: chief of state, chief executive, chief administrator, chief diplomat, commander in chief, chief legislator, chief of party, and chief citizen.

Economics

UNIT 3. MACROECONOMICS: GOVERNMENT POLICY. A market economy is prone to alternating periods of growth and contraction, and thinkers throughout modern history have offered different visions of the role of the government in regulating or moderating the effects of the free enterprise system. Today, our government actively monitors the performance of the national economy through measures such as gross domestic product (GDP), inflation, and unemployment, and uses fiscal policy to try to achieve the goals of growth and stability. Over the last century and a half, organizations such as labor unions have sought to protect workers participating in a market economy, while successful entrepreneurs have often been those people who found new ways for the market system to better meet the demands of producers or consumers.

UNIT 4. MACROECONOMICS: MONEY AND BANKING. All economic operations depend on the flow of money and credit through the economy. Unit 4 examines the functions of the financial system and how they have evolved over time, the foundations of borrowing, lending, and investment decisions by households and institutional lenders, and how the Federal Reserve controls the volume of this lending to achieve macroeconomic goals.

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

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