



Currents

Mathematics Core Map Drafts In Progress

In October, teacher teams developed core maps based upon the Wisconsin draft mathematics standards. Collaboration across grade levels and buildings promoted academic discussion about student skill development and skill spiraling. Cross grade level feedback has been incorporated into the core map drafts. Before November 23, 2009, all K-5 teachers should examine, discuss, and provide feedback on the core map in mathematics for their grade. Mathematics teachers 6-12 will do the same. Grade level feedback will be incorporated into the draft maps at our next workshop with Susan Udelhofen.

American Recovery and Reinvestment Act, 2009

We hear about ARRA in the news every day. Wall Street bailouts, job creation, and education reform. Yes. Education reform. The ARRA legislation outlines 4 areas of reform, and backs them with \$4.35 billion of federal funding incentives for states that are the first to prove that they are leading the reformation. The four areas for education reform are:

- Adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace;
- Recruiting, developing, rewarding, and retaining effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals how they can improve their practices; and
- Turning around our lowest performing schools.

The federal funds are called "Race to the Top" funds, and the state of Wisconsin plans to be a contender. It will pay to listen closely as the federal and state government take action toward extending the school year, changing the assessment system, and aligning state standards to college and career ready standards (corestandards.org). Change is coming and we must be informed and resilient as the waves meet the shore.

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"I am personally convinced that one person can be a change catalyst, a 'transformer' in any situation, any organization. Such an individual is yeast that can leaven an entire loaf. It requires vision, initiative, patience, respect, persistence, courage, and faith to be a transforming leader."

— Stephen R. Covey

Technology Tip

Do you want to embed your YouTube video right into your power point so you don't have to download another program?

Try using the free file conversion program at www.zamzar.com

Staff Development: Professional Reads



A Whole New Mind: Why Right-Brainers Will Rule the Future, Daniel H. Pink, The Berkley Publishing Group, 2005

The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need — And What We Can Do About It, Tony Wagner, Basic Books, 2008

Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement, Richard DuFour and Robert Eaker, ASCD, 1998

Social Language VS. Academic Language

The English Language Learners (ELLs) in your classroom socializing with their peers are held to the same academic standard on the WKCE as the native English speakers. While the development of **social language**, casual and day-to-day communication, is important, ESL programs and general educators must strive to support ELLs to develop **academic language**, the language of instructional content areas. General educators can support ELLs by modeling phrases, writing academic terms on the board or posting them in the classroom, using activities that include student-made diagrams or drawings, creating semantic maps during discussion, or teaching with a graphic organizer. These strategies will support the language acquisition of ELLs, and may benefit many other students in your class as well! If you have questions about how to support the ELLs in your classroom, Marcela Tyson and Deicy Duran can help you develop easy differentiation strategies that will benefit all students.

