



The Buzz

A consolidated federal programs newsletter

Issue 50

April 2008

FINDINGS OF THE NATIONAL MATHEMATICS ADVISORY PANEL

U.S. Secretary of Education Margaret Spellings announced the release of the final report of the National Mathematics Advisory Panel. Created in April 2006 by President George W. Bush, the historic panel worked for more than two years reviewing the best available scientific evidence to advance the teaching and learning of mathematics.

“This report represents the first comprehensive analysis of math education to be based on sound science,” said Secretary Spellings. “The National Math Advisory Panel’s findings and recommendations make very clear what must be done to help our children succeed in math. We must teach number and math concepts early, we must help students believe they can improve their math skills and we must ensure they fully comprehend algebra concepts by the time they graduate from high school. The Panel’s extensive work will benefit generations of American students.”

The experts on the National Mathematics Advisory Panel represent over six centuries of experience in their respective fields. They have received testimony from more than 200 individuals and nearly 150 organizations, and reviewed more than 16,000 research studies.

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Title II-A Grants Awarded

Consolidated Federal Programs recently awarded Title IIA Reallocated Grants to 8 school districts. The following are the awarded districts and a short description of their plans.

Mapleton

Identified Needs: Recruiting, training, and retaining high quality principals.

Program Activities: Developing a tiered Leadership Academy for:

- Aspiring Administrators
- Teachers on Special Assignment
- Administrator Induction
- Ongoing Leadership Development/Mentoring.

These grant funds will be dedicated to hiring principal mentors and consultants to meet monthly with groups of administrators for problem-solving and learning sessions and to provide weekly on-site coaching and support to administrative teachers on special assignment, assistant principals and induction level principals.

Charter School Institute (CSI)

Identified Needs: Conducting a needs assessment of the teacher gap in CSI schools

Program Activities:

- Research and develop a needs assessment survey
- Collect and analyze survey data
- Conduct focus groups to gather additional qualitative data
- Develop individual school plans to ensure that HQT goals are met.

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Have you completed your HR submission and are wondering what to do with those teachers that are showing up as not meeting NCLB Highly Qualified (HQ) requirements? Or maybe you have no idea that you were even supposed to check?

All core content teachers -- general and special education -- and Title I paraprofessionals must meet the HQ requirements specified in NCLB. Admin Units have recently completed their HR submissions; districts are wrapping up their HR submissions. CDE will examine the HR data and pull the non-HQ records into the online HQ Plan system. This is where you will submit HOUSSE data or plans to get these teachers and paraprofessionals highly qualified.

Still confused? Consider participating in the **Online HQ Plan system webinars**. The webinar will be a refresher of the HQ rules (part 1) and a walk-through of the online system (part 2). You may register for part 1, part 2, or both sections by contacting Tina Tamayo (tamayo_t@cde.state.co.us) with your name, e-mail, phone, administrative unit/district, the participation date, and which parts you'll be joining us for (part 1, part 2, both). We encourage you to use one phone for each district because we will limit the number of "phones" on the webinar, but any number of people can be on one phone. Once you are registered, the log-on information will be forwarded to you.

- Tuesday, April 8, 2008
(Focus on Special Ed Teachers)
 - 2 – 3 p.m. Part 1: A refresher on the HQ rules
 - 3 – 4 p.m. Part 2: A walkthrough of the online HQ Plan system
- Thursday, April 10, 2008
(Focus on General Ed and Title I Paras)
 - 2 – 3 p.m. Part 1: A refresher on the HQ rules
 - 3 – 4 p.m. Part 2: A walkthrough of the online HQ Plan system
- Wednesday, April 16, 2008
(Focus on Special Ed and General Ed)
 - 2 – 3 p.m. Part 1: A refresher on the HQ rules
 - 3 – 4 p.m. Part 2: A walkthrough of the online HQ Plan system

Consolidated Federal Programs Application Updates

- 1) A Reference Manual was created to provide guidance with NCLB programs, the components of the application and review process. The manual is available at the link below and will be mailed to each person that attended the spring workshops.
- 2) The Acceptance, Relinquishments, Assignments and Certifications (ARAC) form will be available as soon as the district's preliminary allocations are finalized.
- 3) This year a video of the workshop will be available online. This is a wonderful opportunity for those who were unable to attend or for those who need to revisit some of the information. The video will be available at the end of April.

Updates regarding the application process will be emailed to all federal program contacts. All information regarding the Consolidated Federal Programs Application is available at <http://www.cde.state.co.us/FedPrograms/consapp/index.asp>.

Title V-A Desk Review

The desk review of Title V-A indicator 4.9, consultation with parents and others, was due February 29, 2008. For any LEA planning to participate in the Title V-A program for 2008-2009 through the use of carryover or transferred funds, evidence of the desk review indicator must be submitted and approved before final approval will be granted for the Consolidated Federal Programs Application.

Consultation with parents, teachers, and administrators concerning the use of Title V-A funds for the 2008-2009 school year, prior to the writing of the application, needs to be documented. Acceptable evidence includes meeting agendas, minutes of the meeting, and participant sign-in sheet for the meeting. Please submit this documentation to Kathryn Smukler (phone 303-866-6842) by email smukler_k@cde.state.co.us or fax (303) 866-6637.

CALENDAR OF EVENTS

April 13th – 16th

National Association of Federal Education
Program Administrators (NAFEPA)
Washington, DC
Register at www.nafepa.org.

April 17th – 18th

2008 ELA Academy
7:30 a.m. – 4 p.m., Denver
For more information contact Joanna Bruno at
(303) 866-6870, bruno_j@cde.state.co.us.

April 17th – 19th

National Resource Center for Paraprofessionals
Annual Conference
Hartford, Connecticut
For more information visit www.nrcpara.org.

May 12th

4th Annual Colorado Reading Summit
Adams Mark Hotel in Denver, 7 a.m. – 4 p.m.
For more information visit
www.cde.state.co.us/cde_readsum/index.htm.

September 16th – 17th

Save the Date for the NCLB Directors Meeting
More information to follow.

Pagosa Springs

has been added to the locations for
the Consolidated Federal
Programs Workshop

Register at
http://www.cde.state.co.us/scripts/CFP_UWrkshops0809/registration.asp.

*Please note that this workshop will
only have representation from Title IA
and Grants Fiscal.*



- Conduct needs assessments for Consolidated Federal Programs Application in particular Title II, Part A and Title V, Part A.
- Stay Informed with the activities at the Colorado Department of Education by signing up for the department's e-mail news service. News and announcements will be sent directly to your e-mail inbox, letting you stay on top of all the latest updates around CDE. You'll receive information about events, announcements and activities from the department along with regular updates about the Colorado Board of Education's agenda and decisions. To sign up for this service visit www.cde.state.co.us/Communications/index.html.

Colorado Quiz

March's Question:

When did Colorado become a state? Colorado was the _____ state to join the Union.
Colorado became a state in 1876 when President Ulysses S. Grant issued the proclamation of statehood. It was the 38th state to join the Union.

April's Question:

Following the discovery of gold in California in 1849, what prompted Colorado's "Pikes Peak or Bust", and in what year(s)?

For the answer to April's question read next month's Buzz and/or visit.

www.cde.state.co.us/fedprograms/pdssp/ss.asp.

What does it take to be successful in Mathematics?

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CDE has designed a one day workshop for district/school teams to answer the following questions:

- Who makes mathematics achievement happen?
- What makes for an effective math program?
- How and what will it take to make the necessary changes in your math program?

District/school teams are encouraged to attend this workshop. Team membership could include Superintendents, Curriculum Directors, Middle and High School Principals, TOSAs, Math Coaches, or teacher leaders. This free workshop will be from 9 a.m.— 3 p.m. at the following locations:

Thursday, April 17, 2008 — Grand Junction Convention Center

Tuesday, May 6, 2008 — Denver Four Points Sheridan (I-25 & Hampden)

Thursday, May 8, 2008 — Pueblo Convention Center

Limited seating available, enroll online at <http://www.cde.state.co.us/fedprograms/pdssp/cal.asp>.

Leadership Training: 6 Components of Rtl

Training Focus:

- Develop a comprehensive understanding of the 6 components of Rtl
- Discuss role expectations and essential system characteristics
- Identify resources needed for successful implementation
- Utilize a self-assessment tool addressing the 6 components
- Identify district and building training needs

Upcoming Dates:

April 9 th	Pueblo	April 25 th	Limon
April 16 th	Metro South	May 8 th	Craig
April 22 nd	Metro North		

The morning session will focus on the 6 components and the practical aspects of implementing all of the components. The afternoon session will focus on building level implementation of the 6 components. Participants can attend AM only or ALL DAY, but not PM only. For more information contact Montina Romero at (303) 866-6641, romero_m@cde.state.co.us.

Boulder Valley

Identified Needs: Recruiting, training, and retaining highly qualified and highly skilled teachers and administrators; providing quality mentoring and induction; and ensuring the qualifications of special education staff.

Program Activities:

- Conduct a critical review of the existing teacher induction programs – specifically the professional mentoring component – and develop recommendations for improvement
- Develop an administrator mentoring program
- Review qualifications and assignments of Special Education staff and make any necessary adjustments.

Jefferson County

Identified Needs: District-level data on recruiting and retaining HQ teachers, including teacher transfer and termination data, specifically in highly impacted schools; analysis of the teacher and administrator induction programs.

Program Activities:

- Develop data collection standards, procedures and reporting tools that will enable district to look at hiring and retention trends at a district level
- Survey existing teachers at highly impacted schools
- Assess principal and teacher induction programs.

This grant will help to put in place processes and procedures which will directly impact the district's ability to recruit and train the best teachers for the most highly impacted schools.

Greeley

Identified Needs: Teacher and principal retention.

Program Activities:

- Conduct survey of staff engagement using online survey tool: Gallup's Educational Engagement Program
- Review survey results and develop action plans based on those results.

The goal of this program is to identify staff engagement in everyday activities in order to quickly and accurately implement strategies to retain high quality employees in the district.

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The report respects the role of teachers as those in the best position to determine how to teach a given concept or skill. Instead of defining methods for teaching, the report offers a timeline of when students must master critical topics. The panel determined that students need to develop rapid recall of arithmetic facts in the early grades, going on to master fractions in middle school. Having built this strong foundation, the panel stated students would then be ready for rigorous algebra courses in high school or earlier. Noting changing demographics and rising economic demands, Secretary Spellings stressed the significance of the panel's findings on algebra.

"The panel's research showed that if students do well in algebra, then they are more likely to succeed in college and be ready for better career opportunities in the global economy of the 21st century," said Secretary Spellings. "We must increase access to algebra and other rigorous coursework if we hope to close the achievement gap between poor and minority students and their peers."

The panel also found that the earlier children learn math, the better their chances of success.

"Just as with reading, the math knowledge children bring to school at an early age is linked with their performance in later grades," said Secretary Spellings. "I hope parents will seize upon this finding and, just as we encourage with reading, they also spend time with their children working on numbers and core mathematics concepts."

Adds Secretary Spellings, "It is vital that as our children continue to learn new mathematics concepts, we encourage them to believe that working harder in math will lead to achieving better results. Studies have shown that it is effort, and not just inherent talent, that makes the critical difference between success and failure. When it comes to math, it seems hard science says it is truly worth the effort!"

The Secretary will convene a national summit based on the recommendation of the National Mathematics Advisory Panel.

For more information on the National Mathematics Advisory Panel and its findings, please visit www.ed.gov/MathPanel.



Delta

Identified Needs: Recruit and retain highly qualified teachers, particularly in high need schools.

Program Activities:

- Recruiting fairs
- Signing bonuses
- Plan and implement mentoring and induction program for teachers and/or principals.

This project seeks to initiate new recruitment strategies to attract highly qualified teachers to serve students of high poverty and to establish an embedded mentoring program via professional learning communities to training new recruits.

Fountain/Ft. Carson

Identified Needs: Bringing all teachers to a highly qualified status and professional development for general and special education teachers in math and reading.

Program Activities: Summer Professional Development Institute for teachers and administrators

- LETRS Training
- Co-Teaching Training
- Building a Strong Math Program.

These funds will aid the district in preparing, training, and retaining high-quality teachers and principals through supporting a Summer Professional Development Institute. Funds will also be utilized to provide necessary support for staff members who currently do not meet highly qualified status.

Lake County

Identified Needs: Hiring and retaining highly qualified teachers to work with special needs students.

Program Activities: Provide a partial tuition reimbursement for three Special Education paraprofessionals for a Special Education Alternative Licensing Program.

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