

INFOCLIPS

the Montana ASCD newsletter

MASCD Goals

Goal 1

Expand the sphere of our influence by being a strong and proactive organization dedicated to providing exemplary leadership and support for educators throughout the state.

Goal 2

Make member services a priority in order to assure that across this geographically expansive and isolated state, we have a membership that represents all counties and includes a diverse array of cultures.

Goal 3

Address pressing contemporary issues for the purpose of bringing an awareness of critical concerns to our educational leaders, who will participate in determining responses appropriate to our diverse rural Montana school environment.

Inside this issue:

Montana and the Common Core Standards	1
Welcome from Executive Director, Jerry Scott	2
1895 Eighth-Grade Test	2
Montana Common Core Standards: Implementation Plan Overview	4
Montana Statewide Longitudinal Data Project	5
Meeting Dates	6
A-Z Meeting Summary	6
Montana Educators' Institute	7

Montana and the Common Core Standards

Claudette Morton, Ed.D.

At the beginning of the Twentieth Century, when most children did not go beyond the eighth grade Montana had a 'common core'. The county superintendents administered a state test in the spring to all eighth graders so they could 'graduate'. The test was written and came from the state. It was scored by the county superintendent. It is interesting to note that while the test included mathematics and reading, it also had many other elements in its 'common core'—music, drawing, writing, science, health, history and geography. Since that time Montana education has gone through many cycles of redefining what it believed to be our 'common core'.

Fast forward to the beginning of the Twenty-First Century. In 2008, those of us who follow the education national scene began to hear about a new Common Core. This one sponsored by the National Governors' Association and the Council of Chief State School Officers. These new standards were created by Achieve, ACT and the College Board. The President and the Secretary of Education were so impressed that they said that any state that wanted to be considered for the Race to the Top grants would have to adopt these new standards. Given the situation of the economy and specifically lack of funds for public schools, Montana joined 48 other states in saying that they would consider adoption. These standards were hailed as being internationally benchmarked and rigorous. The unveiling of the original draft met with much criticism from educators in the field. Since they were written for English language arts and mathematics, the two organizations representing

teachers in those fields wanted to provide input. In fact, NCTE and NCTM, as well as other organizations and individuals, provided suggested changes and these were incorporated in the final standards.

In the summer of 2009 a group of Montana educators were convened by the Office of Public Instruction to do a comparison study of the Common Core and Montana's Standards. The mathematics people saw a close alignment and endorsed the Common Core. The English language arts group saw some problems in the alignment, though the majority of the committee favored adoption of the Common Core.

It is important to note that the Common Core Standards must be adopted in total by a state, however, the state may choose to add another fifteen percent of content specific material to the standards if they wish. The Office of Public Instruction convened another set of educators who came together and determined what should be added. The Superintendent of Public Instruction recommended these new Montana Common Core Standards to the Montana Board of Public Education and on November 5, 2011 the Board adopted these new standards for Montana's public schools. While the standards are specific to English language arts and mathematics, significant literacy standards deal with science, social studies and technical fields. Therefore, it will be incumbent on all curriculum directors to help their educators realize that every teacher in the school has a stake in these new standards. OPI is providing professional development in these new standards.

Jerry Scott

MontanaASCD Executive Director

I would like to welcome everyone to the first of three MontanaASCD newsletters. I hope this issue will provide you with information on MontanaASCD, what our goals are, who is involved, when the meeting dates are, how to connect with our website, how to become a member, plans for the June 12-14, 2012, Montana Educators' Institute and some information on Montana's Common Core Standards, past, present and future.

Please do not hesitate to contact me or the board if you have any suggestions for future issues, meetings, or other needs you may have.

Jerry Scott
jscott@metnet.mt.gov

1895 Eighth-Grade Test

What it took to get an eighth grade education in 1895....

Remember when grandparents and great-grandparents stated that they only had an 8th grade education? Well, check this out. Could any of us have passed the 8th grade in 1895?

This is the eighth-grade final exam from 1895 in Salina, Kansas, USA. It was taken from the original on file at the Smokey Valley Genealogical Society and Library in Salina, and reprinted by the Salina Journal.

8th Grade Final Exam: Salina, KS - 1895

Grammar (Time, one hour)

1. Give nine rules for the use of capital letters.
2. Name the parts of speech and define those that have no modifications.
3. Define verse, stanza and paragraph.
4. What are the principal parts of a verb? Give principal parts of 'lie,' 'play,' and 'run.'
5. Define case; illustrate each case.
6. What is punctuation? Give rules for principal marks of punctuation.
- 7-10. Write a composition of about 150 words and show therein that you understand the practical use of the rules of grammar.

Arithmetic (Time, 1 hour and 15 minutes)

1. Name and define the Fundamental Rules of Arithmetic.
2. A wagon box is 2 ft. Deep, 10 feet Long, and 3 ft. Wide. How many bushels of wheat will it hold?
3. If a load of wheat weighs 3,942 lbs, what is it worth at 50cts/bushel, deducting 1,050 lbs for tare?
4. District No 33 has a valuation of \$35,000. What is the necessary levy to carry on a school seven months at \$50 per month, and have \$104 for incidentals?
5. Find the cost of 6,720 lbs. Coal at \$6.00 per ton.
6. Find the interest of \$512.60 for 8 months and 18 days at 7 percent per annum.
7. What is the cost of 40 boards 12 inches wide and 16 ft long at \$20 per metre?
8. Find bank discount on \$300 for 90 days (no grace) at 10 percent.
9. What is the cost of a square farm at \$15 per acre, the distance of which is 640 rods?
10. Write a Bank Check, a Promissory Note, and a Receipt.

U.S. History (Time, 45 minutes)

1. Give the epochs into which U.S. History is divided
2. Give an account of the discovery of America by Columbus .

Continued on Page 3

MASCD builds and fosters collaborative partnerships to produce meaningful, effective, and timely professional learning for all educators. Be sure to check out our website at:

1895 Eighth-Grade Test

What it took to get an eighth grade education in 1895....

Continued from Page 2

3. Relate the causes and results of the Revolutionary War.
4. Show the territorial growth of the United States .
5. Tell what you can of the history of Kansas .
6. Describe three of the most prominent battles of the Rebellion.
7. Who were the following: Morse, Whitney, Fulton , Bell , Lincoln , Penn, and Howe?
8. Name events connected with the following dates: 1607, 1620, 1800, 1849, 1865.

Orthography (Time, one hour)

[Do we even know what this is??]

1. What is meant by the following: alphabet, phonetic, orthography, etymology, syllabication?
2. What are elementary sounds? How classified?
3. What are the following, and give examples of each: trigraph, subvocals, diphthong, cognate letters, linguals?
4. Give four substitutes for caret 'u'.
5. Give two rules for spelling words with final 'e.' Name two exceptions under each rule.
6. Give two uses of silent letters in spelling. Illustrate each.
7. Define the following prefixes and use in connection with a word: bi, dis, pre, semi, post, non, inter, mono, sup.
8. Mark diacritically and divide into syllables the following, and name the sign that indicates the sound: card, ball, mercy, sir, odd, cell, rise, blood, fare, last.
9. Use the following correctly in sentences: cite, site, sight, fane, fain, feign, vane , vain, vein, raze, raise, rays.
10. Write 10 words frequently mispronounced and indicate pronunciation by use of diacritical marks and by syllabication.

Geography (Time, one hour)

1. What is climate? Upon what does climate depend?
2. How do you account for the extremes of climate in Kansas ?
3. Of what use are rivers? Of what use is the ocean?
4. Describe the mountains of North America .
5. Name and describe the following: Monrovia , Odessa , Denver , Manitoba, Hecla , Yukon , St. Helena, Juan Fernandez, Aspinwall and Orinoco .
6. Name and locate the principal trade centers of the U.S. Name all The republics of Europe and give the capital of each.
7. Why is the Atlantic Coast colder than the Pacific in the same latitude?
8. Describe the process by which the water of the ocean returns to the sources of rivers.
9. Describe the movements of the earth. Give the inclination of the earth.

Presenting the MASCD Board of Directors

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- Dr. Christine Kuschel, Missoula

Executive Director

- Jerry Scott, Red Lodge

Montana Common Core Standards: Implementation Plan Overview

Christine Kuschel, Ed.D.

Missoula Area Curriculum Consortium Director

On November 4, 2011, the Montana Board of Public Education adopted the 2011 Montana K-12 Content Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects; and, the 2011 Montana K-12 Content Standards for Mathematics. The Montana Office of Public Instruction has developed a Montana Common Core Standards (MCCS) Implementation Plan. The Implementation Plan includes (a) Planning and Awareness (2011-2012); (b) School/District Alignment (2012-2013); (c) School/District Implementation (2013-2014); and (d) School/District Full Implementation and Integration of SMARTER Balanced Assessment Consortium (SBAC) Assessment (2014-2015).

The Implementation Plan begins with outreach to educators, parents, students, and community organizations about the value and benefit of MCCS. Professional Development will focus on educators gaining a full understanding of the standards in Mathematics and English Language Arts and aligning instruction, curriculum, and assessments to the new standards by 2014-2015.

2011-2012 Planning and Awareness Phase introduces the rationale and benefits of MCCS to educators.

2012-2013 School/District Alignment Phase will require educators to identify, understand, and implement significant curriculum and instructional changes in the mathematics and English Language Arts (ELA) and literacy standards. During this phase educators will analyze and improve instructional practices. English Language Arts and Literacy Instructional Changes include: Balance reading informational text and literature; Write to inform or persuade using evidence; Foster understanding of the three components of text complexity; Target speaking and listening as well as Language; Include Literacy in History/Social Studies, Science, and Technical Subjects. Mathematics Instructional Changes include: Integrate Standards for Mathematical Practice into instruction and assessment; Focus instruction on the “big ideas” that progress from year to year and provide mathematical coherence; Build number concepts in grades -5 to deepen understanding and application of math in grades 6-12; Incorporate significant algebra, geometry, and probability and statistics in grades 6-8; and Emphasize mathematical “modeling” in high school to ensure rigor, relevance, and college and career readiness.

2013-2014 School/District Implementation Phase will continue to focus on curriculum alignment, implementation, and accessing the full range of assessment strategies to ensure success for all students.

2014-2015 School/District Full Implementation of the SBAC Assessment Phase and Montana Common Core Standards in every school district.

OPI Supporting documents that outline detailed descriptions for the Recommended Model of Implementation is available at www.opi.mt.gov/MCCS.



LEARN, TEACH, LEAD

Montana Statewide Longitudinal Data Project

Christine Kuschel, Ed.D.

Missoula Area Curriculum Consortium Director

Senate Bill 329, passed during the 2011 Montana Legislative Session, created new requirements for school districts to display data on publicly available websites. The Office of Public Instruction (OPI) will use a new data warehouse to generate the district educational profiles containing school district contact information and links to district web sites, state criterion-referenced testing results, program and course offerings, student enrollment and demographics by grade level, and graduation rates.

The Montana Statewide Longitudinal Data System (SLDS) Project will make data readily-available to assist educators and policymakers in reaching data-driven decisions to improve student learning as well as facilitate work at the state level to increase student achievement and close achievement gaps. The Growth and Enhancement of Montana Students (GEMS) project will provide schools, policymakers, parent and the public with unprecedented access to data and reports regarding Montana’s public education system while protecting the educational privacy rights of students and families, and allow the OPI to efficiently and accurately manage, analyze and use education data, including individual student records.

The eight domains of the GEMS Project include Planning, Assessment, Enrollment, Financial, General Agency, Behavior, Education Staff, Transportation, Career Education, and Project Closeout. GEMS public Web portal categories include General District and School Information, Program and Course Offering, School Climate, Student Achievement, Student Services, School Finance, School Staffing and Teacher Characteristics, Student Characteristics, and Student Engagement. District users will be provided with their own miniature Web portal inside of GEMS, where they will be able to upload and store their own reports, documents, and spreadsheets. District staff will be able to link their own district’s local data files with the GEMS Data Warehouse and slice the data however they want, using Report Builder and Microsoft Excel.

The Project ends December, 2012. Help, feedback, and support is needed from Districts and Schools. Stakeholders are welcome and needed. Sign up for the newsletter at www.opi.mt.gov/Subscriptions. For more information, contact Project Manager Jamey Ereth jereth@mt.gov or Business Analyst Erin Thielman ethielman@mt.gov.

Who should join MontanaASCD?

Montana ASCD

Membership Registration



Our membership includes educators in public and private educational institutions throughout Montana.

- Teachers
- Counselors
- College Professors
- Principals and Assistant Principals
- Department Facilitators
- Supervisors
- Superintendents
- Education Administrators
- Staff and Curriculum Developers

Membership Fees:

One year..... \$25.00

Two year \$50.00

Why Join?

Membership Benefits Include:

- Subscription to the *Montana ASCD e-Newsletter*
- Subscription to the *Montana ASCD e-Journal*

Name: _____

Title: _____

Organization: _____

Address: _____

Town: _____

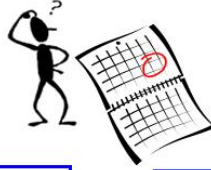
State: _____ Zip: _____

Area Code + Phone Number: _____

E-mail address: _____

Mail Payment to:
MontanaASCD
PO Box 6414
Helena, MT 59601

A-Z Curriculum Meetings
Capital High School
Multi-media Room off the Library
100 Valley Drive • Helena, MT
9:00 a.m. - Noon



MontanaASCD Board Meetings
SAM Office Conference Room
900 N Montana Ave, Suite A-4 • Helena, MT
6:00 - 8:00 p.m.

A-Z Curriculum Meetings will include themed discussion, updates from OPI, and time to share with colleagues from around the state. The themes for each meeting are listed below. These meetings are a great opportunity to network on curricular issues in Montana! Hope to see you!

Friday, September 16, 2011
RTI

Friday, November 4, 2011
Technology

Friday, February 3, 2012
Common Core

Friday, May 4, 2012
Student Achievement Despite
Resource Scarcity

Dinner will be served before each meeting at 5:30 p.m.

Monday, August 15, 2011
Montana ASCD Executive Board

Thursday, September 15, 2011

Thursday, November 3, 2011

Thursday, February 2, 2012

Friday, April 20, 2012
Montana ASCD Executive Board

Thursday, May 3, 2012

June 11, 2012
Montana ASCD Board Retreat
1:00 pm.—5:00 p.m.
Great Northern Towne Center • Helena, MT

June 12-14, 2012
Montana Educators' Institute
Great Northern Towne Center • Helena, Montana

www.mtascd.org

A-Z November 4, 2012, Meeting Summary

Jerry Scott, MontanaASCD Executive Director

This meeting focused on technology and included a presentation from the Montana Digital Academy and a presentation on the Billings School District's technology integration plan. You can find both presentations on their web sites as well as the MASCSD web site.

Belgrade passed out their digital learning plan and discussed states that require on line courses in order for their students to graduate. You can contact Gary Kidd, Belgrade Curriculum Director at gtkidd@belgrade.k12.mt.us for more information.

The morning also included a presentation from Jean Howard on Montana's common core standards implementation plan. More information and details will be presented at the February 3, 2012 A – Z meeting at Helena's Capital High School Library starting at 9:00 A.M.

Montana Educators' Institute

Mark Your Calendar Now!

Montana Educators' Institute

June 12-14, 2012

Great Northern Hotel Conference Center

Helena, Montana



Ken O'Connor

Fixing Broken Grading Systems

June 12, 2012

www.oconnorgrading.com



Sue Gendron

Intro to Common Core

June 13, 2012

<http://www.leadered.com/aboutgendron.html#>



Salle Quackenboss

Teaching Academic Vocabulary

June 14, 2012

http://www.marzanoresearch.com/professional_development/quackenboss.aspx

Registration Opens

January 15, 2012

The mission of the Montana ASCD is to facilitate teaching and learning to ensure success for all Montana students.

"I like a teacher who gives you something to take home to think about besides homework."

-- Edith Ann, [Lily Tomlin]