



Tom Horne Reports to Educators

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A Message from the Superintendent

Rumor Control:

There is a rumor that, under the new Structured English Immersion models, the four hours for teaching intensive English language development is to be used for teaching language only, and not academics. Another rumor is that one can teach academic vocabulary, but not academic content. These rumors are entirely false. The following amendment was adopted in the models:

Amendment #1:

Page 7, line 22, after the period insert: "Classroom materials used in an ELD class may reflect content from a variety of academic disciplines. Classroom materials must be appropriate for the students' level of English language proficiency. Selection of content materials must be based on the materials' effectiveness in facilitating and promoting the specific English language objective(s) of the class. Such materials must predominantly feature specific language constructions that align with the English language objectives based on the ELL Proficiency Standards and the DSI."

It was my initiative to insert this amendment, and it is important to me that everyone is aware of it. Teachers are supposed to be teaching the students academic English not tourist English.

Sincerely,

Tom Horne
Superintendent of Public Instruction

Scholarships and Contests



The mission of The National Teachers Hall of Fame is to recognize and honor exceptional career teachers, encourage excellence in teaching, and preserve the rich heritage of the teaching profession in the United States.

The 2008 Hall of Fame's 17th annual nominee must have taught for at least 20 years at the PreK-12 grade level in a public and or private school. Nomination packets must be post-marked by January 2, 2008. Announcement of the 2008 inductees will be made in April of 2008.

Please visit www.nthf.org to access the nomination packet or call 1-800-96-TEACH (8-3224) for further information.

Southern Arizona Writing Project's Summer Invitational Institute

The Summer Institute is an intensive workshop in which teachers learn ways to improve student writing abilities by improving their own teaching and learning of writing.

Institute highlights include:

- Full tuition waivers for 6 graduate credits from the University of Arizona
- 120 hours toward recertification for the state of Arizona
- Dates: June 2-July 3, 2008 (Mon-Thurs 8:30-3:30)
- Place: University of Arizona campus
- Deadline: January 15, 2008

Please visit <http://english.arizona.edu>
Questions? Call 520-621-3436 or email
netoso@email.arizona.edu

The Southwest Oral History Association is pleased to announce the SOHA Oral History Educator Awards

These annual awards will honor the individuals and/or projects in the states of Arizona, California, Nevada and New Mexico that best represent the exemplary use of oral history as an educational methodology at elementary and secondary levels.

Two outstanding educators/projects will be picked for special recognition for outstanding achievement: one from the elementary level (K-6) and one from secondary (7-12).

Who may apply: Individual educators and/or projects may apply. Educational levels from K-12 and educational programs (such as Girl Scouts, The Boys and Girls Club, etc.) are eligible for the awards. Nominations may be self-initiated or initiated by administrators, parents of involved students, or other interested parties.

The criteria for the award: The winner will demonstrate the highest standards and ethics of oral history as a process, the innovative nature of the oral history curricula, the merit of the oral history products developed, the educational benefits and/or the educational merits of the applicant's project/program - appropriate to the grade level addressed. Oral history education conducted in the last three years will receive a majority of the consideration by the review panel.

Application dates: Deadline for application for the 2008 awards (to be awarded at the annual SOHA conference in Tempe, AZ, April 2008) is December 31, 2007.

Find complete application information at www.southwestoralhistory.org.

If you have further questions e-mail: sohateacherawards@yahoo.com.



Panasonic National School Change Awards

Each year, a distinguished panel of judges selects six award winners. A school, in our view, is a candidate for the award if it meets at least two criteria in each of the four dimensions and a total of at least ten criteria. Award winners are selected in the spring of each academic year, with the six winning schools gaining national recognition. Schools may nominate themselves.

The Award to each of the six schools includes:

- A ceremony conducted at their school in May/June 2008
- A \$5,000.00 grant
- National recognition and coverage by the media
- Subsidized participation of the school's principal in the Eleventh Annual National Principals Leadership Institute

Nominations must be received by March 3, 2008 Please visit <http://www.npli.org/nsca/> to access the nomination application.

For more information contact:

Francesca Sinatra, Nominations Coordinator

212-636-6682

fsinatra@fordham.edu

Juan Fonseca, Co-Director

212-636-6436

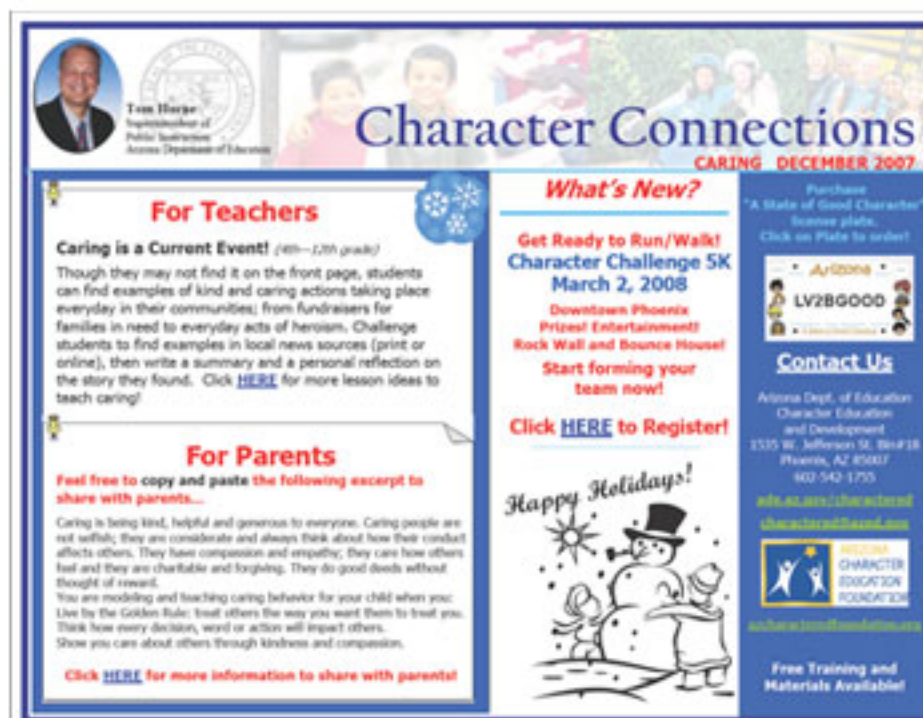
jfonseca@fordham.edu

Long-running Arizona Writing Contest Chooses Character as its Theme!

We're pleased to announce that this year's "Polly" Rosenbaum Writing Contest, sponsored by APS and the Arizona Educational Foundation, will have character as its theme!

"How the Character of Arizona's Youth Affects Arizona's Future"

For more information, please visit: www.azedfoundation.org/polly-rosenbaum.html



[Click Here](#) to check out the December issue of Character Connections!

HIGH SCHOOL BLOOD DRIVE CHAMPS HONORED BY UNITED BLOOD SERVICES Teens 3-Peat as Largest Statewide Donor Group

The High School Blood Drive Challenge was launched more than 20 years ago to recognize excellence among student blood drive organizers and to inspire Arizona's youth to create a lifelong pattern of donating blood. High school students have become leaders in building our state's blood supply. During the 2006-07 school year, high school blood drives provided Arizona patients with 16,075 lifesaving transfusions - more than from any other donor age group in the state for the third consecutive year.

Today, one out of every 13 blood transfusions required by an Arizona hospital patient is provided by donors at high school blood drives. Through the United Blood Services High School Blood Drive Challenge, students develop leadership skills, build self esteem and learn the value of community service. All high schools are encouraged to host at least two blood drives per year. You can also support our student's efforts to save lives by donating blood at our campus drives.

For more information about participating in the High School Blood Drive Challenge, call United Blood Services at 480-675-5642 or visit www.UnitedBloodServicesAZHS.org.

For 2006 - 2007 Division Results, [CLICK HERE](#)



Your Study Guide for High School

"On a scale of 1 – 10, I would give the Study Guide an 8 or a 9, in terms of instructional content. The Study Guide reinforces the standards for the students and for the instructor. I like that the Study Guide focuses on standards." Maricopa County Teacher.

In September, Your Study Guide arrived again in high schools across the state to assist those students who are struggling to pass AIMS HS. This is the third year that ADE has supplied Your Study Guide to all juniors and seniors who have one or more content areas of AIMS HS yet to pass. The Study Guide is personalized for students, based on their Spring 2007 AIMS HS scores. In addition to the personalized guides, static guides are available for download on the Grow Network website www.yourstudyguide.com/arizona. The instruction provided in the Study Guide is aligned to Arizona Academic Standards in Mathematics, Reading, and Writing. The Study Guide is accompanied by a Teacher and Tutor Guide which offers instructional strategies for teachers to use with all students, including ELL and special education students. Educators may download additional copies of the Teacher and Tutor Guide from IDEAL <https://www.ideal.azed.gov/content/block/aimsStandards>.

"I think the Study Guide provided a good explanation and a lead up to examining challenging material." Navajo County Tutor

The Grow Network produces the Study Guide in collaboration with ADE's Assessment Section. Study Guides are primarily a tool to help students be successful in understanding and applying the high school Academic Standards. The Study Guide provides an authentic standards-based curriculum for schools to use in tutorial classes or as supplemental material in the classroom. Thus, students who use them will have an opportunity to become more knowledgeable in all the standards.

Your Study Guide for students in Grade 9, based on their Grade 8 AIMS DPA scores, is provided for all freshman students in mid-November each year. The Grade 9 Study Guide is also aligned to the high school Academic Standards, and it offers students instruction and practice in what they need to know and be able to do. A Teacher and Tutor Guide for the Grade 9 is also sent to each school. Your Study Guide, based on high school student scores on the Fall AIMS, is also delivered to schools in January. A Teacher and Tutor Guide accompanies the shipment, or one can be downloaded from IDEAL.

"Within the Writing section, I think that the Writing Components chapter was really useful. The explanations of the six traits were helpful for me and my students, we were able to walk through the explanations in the guide and discuss in a small group how this relates to the writing samples that we are reading." Pima County Teacher

Journey Through the Universe Program

Journey through the Universe is a national science education initiative that engages entire communities using education programs in the Earth and space sciences and space exploration to inspire and educate. The initiative embraces the notion that - it takes a community to educate a child - which is the basis for the program's Learning Community Model of program delivery.

Take the journey! Meet our researchers and educators.

Visit: <http://journeythroughtheuniverse.org>

For more information contact: Stacy Hamel Co-Director, Education Programs

The National Center for Earth and Space Science Education

Email: shamel@usra.edu Visit: <http://ncesse.usra.edu>

The National Center for Earth and Space Science Education is operated by the Universities Space Research Association USRA; www.usra.edu

Accessing Background Knowledge by Oran Tkatchov and Shelly Pollnow

Students are persistently faced with new information, especially in the upper grades. To effectively process this new information, students must construct understanding of vocabulary, create paradigm shifts, and deconstruct prior misunderstandings. The ability to perform these tasks relies on background knowledge to make sense of new information and helps students categorize and make connections of what is being learned.

Superintendent Horne has long ascribed to the philosophy that content-rich curriculum materials and background knowledge are part of the foundation for academic success. Students lacking adequate background knowledge or those who cannot activate prior knowledge may struggle to contribute and achieve throughout the curriculum, where reading to learn is crucial for success (Strangman & Hall, 2004). A strong correlation is found between prior knowledge and reading comprehension (Langer, 1984; Long, Winograd, & Bridget, 1989; Stevens, 1980; Davis & Winek, 1989; Squire, 1983).

Dr. Anita Archer, one of the foremost experts in reading instruction today, includes "Vocabulary and Background Knowledge" as one of the "Building Blocks of Reading Instruction."

Recommendations to increase student background knowledge include:

- Engage students in meaningful activities that incorporate prior learning. Spend time before lessons making connections.
- Include activities that reflect the cultural diversity of your classroom and provide the application of multiple intelligences.
- Use graphic organizers as a tool to help students trigger prior knowledge and categorize new information.
- Use cooperative grouping to share prior knowledge between students.
- Involve community members as educational peers, and create "mentoring relationships." This will create tutors with residential and cultural similarities to struggling students (Marzano, 2004).
- Use the streaming videos available on IDEAL to provide students with images of other countries and past events. When taken in small collaborative groups guided by the teacher, "virtual field trips" can build background knowledge, engage students in academic dialog, advance higher order thinking skills, and increase vocabulary development (Mandel, 1999).
- Constantly evaluate classroom instruction to ensure you are building on what students know, and correcting any misconceptions they might have.
- Utilize pre-reading activities, such as discussing the content of a story, linking a common experience, and explaining problematic lexical items relevant to their reading materials (Droop, Mienke, Ludo, and Verhoeven, 1998).

Regarding vocabulary and background knowledge, effective instruction should accomplish the following (Beck, 2003):

- Begin with student friendly information about the word's meaning.
- Immediately prompt students to use the word.
- Keep bringing the words back in a variety of formal and informal ways.
- Get students to take their word learning beyond the classroom.
- Help students use context productively.

Christen and Murphy (1991) proclaim *"It appears that providing students with strategies to activate their prior knowledge base or to build a base if one does not exist is supported by the current research. It is our contention that this is one way teachers can have a positive influence on comprehension in their classrooms."*

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Celebrating Education



2007 Achievement Awards in Writing
sponsored by the National Council of Teachers of English (NCTE)

The Achievement Awards in Writing are conferred by the National Council of Teachers of English in recognition of excellence in writing by high school juniors. Winners demonstrate writing ability in two forms: first, in a sample of their best writing, in any form or genre, drafted and revised over time; and second, in an impromptu essay on a subject set by the Achievement Awards Advisory Committee and responded to by all candidates for the award in that year. While the first sample is written under conditions chosen by candidates and their teachers, the impromptu essay is written during a supervised, seventy-five-minute period.

The 2007 Impromptu topics were (click here to see topics).

A total of 595 students were selected as outstanding writers in the 2007 NCTE Achievement Awards in Writing. The recipients were chosen from 1,937 students nominated in their junior year by their teachers, from the 50 states, the District of Columbia, Canada, the Virgin Islands, and American schools abroad. The number of nominees from each school is based on the school's total enrollment in grades ten through twelve: one nominee per 500 students. The number of winners from each state is determined by doubling the number of the state's representatives in Congress.

Congratulations to the following Arizona student winners:

Desert Vista High School, Phoenix
Noelle Vong
Joanna Yang

Dobson High School, Mesa
Caleb Chou
Mountain View High School, Mesa
Emily Smith
Red Mountain High School, Mesa
Eric Liu

State Coordinator: Mary Setliff, Tucson
<http://www.ncte.org/about/awards/student/aa>

Attention all Arizona High Schools and Junior High Schools:

Arizona Capitol Television, the Arizona Legislature's statewide cable channel, invites you to submit television shows you produce to be part of our programming. The shows can be of any length but must be Arizona theme-based. It could be of current events or your local history – community, school, etc. – or of the state. We can't promise to air all the shows, but we will do our very best to do so.

Please send your shows on DVD format.

If you have any questions please contact me via e-mail at rbellus@azleg.gov.

Thank you. We look forward to enjoying having your shows be a big part of Arizona Capitol Television.

Look in your local television guide for our channel location in your area. As of this writing we can be seen on Cox Digital Cable Channel 123.



Arizona State Legislature
ARIZONA CAPITOL
TELEVISION

Education Webcast with professional and college football legends!

Thursday, January 31
10 AM

Just days before the "Big Game" is played in Glendale, ADE will host a webcast with professional and college football legends who will talk about the importance of staying in school.

To join this webcast, your school must register. There is NO cost to you.

To register, please visit:

<http://azed.gov/onlineregistration/EventLocationSelection.asp?EventID=1584>



The Grand Canyon State Games Student Essay Contest

Pens and paper await the ideas and thoughts of students from grades K-12. The [Fulton Homes Grand Canyon State Games Essay Contest Presented by APS and Sponsored by Ottawa University](#) promotes self-improvement and empowerment through writing as an effective method for youth across the nation to express their dreams and ideas.

Encourage your students to be put into words their thoughts and ideas! The purposes of the Grand Canyon State Games Student Essay Contest are to encourage all students to develop their critical thinking skills, to reward students who devote the required time and effort to improving their research skills, to reward, indirectly, the families and teachers who encourage students to develop those skills, and to prove that today's youth are interested in improving their communities.



Themes range from topics on patriotism, standing tall against alcohol, health, community involvement, the six pillars of character, being tobacco free and saying no to drugs, and the bare essentials of hard work, honesty, and perseverance.

The contest is free and begins November 1st. Gold, Silver, and Bronze medals will be awarded to the top winners from each grade. Two Ira Fulton Scholarship Awards, in the amounts of \$2500, will be awarded to the person with the top essay from grades 6, 7, and 8 as well as a the person with the top essay from grades 9, 10, 11 and 12.

There is an opportunity for everyone within the Grand Canyon State Games! If you are athletically inclined don't forget our Winter Games Kick off in January. Check out our website at www.gcsg.org for more details. "Together We Have the Power to Make it Happen."

Got a story idea, picture, or celebration? We'd love to hear from you!
Email us at: ADEInbox@azed.gov