

NYSED Happenings

Modifications to Grades 3-8 ELA and Mathematics Examination Schedule for 2009 - 2010

Earlier this year, the Board of Regents solicited Statewide input on the scheduling of the grades 3-8 English language arts (ELA) and mathematics exams. The survey received over 22,500 responses that informed the policy discussions of the Board of Regents. This month the Board of Regents endorsed moving the administration of the 2009-2010 grades 3-8 ELA and math examinations to the month of May. The State Education Department is currently working on specific details that must be addressed. For example, work is underway to revise current examination calendars and scoring timelines. Updated revised versions reflecting the new administration dates and scoring timelines for the grades 3-8 ELA and math exams will be shared with you as soon as possible. Additional questions about these changes to the examination calendar may be directed to David Abrams, Assistant Commissioner, Office of Standards, Assess-

ment, and Reporting at emscassess-info@mail.nysed.gov or (518) 473-7880.

Center on Instruction Resource: Principal's Reading Walk-Through: Kindergarten-Grade 3 -- Professional Development Module [K-3]

The Principal's Reading Walk-Through (PRWT) K-3 is a suite of professional development materials designed as a user-friendly tool for classroom walk-through implementation that can identify research-based reading instruction in the classroom quickly and accurately. http://www.centeroninstruction.org/resources.cfm?category=reading&subcategory=&grade_start=&grade_end=#203

UPDATE! The Cohort of 2006 Section in the Regents Diploma Requirements for Mathematics
The section for the cohort of 2006 within the Regents Diploma Requirements for Mathematics chart has been updated. This cohort has been combined with 2007 to reflect the current implementation of the Mathematics

Core Curriculum (Revised 2005) and the administration of the Regents Examinations in Mathematics. In order to fulfill the mathematics portion of a Regents Diploma, students must earn three units of commencement-level mathematics credit and pass one Regents examination in mathematics.

Education Law- §809 Instruction in the Humane Treatment of Animals
School districts are reminded to review Education Law Section 809 - Instruction in the Humane Treatment of Animals on an annual basis. The provisions of the law can be accessed on the Department's website at <http://www.emsc.nysed.gov/ciai/mst/scinews.html>. Certain specified types of lessons or experimental studies on live vertebrate animals require submission of an application for a waiver from the Commissioner of Education. Information regarding the §809(5) Treatment of Live Vertebrate Animals and the waiver process, including an application form can be accessed at http://www.emsc.nysed.gov/ciai/mst/science/809_5waiver.htm.

Response to Intervention Technical Assistance Center

The website, <http://www.nysrti.org/>, is in the beginning stages of being populated with information on RtI and should be considered a work-in-progress. Resources, announcements, and other useful materials on RtI will be placed on the website for use by schools, professionals, parents, advocates and others who are interested in RtI. The NYS RtI-TAC is funded through a 5-year contract by VESID.

Did you know you can take defensive driving courses online? The six hour course is available at www.idrivesafely.com.

Great Schools come from Great People excerpts from an interview with Todd Whitaker author of [Motivating and Inspiring Teachers](#).

"Great principals understand that it is people who make the biggest difference, not programs. Principals know that if they have great teachers, they have a great school; without great teachers, they do not have a great school. More importantly, all their audiences take the same view. We can spend a great deal of time and energy looking for programs that will solve our problems. Too often, however, those programs do not bring the improvement or growth we seek. We must focus instead on what really matters -- which is never about programs; it is always about people. That doesn't mean that no program can encourage or support the improvement of people within our schools. No program, however, inherently leads to improvement. Believe me, if there were such a program, it