



CURRICULUM FEED - June 2010

On behalf of the [California ASCD Leadership Council](#), I wish you the best for a successful completion to the 2009-2010 school year. I would also like to thank you for supporting [CASCD](#) with your interest in the Curriculum Feed ([forward it to a friend](#)) and your membership ([signup or renew today!](#)). Your support allows us to accomplish our mission of promoting exemplary practices to ensure that all learners reach their full potential.

On August 9th, CASCD is offering a symposium presented by [Dr. Mike Schmoker](#) in the Los Angeles area. Dr. Schmoker has worked on school and district improvement, assessment, curriculum and staff development as a central office administrator in two school districts in Arizona, as a senior consultant at McREL in Denver, Colorado and now as an independent speaker and consultant. A former middle/high school English teacher and football coach, Dr. Schmoker has written four books and numerous articles for [Educational Leadership](#), Phi Delta Kappan, Education Week and TIME magazine. Details coming soon.

Enjoy a long, adventurous summer.

[Mike Hendricks](#)

CASCD President

Common Core Standards - Stay Informed

Achieve, a non-profit coalition created by state governors in 1996, serves to clarify the national priorities in education. They have compiled a set of [user-friendly documents](#) on the subject of national common core standards. Their latest newsletter addresses significant changes in the education landscape and conventional wisdom of our education's overarching aim ([stay informed](#)).

Curriculum Snack - Who's Teaching our Children?

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Multitasking is Overrated

Cognitive scientist [Daniel Willingham](#), a psychology professor at the University of Virginia and author of "[Why Don't Students Like School?](#)" asks, "How often have you heard someone say kids today learn differently?" or "Kids are multitaskers." The implication often drawn is that kids "need" to multitask in order to be engaged, or perhaps we should even say that that's how they think best. The data suggest otherwise. [See](#)



Enjoy another rich article from [Educational Leadership](#) the flagship publication of [ASCD](#).

Has the elementary and secondary teaching force in the United States changed in recent years? And if so, how?

Richard Ingersoll and Lisa Merrill dig through the research over the last 20 years of demographic data from the Schools and Staffing Survey. Six interesting trends may surprise you.

The teaching force has, indeed, been changing-and some of the most dramatic trends appear to be little noticed by researchers, policymakers, and the public ... [more](#).

STEM Bank of Student Projects

A resource like [STEMtube](#) would have been fantastic for our family when my son, Philip, was in middle school. He did his science fair project on "Extracting Iron from Cereals" because he realized that in reading the labels on cereal boxes, it was not clear to him what "kind" of iron was inside of them. He was intensely curious as to whether elemental iron could actually be seen inside the cereals during his experiment; he also wanted to physically touch, with his fingertip, any traces of iron he discovered and be able to examine it up close. ([What happened next?](#))

Revisiting Gardner on Multiple Intelligence

It's simple ... actively engage students in what they are studying. We have schools because we hope that someday when children have left schools that they will still be able to use what it is that they've learned. And there is now a massive amount of evidence from all realms of science that unless individuals take a very active role in what it is that they're studying, unless they learn to ask questions, to do things hands on, to essentially re-create things in their own mind and transform them as is needed, the ideas just disappear. The student may have a good grade on the exam, we may think that he or she is learning, but a year or two later there's nothing left ([Dig Deeper](#)).

Digital Snack - Student Voice & Careers

Open the [Next Vista portal](#) for an online library of free videos for learners everywhere - our goal is to gather a set of resources to help you learn just about anything, meet people who make a difference in their communities, and even discover new parts of the world. Next Vista for Learning wants to post your educational videos online, too. Everyone has an insight to share and yours may be just what some student or teacher somewhere needs! This month's featured video is the power of Audacity to incorporate student voice into multimedia projects. [Find out more](#). Beyond technology "how-to" videos, this rich site offers short engaging videos on careers. [Check them out](#).

10 "Don'ts" to Using a Projector or IWB

[for yourself](#).

Teacher & Principal Improvement Act HR5336

Congresswoman Carolyn McCarthy (D-NY) introduced the new House Bill [HR 5336], to provide resources to implement comprehensive induction programs for new teachers and high-quality training. The \$1 billion bill targets implements proven, team-based strategies.

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School Maps Made Easy

Create a map of your district showing the locations of your schools or the various places community meetings were going to be held. Use a FREE web service called [Batchgeo](#) to upload spreadsheet of addresses into Google maps without having to enter them one by one. It allows for custom fields and many other cool features as well. [Try it](#).

When it Comes to PD, One Size Doesn't Fit All

Almost everyone agrees that we need to personalize and differentiate instruction for students. But all too often we don't do the same for educators. [In a short video](#) on ASCD's Whole Child Blog, Brian Nichols, principal of Hidenwood Elementary School in Newport News, Va., discusses how his staff members receive personalized and tailored professional development. [Dig deeper in the Whole](#)

New York educators Lisa Nielsen suggests, there are still some educators that don't seem to know the no nos for teaching with a projector or interactive whiteboard (IWB). Perhaps it's easier to notice when you're sitting as an audience member or an observer which is not often the case for teachers. If you're an innovative educator teaching with a projector or IWB, you too might be engaging in a no no or two ... [Learn all 10 and Pass it along.](#)

California Curriculum Nibbles

- Report criticizes instruction of **long-term ELL students** ([EdWeek.org 5.27](#))
- **FREE** Webinar on Comprehensive Early Learning, June 30 ([WestEd](#))
- **Digital Textbooks** ... get the latest news from [California Learning Resource Network](#)
- **Race to the Top**, the latest in California's application ([click here](#))
- The changing admissions landscape in our UC campuses ([NY Times 5.28](#))
- California bill takes aim at **Texas history standards** ([Washington Post 5.28](#))
- **Class Action Lawsuit** on funding for California Education ([Washington Post 5.28](#))
- New **baseline data released for 2010 API & AYP** ([Ed-Data](#))
- Escondido USD finds **success with iPods** ([North County Times 5.10](#))



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