The SCOOP

For Coconino County Educators

Fall 2015

CCESA
COCONINO COUNTY
Education Service Agency
The resource for all things P-12

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Teachers partake in a pollination investigation during a science PD class.

Purpose: Does it make a difference?

Is it important to teach students PURPOSE? "When we have a purpose, we're driven by something larger than us. Our actions each day are oriented toward some future goal or some desire to serve the greater good." (Stuart 2015) According to research by Dr. Bill Damon, only 20% of students are "approaching their studies with a clear sense of purpose."

Students without purpose will struggle to focus. When students don't see the connection between the content and activities of the course and their future lives, they question what is happening and what we ask them to do. Research confirms that perceived relevance is a critical factor in maintaining student interest and motivation.

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Share your thoughts on the AZCCR Standards

This is your opportunity to give feedback on Arizona's Math and English Language Arts standards. Last spring, Governor Ducey asked the Arizona State Board of Education to conduct a review of Arizona's College & Career Ready Standards. As a part of this effort, the Board is asking for feedback from parents, teachers, administrators, and voters about the standards.

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Purpose, continued from page 1

As teachers, our job is to make explicit the reason for studying a particular topic or for completing a specific activity. Making this connection visible to students can help encourage meaningful participation and learning, but is that all it takes for a student to have purpose? Is it important for students to define their own purpose, and should teachers take the time to ask students about their purpose?

To help student define purpose, David Stuart begins his school year by asking his students:

- What kind of person do you want to be?
- What kind of impact do you want to have?

These questions can begin to tell a teacher a lot about their students, and to what degree their internal sense of purpose can impact their motivation. Without this sense, goals become less clear and the end result is harder to reach. If educators take the time to help instill a sense of purpose in students, ownership of their learning—perhaps the ultimate goal of education—is that much more possible.

As you work towards instilling purpose in your students, please remember that the CCESA Office of Innovation & Development hopes to assist you through our communications, continuing education course offerings, and resource materials on our website (ccesa.az.gov/innovation-development/). We are here for you, so please let us know how we can help.

Bring Engineering is Elementary to your Classroom for FREE!

With the support of the Arizona Community Foundation of Flagstaff, CCESA is proud to offer an Engineering is Elementary (EiE) training on December 5, 2015 from 8:30 am—4:30 pm at Ponderosa HS. In addition, CCESA will purchase and make available all 20 EiE materials kits for use in K-5 classrooms of EiE trained teachers. EiE is a nationally renowned education project developed by the Museum of Science, Boston and is a rigorously researched, classroom-tested curriculum that integrates engineering and technology concepts and skills with elementary science topics. Participants will learn how to teach K-5 students about engineering by engaging in the fun, flexible, inquiry-based curriculum of EiE, making math and science relevant while also integrating literacy and social studies.

In accordance with grant requirements, this training will be free of charge for all K-5 educators who teach within Flagstaff city limits who agree to complete a pre- and post-survey and teach at least one EiE unit to a class. Participants from outside of Flagstaff can still participate in the training at the minimal cost of $25 and will still have access to all EiE materials for use in their classroom. Don't miss out!

Register at https://www.surveymonkey.com/r/CCESAFall2015.

EiE Engineering is Elementary

Developed by the Museum of Science, Boston

Standards, continued from page 1

- **Educators** - Please submit your comments to give specific feedback to improve, clarify or strengthen the standards.
- **Parents** - This is the time for you to share what is working or what can be improved.

The site provides parents, teachers, community members, and others an easy way to review the current standards and provide their thoughts on how the standards can be improved. This information will be used to assist the state in the improvement of Arizona's current academic standards.

Please visit https://k12standards.az.gov/ to review the standards and submit your comments. Select the "Read the Standards" link to read over the standards (https://k12standards.az.gov/read-standards). Then, click on the link "Comment on the Standards" (https://k12standards.az.gov/comment-standards) to submit your comments. The comment period is open until **October 22nd**.

In addition to the comments site, the State Board of Education is working to set up meetings around Arizona so people may provide their thoughts on the standards via a public meeting.

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Technology Integration Matrix	Entry	Adoption	Adaptation	Infusion	Transformation
Active					
Collaborative					
Constructive					
Authentic					
Goal Directed					

Technology Integration in Action

Sprinkled throughout the College and Career Ready Standards is the need for students to interact with technology yet many teachers are wondering how it can be seamlessly integrated into their curriculum. Luckily the Arizona Technology Integration Matrix (TIM) was developed for that exact purpose, providing video and lesson examples of technology integration in the classroom. Included in the matrix are 50 lesson examples, 25 at the elementary level and 25 at the secondary level, which not only illustrate technology integration but also align with the AZCCR Standards for ELA and Math, the Arizona Technology Standards, and other content standards.

As you explore the TIM you will see that there are different levels at which technology can be integrated into the curriculum ranging from Entry to Transformation. The matrix is also divided by five interdependent characteristics of meaningful learning environments: active, collaborative, constructive, authentic, and goal directed (Jonassesn, Howland, Moore, & Marra, 2003). If you are just beginning to incorporate technology the Entry level is a great place to start. As you become more comfortable you can move along the matrix, infusing more technology into your curriculum.

It would be unrealistic to expect all lessons to be in the highest category as not all activities benefit from the inclusion of technology but this matrix is helpful in showing ways to start incorporating technology in the classroom. Regardless of content area, students will benefit from using technology as long as it is done in a meaningful way that builds content knowledge. Check out the TIM to see how you can seamlessly bring technology into your classroom. You can also attend the Digital Research & Writing training being offered on October 24th for more guidance.

Fall Continuing Education Courses

Click for more info on K-5 classes

Model Drawings in the Math Class K-5, 6-8
Digital Research & Writing 3-12
LETRS 7: Teaching Phonics, Word Study, & the Alphabetic Principle K-3
Improving Writing Across Contents 6-12
Register at https://www.surveymonkey.com/r/CCESAFall2015

Click for more info on 6-12 classes

Announcing the Special Education Consortium

The Coconino County Education Service Agency is proud to announce a new program to assist schools with providing special education services, including Speech, Occupational, Physical Therapy, and psychology services, as well as providing professional counseling and behavioral specialists. The consortium is helping small school districts meet the needs of students by delivering access to highly qualified professionals.

CCESA Special Education Consortium

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Click here for Teaching Resources