

INSIGHTS FOR EDUCATIONAL PUBLISHING IN THE 21st CENTURY



Welcome to [The EdGate Observer](#)!

There is always so much to discuss about our passion - education! In this May edition of [The EdGate Observer](#), we advocate that we all become involved in the passage of the ESEA Act ([Burning Question](#)). In [Hot Topic](#), we discuss the pending change in curriculum design given the Obama administration's move to different educational objectives for the country and follow with a related article on scope and sequence ([Client Solutions](#)). Kristie McCarley, our Standards Manager, tells you a little more about international standards such as the Singapore math standards and the part these standards played in the development of the Common Core (Standards Update). Finally, we are very pleased to announce the launch of the enhanced **Curriculum Matrix**® and its potential for you as an EdGate client ([EdGate Services](#)).

As always, feel free to send us your comments or suggestions.

Sandra Schugren, [EdGate](#) General Manager

Burning Question



ESEA Reauthorization: Shall We Get On Board?

The Elementary and Secondary Education Act (ESEA) is making its way through the halls of congress. What's in it for you and why should you care?

The original Elementary and Secondary Education Act (ESEA) was passed in 1965 under the Johnson administration. That was several decades ago and beyond the memory of many of today's students. Over the years ESEA has given us Title 1, school library funding, State Departments of Education, Head Start, No Child Left Behind, and much more. This is a big deal! Most of us reading this are part of the education industry and owe our careers and livelihoods to it.

On March 13, the Obama administration released its blueprint for revising the Elementary and Secondary Education Act (ESEA), which would ask states to adopt college- and career-ready standards and reward schools for producing dramatic gains in student achievement. Then on May 4th, as it went to committee hearings (Committee on Health, Education, Labor and Pensions), the administration released a series of documents supporting its revision blueprint. You can listen to the hearing at the committee site.

The documents fall into several categories: College- and Career-Ready Students; School Turnaround Grants; Effective Teachers and Leaders; Teacher and Leader Innovation Fund; Teacher and Leader Pathways; English Learners; Diverse Learners; A Complete Education-Literacy; STEM; A Well-Rounded Education; College Pathways and Accelerated Learning; Successful, Safe and Healthy Students- Promise Neighborhoods; 21st Century Community Learning Centers; and Fostering Innovation and Excellence- Race to the Top; Investing in Innovation, Supporting Effective Charter Schools; Promoting Public School Choice. These documents are available on the ESEA Reauthorization Blog.

Since ESEA is so important to the nation's education system many national educational organizations have gotten involved--each tackling its own part of the bill. One example is ASCD. ASCD (formerly the Association for Supervision and Curriculum Development) is an educational leadership organization dedicated to advancing best practices and policies for the success of each learner. They have helped form some of the legislation. Based on the input of ASCD, Senate legislation to improve professional development policies for teachers and school leaders has been introduced by Senators Jack Reed (D-RI), George LeMieux (R-FL), and Scott Brown (R-MA). The bill, S. 3242, is aligned with ASCD's legislative priorities to support systemic approaches to the career development of educators and has been endorsed by ASCD.

The AAP, Association of American Publishers, Inc., School Division and its members strongly support the reauthorization of the Elementary and Secondary Education Act (ESEA). They have listed six priorities:

Instructional Materials Access & Opportunity

Comprehensive Reading Program

Expand Math & Science Programs

Strengthened & Expanded Assessment Systems for Improved Teaching and Learning

Leverage Technology

Teacher Quality

Supporting education is one thing that is truly something we all can get behind as it is not only our business and careers, but part of the lives of our children and grandchildren. I urge you to get involved and tell your legislators that this bill can't wait and needs to be reauthorized this year!

Rich Street
Project Manager
rstreet@edgate.com

Hot Topic

How Are Schools Approaching Curriculum Design?

Over the past year, we have all been reading and listening to the Obama administration's change in focus for educational achievement across the Nation. The administration has specifically addressed the divisive sections of NCLB that encouraged educators to teach to the test, narrowed the curriculum, and labeled schools as failing. This new and fresh strategy is coupled with unprecedented financial investment such as the Race to the Top grants. As the first two recipients of the Race to the Top Phase I, Delaware will receive approximately \$100 million and Tennessee \$500 million to implement their comprehensive school reform plans over the next four years.

Teachers and administrators are actively reviewing existing curriculum and scope and sequence documents to ensure alignment with current educational goals. One initiative that is an example of this activity is the Texas CSCOPE project. Texas educational service districts have teamed together to provide a comprehensive theme-based curriculum that is aligned to the TAKS and focuses on customization. There are currently many excellent opportunities such as this for publishers to market digital resources and provide content that can be aggregated or disaggregated depending upon the specific classroom need.

Educators across the country are searching for tools and systems that help them bring the hundreds of thousands of learning objects into a cohesive structure, linked to educational objectives. They want the ability to easily retrieve content such as video clips, articles, lesson plans and use them to construct their own curriculum. Last year, we learned from educator focus groups that many are not using textbooks and need resources to fill that gap.

EdGate, in partnership with Education World, just launched a very exciting new Web 2.0 enhanced version of the **Curriculum Matrix®** which addresses the above needs. Teachers can search by standards, curricular concepts or content to find targeted resources and build the curriculum to meet their goals. This tool can be white-labeled and integrated into your products for use by your subscribing districts or clients. The Curriculum Matrix also has the ability to compare sets of standards such as Common Core to New Jersey standards, which makes the switch for teachers even easier if they have access to this tool. Please contact us if you are interested in a demonstration of the features and ways that our **Curriculum Matrix®** can be utilized by you and your clients.

Sandra Schugren,
General Manager

Client Solutions



Making Scope and Sequence Simple

School districts will often implement a "scope and sequence" document, which describes a specific order and grade level their adopted material is to be taught for each identified subject. Recently EdGate was asked by a client to integrate and map their correlated content to a specific scope and sequence document that had been adopted by a large group of districts within a state.

The client had been doing the task of laboriously hand creating each report they needed to show how well their content aligned to this scope and sequence. Their request reminded us that some publishers may not know that we can do this job for them! By having us add a specific scope and sequence to our repository and create a custom report format for what you need, we can do the job for you much more cost effectively. Plus, by utilizing this custom report template, your team is just a click away from future reports--no more having to manually create them time and time again!

If you find you might need this service in the future, rest assured we can help you!

Jennifer Larson
Project Manager
jl Larson@edgate.com

Standards Update



What Do International Standards Look Like?

As a follow-up to last month's Burning Question, many of you were interested to see how your educational content would correlate to international standards.

Recently, much has been written about the success of Singapore's students in the area of mathematics. Singapore's mathematics system includes: highly logical national mathematics standards; mathematically rich problem-based textbooks; challenging mathematics assessments; as well as highly qualified mathematics teachers.

Since Singapore was the most cited model in the Quality 2010 Counts Survey, the EdGate Standards Repository now includes the Singapore Ministry of Education standards for English Language Arts, Mathematics, Science, and Social Studies.

The following is an example to show how the National Council for Teachers of Math (NCTM) Grade 3 Focal Points compares with the Singapore Primary 3 Math Syllabus. As you can see, in several instances the Singapore math syllabus is clearer and more specific in comparison to the NCTM focal points.

U.S. National Standards Mathematics - NCTM Grade 3 - Adopted 2006	Singapore Ministry of Education Mathematics Grade 3 - Adopted 2007
Grade 3 Curriculum Focal Points (NCTM)	Primary 3
<p>11.1. Number and Operations and Algebra: Developing understandings of multiplication and division and strategies for basic multiplication facts and related division facts</p> <p>11.1.1. Students understand the meanings of multiplication and division of whole numbers through the use of representations (e.g., equal-sized groups, arrays, area models, and equal 'jumps' on number lines for multiplication, and successive subtraction, partitioning, and sharing for division). They use properties of addition and multiplication (e.g., commutativity, associativity, and the distributive property) to multiply whole numbers and apply increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving basic facts. By comparing a variety of solution strategies, students relate multiplication and division as inverse operations.</p> <p>11.2. Number and Operations: Developing an understanding of fractions and fraction equivalence</p> <p>11.2.1. Students develop an understanding of the meanings and uses of fractions to represent parts of a whole, parts of a set, or points or distances on a number line. They understand that the size of a fractional part is relative to the size of the whole, and they use fractions to represent numbers that are equal to, less than, or greater than 1. They solve problems that involve comparing and ordering fractions by using models, benchmark fractions, or common numerators or denominators. They understand and use models, including the number line, to identify equivalent fractions.</p> <p>11.3. Geometry: Describing and analyzing properties of two-dimensional shapes</p> <p>11.3.1. Students describe, analyze, compare, and classify two-dimensional shapes by their sides and angles and connect these attributes to definitions of shapes. Students investigate, describe, and reason about decomposing, combining, and transforming polygons to make other polygons. Through building, drawing, and analyzing two-dimensional shapes, students understand attributes and properties of two-dimensional space and the use of those attributes and properties in solving problems, including applications involving congruence and symmetry.</p>	<p>SG.1. WHOLE NUMBERS LO1: Numbers up to 10 000 LO1:1. Number notation and place values (thousands, hundreds, tens, ones) LO2: Addition and subtraction LO2:1. Addition and subtraction of numbers up to 4 digits LO3: Multiplication and division LO3:1. Building up the multiplication tables of 6, 7, 8 and 9 and committing to memory LO4: Mental calculation LO4:1. Addition and subtraction involving two 2-digit numbers</p> <p>SG.2. FRACTIONS LO1: Equivalent fractions LO1:1. Recognising and naming equivalent fractions LO1:2. Listing the first 8 equivalent fractions of a given fraction</p> <p>SG.3. MEASUREMENT LO1: Length, mass and volume LO1:1. Measurement of: a) length in kilometres (km); b) volume of liquid in millilitres (ml) LO1:2. Measurement of length/mass/volume (of liquid) in compound units LO2: Time LO2:1. Telling and writing time to 1 minute LO2:2. Use of the terms 'past' and 'to', e.g. '10 minutes past 5' and '15 minutes to 12' LO2:3. Measurement of time in hours and minutes LO3: Money LO3:1. Addition and subtraction of money in decimal notation LO3:2. Solving word problems involving addition and subtraction of money in decimal notation</p> <p>SG.4. GEOMETRY LO1: Perpendicular and parallel lines LO1:1. Identifying and naming perpendicular and parallel lines LO2: Angles LO2:1. Angle as an amount of turning</p> <p>SG.5. DATA ANALYSIS LO1: Bar graphs LO1:1. Reading and interpreting bar graphs in both horizontal and vertical forms</p>

Other international standards available in the [EdGate Standards Repository](#) include:

- * Australia (8 provinces)
- * Bermuda Ministry of Education
- * Brazil National Curricular Parameters
- * Canada (11 provinces)
- * England (UK) National Curriculum
- * Mexico Secretary of Public Instruction (English and Spanish versions)
- * New Zealand Curriculum
- * Puerto Rico Department of Education (English and Spanish versions)

Please contact your Sales Executive or your [EdGate](#) Project Manager if you are interested in adding Singapore or any other international standards for your correlation purposes. If you have any questions regarding standards, feel free to contact me and I will be happy to assist you. You can always join us on Twitter to get the most up-to-date postings regarding state standards in the [EdGate Standards Repository](#) at <http://twitter.com/EdGate>

Kristie McCarley
ECS Manager
kmccarley@edgate.com
253-853-7133 ext. 224

EdGate Services



EdGate To Launch Enhanced Content Search Tool

Looking for a cost-effective way to provide teachers with easy access to your content? [EdGate's](#) new **Curriculum Matrix®** connects educators with thousands of curriculum resources aligned to their state standards.

Now teachers and administrators can search by curricular concept, standards, content or even their adopted textbooks to find exactly what they need to fit within their teaching objectives and to engage learners.

[EdGate's Curriculum Matrix®](#) is a powerful web-based search tool that allows subscribers to view aggregated content aligned to a specific educational standard, curricular concept or textbook page reference. The customizable and easy-to-use search interface provides teachers with a method to create and save their own "scope and sequence" given their preferences for finding curriculum to use in their classrooms.

The basic version of the Curriculum Matrix® provides the end-user with access to 100,000 grade-specific, educator-vetted, open-source lessons, released test items, and educational resources. In addition, because of [EdGate's](#) relationship with nearly 150 educational partners, subscribers have the ability to add other resources from specified publishers through either subscription or direct-buy.

For a demonstration and further information about how your content can be included in the **Curriculum Matrix®**, please contact either Bill Walsh (bwalsh@edgate.com) or Leslie Kolber (lkolber@edgate.com). They'll be happy to help.

About Us

Founded in 1997, **EdGate Correlation Services** (EdGate) is a leader in the field of aligning educational content to U.S. states, Canadian, and international standards.

Through the power of our technology and the professional experience of our subject-area specialists, **EdGate** provides more than 125 educational publishing clients with **accurate and continually updated correlations, on-demand correlation reporting capabilities, and effective website integration options.**

EdGate can also provide standards licensing, customized taxonomy solutions, correlation to assessment standards, and more.

Quick Links...

[Our Website](#)

Contact Information

Please contact Bill Walsh at 631-754-0288 or Leslie Kolber at 847-559-9929 for more information