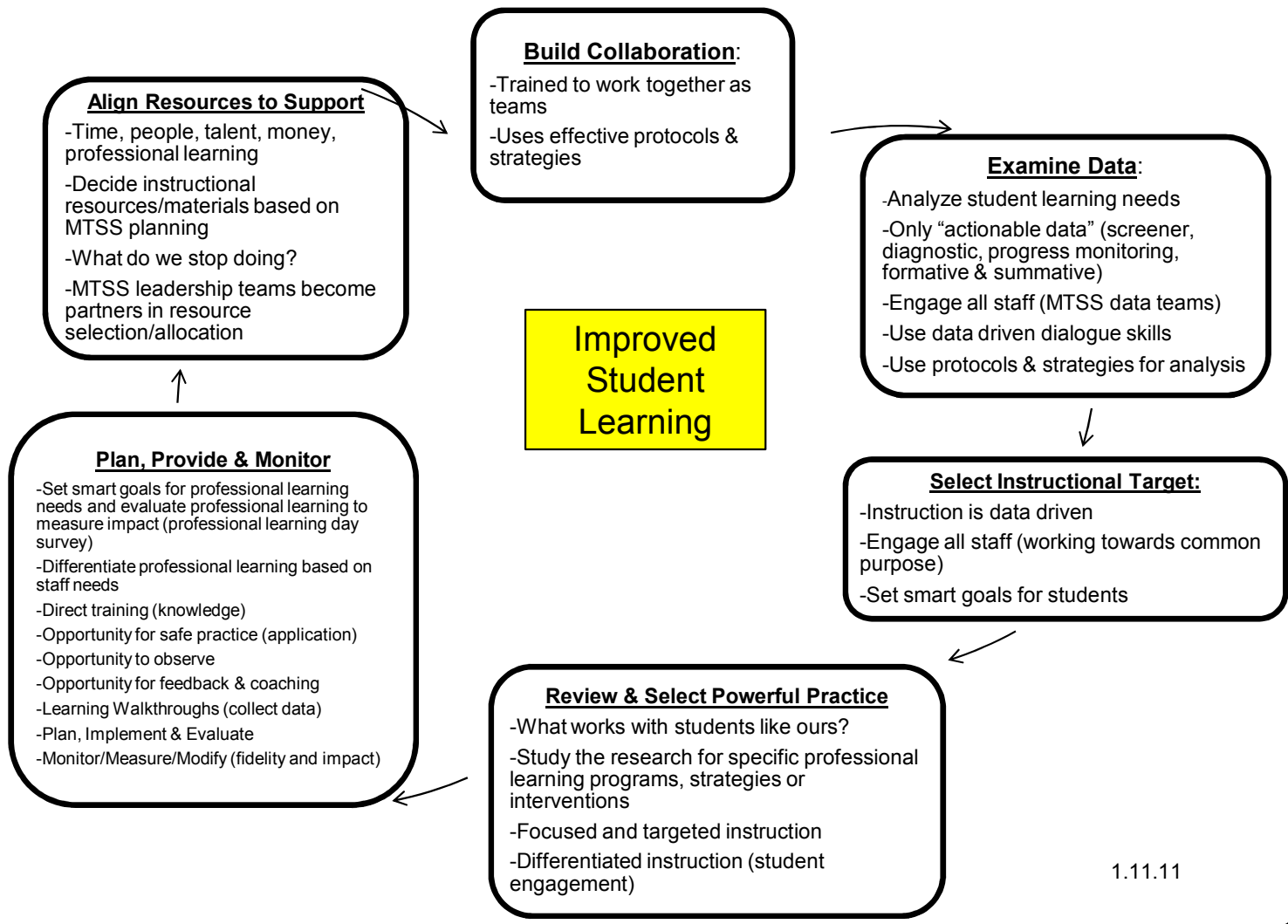


INSTRUCTIONAL SERVICES UPDATE

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NEWTON PUBLIC SCHOOLS USD 373

USD 373 Teaching & Learning Cycle



1.11.11

At USD 373, we are striving to make connections around the teaching and learning cycle centered on improved student learning. We recently designed and completed a diagram to visualize this work. We used several resources to create the cycle, including books by Joellen Killion, [Becoming a Learning School](#) and [Assessing Impact](#), a learning rubric created by Thomas Guskey, a teaching and learning cycle created by the Garden City School district, and a teaching and learning cycle created by a Chicago-based team working with urban districts across the country.

Last fall, we also developed and distributed a professional learning survey created for school planning teams. This survey is completed by staff following each day of professional learning. The purpose of the survey is to enhance the evaluation of professional learning in order to better promote and measure the impact of professional learning district-wide and at individual buildings. The teaching and learning cycle is dependent upon the ability for us to use district data to decide the targets and goals for professional learning and student learning in the district. A cycle is continuous. We theorized that adding the measuring impact component would complete the teaching and learning cycle. We've found that theory is true! By using the data from the professional learning day survey, it becomes possible to upload knowledge, application and impact plans for learning into a school improvement plan submitted by schools each fall to the district instructional services team.

We have introduced this teaching and learning cycle to our building administrators. The plan is to continue to share and dialogue about the continuous cycle and its relationship to teaching and learning as woven into our district and building MTSS discussions and planning. As evidenced above, the cycle centers around improved student learning. What we know from our learning work in the district is we must do everything in our power to ensure that every educator engages in effective professional learning by creating the conditions that result in aligning the work and learning of adults around improving the learning of every student. The teaching and learning cycle ensures our work is centered around improved professional learning of educators and encompasses the ultimate priority—improved student learning.

McKinley Administrative Center
308 East First Street
Newton, KS 67114

Phone: 316-284-6203
Fax: 316-284-6207
E-mails: jneufeld@newton.k12.ks.us
jlachenm@newton.k12.ks.us
ismith@newton.k12.ks.us



What are the Common Core Standards?

<http://www.corestandards.org/>

- Fewer, clearer and higher
- Aligned with college and work expectations
- Include rigorous content and application of knowledge through higher-order skills
- Build upon strengths and lessons of current state standards
- Internationally benchmarked, so that all students are prepared to succeed in our global economy and society
- Based on evidence and research

Why are the Common Core Standards important?

- Currently, every state has its own set of academic standards, meaning public education students in each state are learning to different levels.
- All students must be prepared to compete with not only their American peers in the next state, but with students from around the world.

ELA Standards Advances (English Language Arts)

- Text complexity
- Balance of literature and informational texts
- Direct link to college and work readiness
- Literacy standards for science and social studies
- Clear vertical progressions across grades
- Integration of Language Arts—reading, writing, literature, speaking, media.

Math Standards Advances

- Focus in early grades on number (arithmetic and operations) to build a solid foundation in math
- Evened out pace across the grades
- High school math focus on using math and solving messy problems, similar to what would be seen in the real world
- Problem-solving and communication emphasized

NEXT MONTH WE WILL UNFOLD ADDITIONAL DETAILS
ON THE COMMON CORE STANDARDS

Some of us may be wondering....why do we need updated standards?

We currently have disparate standards across the states. Student mobility and global competition are affecting the future of what our students need to know and be able to compete with students all over the world. Today's jobs require different skills. Many jobs of the future have not yet been created or have been determined, but still require an upgrade of student learning and skills from the current standards. The Kansas State Board of Education adopted the Common Core standards last October. As a state, we are in the transition process. Future decisions at KSDE will give further direction to NPS planning using the common core standards and new assessment preparation.

What momentum is there for the Common Core Standards?

There is a natural progression of focus on all students. Research and comparative studies show that our current standards need additional focus and rigor regarding student academic and learning needs. There is also a need for an international, national and regional benchmarking system.

The Kansas 15 %— what is it?

The new ESEA assessments will begin in 2014-15. The plan is for Kansas to add an additional 15% enrichment (not additional standards/indicators) to both the English Language Arts and the Math standards.

NSDC login info: 128156 password: learning (Use login to peruse website as often as you wish.) www.nsd.org

ASCD login info: 1541602 password: npsusd373 (Use login to peruse website as often as you wish.) www.acsd.org

Reading A-Z: <http://www.readinga-z.com/> Building accounts are available through your principal or coach.

Rubicon/Atlas curriculum mapping site: <http://newtonusd373.rubiconatlas.org/c/pi/v.php/Atlas/Authentication/View/Login>

Learning Forward Kansas (KSDC) — www.ksdc.us