



INSTRUCTIONAL SERVICES UPDATE

ISSUE 8 APRIL 2011

NEWTON PUBLIC SCHOOLS USD 373

MTSS Update

Listed below are the homework assignments that were due on March 4, 2011, for our district and building MTSS meeting with Darla Smith.

1. Taking Stock: Curriculum

-Be prepared to create a comprehensive list of curriculum used in the district, the curriculum we think "floats" to the top and is important to our team. (all MTSS teams)

2. Taking Stock: Instruction:

-What are instructional strategies?

-What staff is trained in the strategies?

-Which staff use strategies?

-(discuss the professional day learning survey developed for buildings to use to measure impact of professional learning sessions)

3. MTSS Structuring Guide Reading Supplement: Tool pg. 1, Universal Screener and Tool pg. 2, Outcome Assessments

4. Work on developing and completing rough draft of the district MTSS communication plan.

-Define roles and duties of communication plan for district MTSS team members.

5. Work on developing and completing a family engagement plan.

6. The district MTSS team is developing a district plan for learning walk-throughs for fidelity of implementation of interventions, curriculum and teaching strategies.

7. Discuss identifying the team leadership for district Common Core Standards work in spring and summer.

On March 4, we gathered to discuss our completed homework assignments. We have started the dialogue and will continue at our next meeting April 14, 2011. As homework emerges, we are having some great conversations. Eventually, we will come to MTSS consensus by building teams and district on what we agree are non-negotiables on core curriculum, instruction, instructional strategies, screener and diagnostics assessments and district assessments.

Here is our homework for April 14, all teams, building and district:

1. Complete the assessment tool and turn in to the district MTSS team.
2. Complete professional development planning tool: Taking stock professional development.
3. What MTSS model are you using to create your building interventions schedule?
4. Create tentative building schedules for your MTSS building interventions plan.
5. Complete Taking stock instruction for the core/tier 1.
6. Complete district level expectations for all assessments. (Review building assessment taking stock exercise)

All buildings and district leadership team have finished their vision and core belief statements.

For the month of May, we would like to answer questions that we may not have not addressed this year. Feedback we receive is important to our learning work. What are some things you are wondering about in the district and would like more information? For example, listed below are some topics.

Curriculum

Budgets and professional learning in USD #373

How may we better get the word out on services? All information is sent via an ALL STAFF email, are there other options?

Have you ever wondered the process for individuals who are recommended for district professional learning by their building administrators?

Are there learning roles in the district for which you would like to volunteer?

What are expanded services we might include in the coming year?

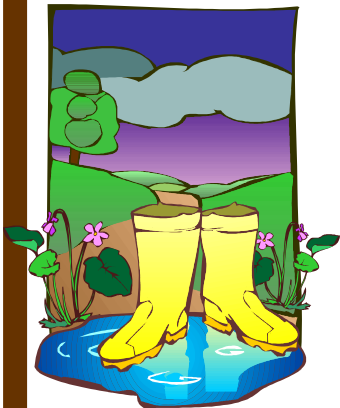
We realize the next three years will focus predominantly on school improvement, the Common Core Standards, new KSDE/ national assessments and 21st century skills. What questions do you have in these areas?

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

Hot Topic...

The roles of external and job-embedded professional learning



King and Newmann (2000) found that teachers are most likely to learn when they collaborate with colleagues both within and outside their schools and when they access external researchers and program developers.

A preponderance of research in education as well as business shows that while adults are exposed to new ideas and practices in workshop settings and team meetings, they need on-the-job support to make the new ideas part of their daily routines (Joyce & Calhoun, 1996; Joyce & Showers, 2002).

Job-embedded and external professional learning. Two types of learning that both have important roles in a comprehensive professional development plan. Let's explore some talking points for thoughtful consideration.

What we know about effective professional learning cycles:

"Good teaching occurs when educators are involved in a cycle in which they analyze data, determine student and adult learning goals based on that analysis, design joint lessons that use evidence-based strategies, are coached and supported in improving their classroom instruction, and then assess how their learning and teamwork affects student achievement." (Killion & Roy, 2009)

Defining learning for adults:

Learning Forward (formerly National Staff Development Council) definition of professional learning includes the following components:

- fosters collective responsibility for improved student performance
- aligned with rigorous academic standards and goals
- conducted among educators at the school & facilitated well
- primarily occurs several times per week
- engages in a continuous cycle of improvement which includes:
 - evaluates student, teacher and school learning needs through data
 - defines a clear set of learning goals for educators (and students)
 - achieves educator learning goals by implementing coherent, sustained and evidence-based learning strategies
 - provides job-embedded coaching
 - regularly assesses the effectiveness of the professional development
 - informs ongoing improvements in teaching and student learning
- professional learning may be supported by external assistance

External Assistance (Courses, Workshops, Conferences, etc.) Key Points:

- must address the learning goals and objectives established for professional development by educators at the school level
- advance the ongoing school-based professional development

"On occasion, answers are not available inside the school and must be sought from experts outside. King and Newmann (2000) found that "ensuring the constant interaction of great ideas inside and outside an organization promotes improvement for all."

We know educators do need opportunities to learn outside the school to meet the needs of those at different career stages and for individual professional goals. At the same time, external professional development cannot be the only learning educators experience. "Educators who are guided by data on their students and school are in the best position to identify what help they need to address their most important challenges." (Killion & Roy, 2009) It is our responsibility as educators to match the professional learning needed (goals) with the method and setting that will provide that learning. Differentiated professional learning.

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