

District 623 Learns

Roseville Area Schools EDC Staff Development Newsletter

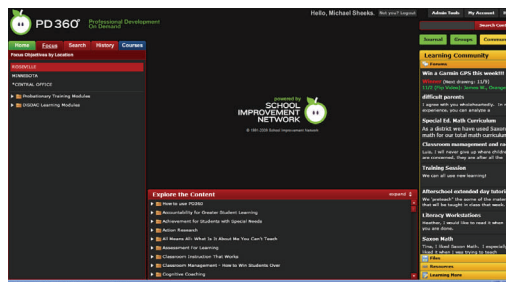
Online Learning and Collaboration

A new tool being used throughout the district this year is the School Improvement Network's online video library of educational training videos, PD360. Available for staff to use in a wide variety of ways, this resource is at the center of a number of teacher learning experiences. These programs feature learning direct from experts like Doug Reeves and Robert Marzano who developed important educational innovations.

Probationary Staff are exploring content related to Classroom Management, Instructional Strategies, Assessment, Equitable Instruction and other topics as a way to increase their capacity to fulfill the professional standards described in the Danielson Framework.

All Staff are invited to use PD360 as a way to bring research based strategies into their collaborative teams of their Professional Learning Communities. When asking the question, "What will we do when students are not learning?" PD360 is a resource to provide answers.

The Grading Strand at RAHS has used video content from PD360 related to assessments and grading as way to create shared knowledge to support strand discussions related to how we evaluate student work in the secondary setting.



PD360 offers district staff content related to instructional strategies and research-based practices.

Mentors and Instructional Coaches will be able to participate in a board credit opportunity to develop coaching skills through the study of Instructional and Cognitive Coaching systems.

If you are interested in using PD360 for your PDP, collaborative team, or other professional learning, log on and check it out. More sustained work related to district and site goals that is combined with reflection, collaboration, and application can also be supported with board credits. For more information visit the [Staff Development Website](#).

Volume 1, Issue 1
December, 2009

Special points of interest:

[Video of the Month](#)

[Online Resource of the Month](#)

Inside this issue:

ED Williams Message & News from SOARC	2
ELL Instruction & 90/90/90 Research	3
January SD Calendar	4
GT News & Pyramids of Intervention	5

News from DiSDAC

The process of planning and evaluating staff development activities in the district is aided by the members of the District Staff Development Advisory Committee. Recent efforts have largely been focused on how we can make sure that your voice is heard when staff learning activities are being planned.

Recent priorities have included moving toward

a one to one ratio between learning and application/reflection time for all training, making training more sustained and job-embedded, and providing meaningful feedback to trainers through evaluations.

Make sure you complete the evaluation surveys for trainings in which you participate so your voice is heard!

A Success Story from Stacie Stanley at ED Williams



ED Williams did not make adequate yearly progress in reading for ELL and FRP students last year. After looking deeper into the data I determined that there was an intersection with many of the students. So, I recruited Kendra Trusty and Kate

Andresen to provide monthly site level training regarding best practices for serving ELL students (we call this Collaborative Inquiry--Serving ELLs). We began our work with a jigsaw of several articles from the April 2009 Educational Leadership journal. Through this activity educators were able to build foundational knowledge by generating a list of key instructional strategies/practices for serving ELL students. This month we moved into looking at language objectives, and using "sentence frames" to provide greater access to the content thus amplifying vs. simplifying the

learning. As I conduct daily walk-thrus and Kendra attends ATPPS meetings we see the learning in action...teachers are using sentence frames during math instruction, intentionally embedding language goals in lessons, and the concept of all teachers being teachers of English even came up at an IEP meeting!

News from SOARC

Roseville organizes its ongoing cycle of curriculum review and improvement through a program referred to as SOARC (Systems Outcome/ Accountability Review Cycle). SOARC has three major phases that take place over an eight year period: Discovery, Plan & Purchase, and Implementation. The curricular areas are on a staggered schedule to allow only a couple of areas to be in initial implementation in any given year.

The following is a quick list of where different curricular areas are currently placed in the overall cycle of review and improvement.

Early Discovery (3 Years)

- 7-12 Industrial Technology
- Science
- 9-12 Business
- Mathematics
- K-12 Art
- K-12 Media Technology

Active Discovery (1 Year)

- K-12 Physical Education
- K-6 Social Studies

Plan and Purchase (2 Years)

- 7-12 FACS
- 7-12 Social Studies
- 7-12 World Language

Active Implementation (2 Years)

- K-6 Language Arts
- K-12 Health
- 7-12 Language Arts
- K-12 Music

K-6 Language Arts: A K-6 literacy program is currently being piloted at each grade level and district wide implementation will take place next year.

7-12 Language Arts has been steadily adjusting and implementing curricular changes in specific courses over a two year time period.

K-12 Health implementation is scheduled to take place this year. K-6 staff will train at each grade level in January and 7-12 will begin implementation in 2nd Trimester.

“To begin with the end in mind means to start with a clear understanding of your destination.”

— Stephen R. Covey

K-12 Music has begun implementing new outcomes and textbooks at the elementary level. New course offerings have been approved at the 7-12 level.

SOARC teams are made up of teaching staff, administration, board members and community members. The teams use the Understanding By Design model to help guide their work, with particular attention being paid to curricular standards, quality instructional practices and the needs of our students.

ELL Instruction

It comes as little surprise to you that the Roseville Area Schools has seen a dramatic increase in the number of students who enroll in our schools and speak languages other than English. Over the past 5 years, the English Language Learner department has more than doubled in size to meet the needs of the 900 or so ELL students.

One of the instructional methodologies that the Roseville Schools is utilizing to meet this need is a model of sheltered instruction known as SIOP (Sheltered Instruction Observation Protocol). This model of sheltered instruction has been researched extensively and has shown positive impacts in student achievement across the nation. The Roseville Schools has been increasing our sheltered instruction offerings at both the secondary and

elementary level. At the secondary level, this instruction is being delivered in a sheltered content class which is taught by a highly qualified teacher. The middle school has been implementing and offering sheltered content courses in Social Studies, Science, Math and English for the past 3 years. At the high school, there are currently sheltered content offerings in grades 9 and 10 in the core content areas. This year, a number of elementary classroom teachers are being trained in the sheltered content methodology to use in their classrooms. The SIOP methodologies are grade level and content neutral. In this manner, they can be applied across our K-21 instructional environments with a little adaptation by teachers. An example of a SIOP feature is using explicit language objectives as a partner with each content

objective being delivered to the student. SIOP gives classroom teachers a means for making grade-level content more accessible for our English Language Learners while promoting their English language development.

Staff who are interested in more training or information about sheltered instruction methods should contact [Brian Koland](#), ELL Supervisor.

“How many effective schools would you have to see...to be persuaded of the educability of poor children? If your answer is more than one, then I submit that you have reasons of your own for preferring to believe that basic pupil performance derives from family background instead of school response to family background...We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us.” -Ron Edmonds, 1979

90-90-90 Research

90-90-90 Research Highlights Common Characteristics of High Achievement Schools.

A 90-90-90 school is identified as having at least:

- 90% of the students are from ethnic minorities
- 90% of the students are eligible for free and/or reduced lunch
- 90% of the students met or achieved high academic standards based on academic achievement tests.

So, what are the common sets of behaviors that leaders and teachers within these schools that lead to such remarkable results?

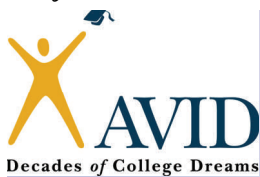
- A laser-like focus on academic achievement

- Clear curriculum choices
- Frequent assessment of student progress with multiple opportunities for improvement
- An emphasis on informative/non-fiction writing
- Collaborative/external scoring.

In studies that focus on schools which try to replicate the results above using the five characteristics, there is evidence which indicates that results of this nature can be made in as little as two years. If your school is interested in learning more about how to begin the journey of incorporating these five characteristics within your practices, there are two references below which can provide further explanation.

Article: <http://cusd.capousd.org/edusupport/Deptservices/Education%20Division/PLC/90-90-90%20school%20research.pdf>

Webinar: <http://www.leadandlearn.com/webinars> (entitled: *October 26th, 2009 - Sustainable Success in Challenging Schools: Lessons from the 90/90/90 Schools After a Decade of Success*)



AVID Site Team Conference

The Minnesota Regional AVID Site Team Conference is scheduled for February 23, 2010

and will take place in Plymouth:

Radisson Hotel and Conference Center Minneapolis
3131 Campus Drive,
Plymouth, Minnesota 55441

Reservations: (888) 201-1718 US Toll Free

Telephone: (763) 559-6600 Fax: (763) 559-7516

More information will follow regarding plans for the day.

2010 AVID Central Division Summer Institutes:

Dallas 1- June 21- 25

Dallas 2- June 28-July 2

Chicago- July 26-30

Registration for 2010 Summer Institute opens
February 2010 at www.avidonline.org

District Staff Development Schedule of Events

- *January 6th: PEG E-Team Training*
- *January 11th: DEAC*
- *January 14th: SEED Meetings*
- *January 14th: FOCUS Groups*
- *January 14th: RAMS AVID Info*
- *January 19th: EJA Meeting*
- *January 20th: EJAC Meeting*
- *January 25th: SD Day*
- *January 28th: GATE/EJAC Meeting*
- *February 2nd: PEG E-Team Training*
- *February 7-9: MEGF Conference*

Pyramids of Intervention

Part of the district improvement plan, Pyramids of Intervention professional development draws heavily from response to intervention (RTI) literature and research.

For the last four decades, the major approach for identifying children with learning disabilities (LD) has involved documenting a discrepancy between the child's IQ and achievement. With this discrepancy approach, identification frequently occurs after second grade. Many children must "wait to fail" before they obtain the services they need.

In contrast to the traditional discrepancy approach, Pyramids of Intervention focuses on earlier identification, stronger focus on prevention, and assessment with clear implications for academic programming. Supporters of Pyramids of Intervention believe it can help differentiate between two explanations of low achievement: inadequate instruction versus disability.

Professional development in the elementary grades and at RAMS is focusing on principles of strong core literacy instruction and effective intervention for students who do not respond to core instruction. RAHS will address Pyramids of Intervention through future professional development.

GT Cluster/Differentiation Training

2009-2010 GATE, gifted and talented education, Program Cluster/Differentiation Training

The training is an opportunity to learn to differentiate curriculum for gifted learners. It is an opportunity to learn about programs available to enrich your program, and an opportunity to help others as we serve our gifted student population.

The Roseville Area Schools Gifted and Talented Education Program promotes the Cluster Model at the elementary and middle school level to help meet the needs of gifted learners. The GATE Program clustering model helps meet the needs of these identified students, social and emotionally and through differentiated curriculum options to meet their needs academically in the regular classroom.

To provide GATE Program services for these identified students we need ALL teachers trained at

every elementary building and the middle school level. The training will be offered this spring in May 2010.

The GT Cluster/Differentiation training will be offered on the following four days:

- May 4
- May 11
- May 18
- May 25

The training will include support materials and professional support. A continental breakfast and light lunch is provided each day of the training.

Classroom teachers for grades 1 through 8 who have not previously taken this training should contact Mary Carlson Pap to register.

Mary Carlson Pap
651-604-3749

Mary.carlsonpap@isd623.org