

TST Weekly Bulletin

Tompkins-Seneca-Tioga BOCES

TST BOCES
TOMPKINS • SENECA • TIOGA

School Improvement Services

Leading and supporting school communities in their efforts to provide the best possible learning environment for all students.



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FOCUS OF THE WEEK

Multiple & Various Assessments

This week, take a look at the next few smaller assessments you have planned, whether these are to be used with students or colleagues. See if you can make them more varied than they currently are, so that taken together, students or colleagues will end up having a few different ways to show you/us what they know and can do.

NEWS & NOTES

Designer Genes & SciGirl Queens

A STEM event for Girls grades 4 - 8. This free event will be held at Binghamton University on Saturday, April 29 from 8:30 a.m. -1:30 a.m. For more details click [here](#).

Tompkins County Youth Services Department Community Update

“We are honored to be charged with investing time, resources and funding in local Tompkins County communities to enable all youth to thrive in school, work and life, and hope that this quarterly communication will serve as another resource to help create a community where all youth are given the opportunities to thrive.”

For more click [here](#).

Black Perspectives – Ramp Your Voice: An Interview with Vilissa Thompson

“This month I interviewed Vilissa Thompson about her work as the founder and CEO of Ramp Your Voice!, an organization that promotes self-advocacy and empowerment among people with disabilities.”

LINKS, ARTICLES & BOOKS

- [Baltimore Algebra Project](#)
- [Compassionate Critical Thinking](#), by Ira Rabois (2016)
- [Constructing Normalcy - The Bell Curve, the Novel, and the Invention of the Disabled Body in the Nineteenth Century](#), by Lennard Davis (1995)

Contact Barry if you would like to borrow a book or article

THERE'S MORE ↓

Quote of the Week

“What should count as evidence of learning? How might we differentiate our assessments without sacrificing validity and reliability? How can we maintain standards without standardization? How can assessment promote learning, not simply measure it?”
-- Tomlinson & McTighe

FOR TEACHERS

Project Look Sharp

“Introducing A Searchable Database of Media Literacy Materials. We repeatedly hear from educators that it needs to be easy for you to find media literacy materials. In 2016, we obtained a grant to make our vast collection of free resources searchable by subject, grade level and keywords. The advanced search option allows you to filter by relevant standards, type of media, student activity, group size and geographic relevance. [Check out this new amazing resource!](#)” For more information and resources, please see [this message](#) from Executive Director Cyndy Scheibe.

We Need to ‘Initiate Wonder in the Classroom’

In this blog Larry Ferlazzo addresses the question – How do we help our students develop creativity? Check it out [here](#).

#NYSMachat

If you teach middle school and use Twitter, check out [this spring series](#) focused on the 7 Essential Elements of Middle Level Education.



FOR PRINCIPALS

2017 Administering & Proctoring the NYS Assessments Presentation

[This presentation](#) was put together by one of my SCDN colleagues, Liane Benedict from CiTi BOCES.

Liane also created this [version with narration](#).

Important guidance related to the administration of the “tests read” testing accommodation on the Grades 3-8 ELA State Assessments to students with disabilities

When administering the testing accommodation of “tests read,” passages and questions must be read in their entirety, word for word, without any clarification or explanation. **If the question and/or the answer choices make reference to part of a reading passage solely as line numbers or paragraph numbers, the reader should reread the specified part(s) of the passage to the student.** In addition, passages, parts of passages, questions and answer choices may be reread to the student upon the student’s request. At the beginning of each test session, readers should tell the student that he or she may have questions and/or the answer choices reread as many times as he or she requests.

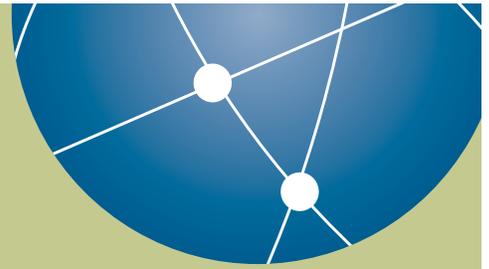
Additional information regarding recommending and documenting the “tests read” testing accommodation for students with disabilities in Grades 3 through 8 is available [here](#). Additional information on providing testing accommodations on the Grades 3-8 ELA and Math State Assessments is available in the 2017 School Administrator’s Manual. The two volumes comprising this manual are available [here](#).

The Arc

For people with intellectual and developmental disabilities. “[The Arc](#) is the largest national community-based organization advocating for and serving people with intellectual and developmental disabilities and their families. We encompass all ages and more than 100 different diagnoses including autism, Down syndrome, Fragile X syndrome and various other developmental disabilities.”



[CLICK HERE TO ACCESS OUR ONLINE CATALOG OF UPCOMING WORKSHOPS & CONFERENCES](#)



UPCOMING WORKSHOPS & CONFERENCES

Offered through our folks here at TST BOCES

Frontline Professional Growth Meeting - Rescheduled

10 a.m.-2 p.m. | March 31 | Tioga Training Room

Do you use Frontline (formerly MLP) for PD or Evaluations? Rescheduled for March 31, TST BOCES is hosting a free user group for Frontline's Professional Growth solutions. The meeting will run from 10 a.m. - 2 p.m. and will be held in the Tioga Training Room. Working lunch will be provided. We have put this together with Frontline in order to make it easier for the districts in our region to get support, rather than having to travel downstate.

Learning targets: I can...

- Explain Frontline's Professional Learning Management and Evaluation Solutions, how they work together, and best practices in managing these systems effectively.
- Ask technical questions about our district's efforts to manage either of these systems effectively.
- Resolve technical barriers that have made it difficult to manage either or both of these systems effectively.
- Explain the direction in which Frontline is moving and how all of their current solutions connect to each other.

The meeting will include an overview and discussion about Frontline's Professional Learning Management and Evaluations Solutions, as well as time for participants to ask technical questions and resolve technical barriers.

The **intended audience** includes key district personnel who manage the technical aspects of these systems, curriculum and instruction leaders and lead evaluators. Sign up now in [mlp](#).

Self-Guided Book Study: Making Number Talks Matter (Part 1)

Sign up [here](#) for this independent professional development opportunity. This study invites the participant to read about, reflect upon and

consider implementing this nationally renowned teaching strategy highlighted in Making Number Talks Matter: Developing Mathematical Practices and Deepening Understanding, Grades 4-10 (Humphreys & Parker, 2015). Number Talks are five- to fifteen-minute classroom conversations around purposefully crafted computation problems that are solved mentally. They support instruction of both the Common Core Math Standards and Mathematical Practices. They result in the increase of students' sense-making and encourage divergent thinking in classrooms. In this first part the educator will:

- Read the introductory chapters (1-3) of Making Number Talks Matter: Developing Mathematical Practices and Deepening Understanding, Grades 4-10 (Humphreys & Parker, 2015).
- Read the NCTM article "13 Rules That Expire" (Karp, Bush, & Dougherty, 2014).
- Draw connections between the book, the journal article, and Components 2b & 3b of the Danielson Framework for Teaching and Learning.



Offered by other organizations and/or our consultants

The War to End all Wars: The Centennial of World War One

8 a.m.-3 p.m. | April 7 | Herbert F. Johnson Museum

A Symposium for Teachers Sponsored by TST BOCES and the Johnson Museum of Art, facilitated by Carol Hockett and Maryterese

Looking for more PD opportunities?

Click [here](#) to access the PD catalog online.

Pasquale Bowen. April 7, 2017 from 8 a.m. - 3 p.m. at the Herbert F. Johnson Museum. World War I shaped the twentieth century. We will use the exhibition "The War to End All Wars: Artists and the Great War" currently at the Johnson Museum of Art at Cornell University as a lens through which to examine many facets of that war. More information and sign up in [mlp](#).

Autism Training Opportunity

8 a.m.-3 p.m. | March 14 | SUNY Cortland

The Center for Autism and Related Disabilities (CARD Albany) is accepting School Consultation Project applications for the 2017 - 2018 school year. **Applications are due no later than Sunday, April 30, 2017.** The School Consultation Project is a series of trainings developed by educational consultants to provide instruction and resources in evidence-based practices designed to meet the needs of students with autism spectrum disorders. The program assists schools in developing building-wide autism resource teams and offers instruction on how to work as a team to support students with these unique challenges. A student format is used to design meaningful strategies and interventions to build on the capacity of the teams that will be supporting all students with autism spectrum disorders.

For more information about this program, as well as participation criteria, click [here](#). View the brochure [here](#). The application is available [here](#).

Teaching about Refugees in Global Context: Historical Lessons and Contemporary Issues

8:30 a.m.-4 p.m. | March 11 | SUNY Cortland

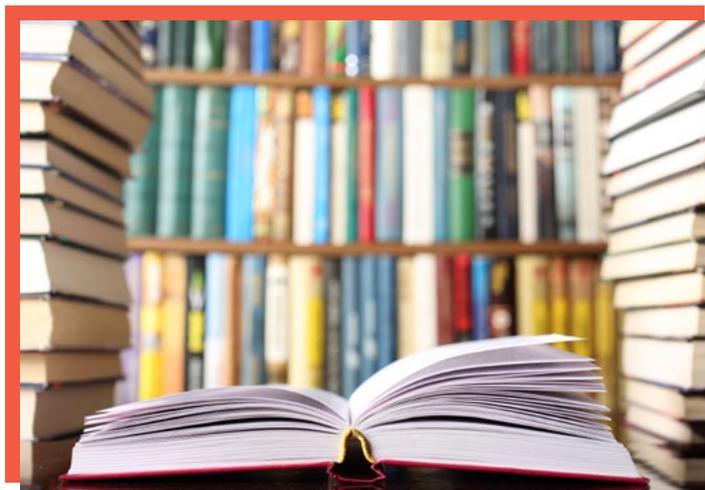
June 26 & 27 at Cornell University. In 2016 the number of refugees including internally displaced people was over 65 million according to the United Nations High Commissioner for Refugees. One in every 113 people on Earth has

now been driven from their home by persecution, conflict, and violence or human rights violations (Domonoske 2016).

How do educators help students make sense of such a global crisis? This is especially important since many educators have refugee students in their classrooms. Understanding this refugee crisis requires knowledge of the local, national, and historical contexts that force people from their homes as well as the impact of forced migration on refugees.

This year's theme aims to assist teachers in finding ways students can investigate and analyze historical and contemporary examples of forced migration. Furthermore, we will highlight how local communities in Central New York, including recent migrants, have been taking informed action to address intercultural understanding and the complex issues refugees face. Because of the nature of this theme, the 2017 ISSI will be suitable for elementary, middle, and high school teachers from a variety of disciplinary backgrounds.

As a final project, each participant will create an action plan for their classroom or school that supports the development of curricular content on social justice and global forced migration. Sign up now in [mlp](#).



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Barry Derfel, Assistant Superintendent for Instruction

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