

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

Formative Assessment

This week, let's focus on frequently uncovering what students are thinking. The following resources provide examples of different ways we can do this:

- [Blog by Ross Flatt](#)
- [Fast Formative Assessment Tools \(Vicki Davis\)](#)
- [Five Steps for Formative Assessment](#)
- [Authentic Reading Skills](#)

NEWS AND NOTES

Sciencenter's Membership Access Program Perks

Through this program, regular Sciencenter family memberships are available — free of charge — to families with children who qualify for free or reduced-cost lunch at school, and who reside in Tompkins, Cortland, Cayuga, Seneca, Schuyler, Chemung or Tioga counties. Click [here](#) for more information.

Blueprint for Improved Results for Students with Disabilities

NYSED's [Blueprint for Improved Results for Students with Disabilities](#) was developed in consultation with stakeholders and is consistent with the mission of NYSED, Office of Special Education - supported by all offices within NYSED - to ensure that students with disabilities have the opportunities to benefit from high-quality instruction, to reach the same standards as all students and to leave school prepared to successfully transition to post-school learning, living and employment. The blueprint is grounded in the following core principles:

- Students engage in self-advocacy and are involved in determining their own educational goals and plan.
- Parents and other family members are engaged as meaningful partners in

the special education process and the education of their child.

- Teachers design, provide and assess the effectiveness of specially designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.
- Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.
- Schools provide multi-tiered systems of behavioral and academic support.
- Schools provide high-quality inclusive programs and activities.
- Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Quote of the Week

“Checking for understanding is an important part of a formative assessment system. Looking at student responses or student work informs the teacher, and that information can be acted upon to create better understanding. Importantly, checking for understanding must occur throughout the lesson, at least every 5 – 10 minutes, if teachers want to maintain the rigor of the lesson and support student learning.”

— Fisher & Frey, 2011

THERE'S MORE ↓

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NEW AND NOTES

Bullying Prevention Month in Focus

Not In Our Town's Bullying Prevention Month [Online Film Festival](#) – “Each day in October we will launch a new short film about standing up to bullying and intolerance that can be found on this page, and will also be posted to the NIOS Facebook page. The festival includes a range of films that showcase the incredible energy and enthusiasm of young people taking a stand against bullying, anti-gay bigotry and all forms of hate. Some films are NIOS originals, while others are made by youth speaking out in a wide variety of creative ways. Watch and share!”

Paraprofessional Info. & Resources

- [Respect, Appreciation, and Acknowledgment of Paraprofessionals Who Support Students with Disabilities](#)
- [Ten Things Every Paraprofessional Wishes you Knew](#)
- [Creating Effective Paraprofessional Support in the Inclusive Art Classroom](#)
- [National Resource Center for Paraeducators](#)



FOR TEACHERS

Critical Multicultural Pavilion – Teacher Action Research

“[Teacher action research](#) (TAR) is a method for educational practitioners to engage in the assessment and improvement of their own practice. It can be an individual tool, helping classroom teachers reconsider their teaching methods or to adapt in order to solve a problem. It can also be a community activity, helping teams of educators assess problems in schools, enact changes and reassess.”

The Journal of Teacher Action Research

“The [Journal of Teacher Action Research](#) publishes peer-reviewed articles and lesson plans written by teachers and researchers to inform classroom practice.”

[The Freire Project's Teacher Resource Page](#) (click here)

FOR PRINCIPALS

Principal Leadership for Social Inclusion (click)

“Social inclusion ensures that all students have the opportunity for the development of authentic friendships with a broad range of their peers in a variety of settings. In addition students assume leadership roles to positively change their school and community.”

Principals as Leaders in NGSS

“It is no secret that principals play a critical role in NGSS implementation. But many administrators still need tools and resources to help them envision the full range of supports that students and teachers need. We are pleased to release the ‘[NGSS Overview for Principals](#).’ This overview is designed for school leaders and was developed in consultation with states, districts and principals.”

LINKS, ARTICLES & BOOKS

- [Tompkins County Youth Services Community Updates](#)
- [White Trash – The 400 Year Untold Story of Class in America](#), by Nancy Isenberg
- [Creating an Identity Safe Classroom](#)

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



UPCOMING WORKSHOPS & CONFERENCES

Click [here](#) to access our online catalog of professional development opportunities.

RTI Professional Development Opportunities

The New York State Education Department, Office of Special Education is pleased to announce a series of free webinar strands to be offered by the New York State Response to Intervention Technical Assistance Center on topics related to the implementation of RtI frameworks in schools across the state. All webinars are archived [here](#) for future review.

Interested participants must register [here](#). If you have any questions regarding this information, please call 716-878-5150 or Jason O'Connell at 518-486-7462.

- Webinar Strand #16 – Response to Intervention: A Multi-Tiered System of Supports – This a five-part webinar strand that will address the connection between RtI and MTSS and how schools can use this prevention process to address the academic and learning needs of all students.
- Webinar Strand #17 – Fostering Reading Comprehension for Children in Grade 3 to Grade 6 at Tier One or Core Instruction – This three-part webinar strand will focus on developing high level reading comprehension for all students in the intermediate grades.
- Webinar Strand #18 – Developing Reading Comprehension for Children in Prekindergarten to Grade 2 at Tier One or Core Instruction – This three-part webinar strand will address how teachers can increase the effectiveness of teacher read-alouds, shared reading of complex texts, and small group reading of instructional level texts for developing the comprehension of young children.

Tech Voyagers – Starts Oct. 27

If you have a vision or idea for meaningful technology integration but need assistance in making it happen, then consider joining the [Tech Voyagers](#)! This facilitated, collaborative and ongoing professional development allows participants to focus on instructional strategies that can be supported by technology. Through in-person workshops, online work and in-classroom support, participants will create, implement and evaluate a long-term technology-enhanced learning opportunities for students.

Participants start with a question, problem or idea. Together, we create a plan to address student

learning needs and select technology that will support learning. During planning and implementation, teachers will learn and collaborate with one another and technology integration specialists. Participants will then reflect upon their experiences, make necessary adjustments, and share their work.

Making Number Talks Matter, Self-Guided Book Study

This independent [professional development opportunity](#) invites participants 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.

Getting to Know Next Generation Science Standards (for K-12 Educators & Librarians)

During this [full-day workshop](#), participants will have the opportunity to investigate the new science standards. The day will include: exploring the standards document and learning its structure; an introduction to the shifts in instruction and content; hands-on activities aligned to the new standards at multiple grade levels; exploring the role librarians can have in the support and implementation of the standards for both teachers and students; and a look at the role of "inquiry in the science classroom" as outlined by the new standards. Teachers and librarians will leave with lesson ideas and implementation strategies they can use to develop collaborative, inquiry-based lessons and projects that align with the NGSS.

National Board Certification Next Steps

Have you begun your [National Board journey](#)? You have applied and now wonder what you have gotten yourself into?

You are not alone! We encourage you to join us for this workshop! Meet other candidates who are also going through the process get answers to your specific questions. You will enjoy the wonderful support and encouragement that will make the challenge seem more manageable!

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