

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

Student-Centered Education

This week, let's actively reach out to young people and ask them what they believe they should be learning and doing in school. Let's ask our students, the children in our families, and the children of our friends. We can share what we learn with a few colleagues and talk about how we can use this information to adjust our practice.

NEWS & NOTES

Why do we Educate?

Why do we educate? What are the core values, the hopes and dreams, which keep us in this work? The TST School Improvement Services Team is committed to leading and supporting school districts in their efforts to provide the best possible learning environment for all students. But what does that actually mean, and are our team's beliefs consistent with what educators throughout the region believe? We need you to help us answer these questions now, because our team is poised to spend the next 18 months taking the impact of our work to the next level.

For us, we hope and dream about a TST BOCES regional community where [all of our students](#) are robustly included and affirmed, and all achieve [deeply meaningful outcomes](#). Our experience tells us that to do this work well, we need to prioritize and focus our efforts – we can't run from one initiative to the next, from one *next best idea* to the next. Thus, we **are** focused. Through action and critical reflection ([praxis](#)), and with a commitment to [equity and excellence](#), we are bringing together the principles of [student-centered](#) teaching and learning, [universally designed instructional planning and delivery](#), [community organizing](#), the [New York State Learning Standards](#), the [NYS Blueprint for Improved Results for Students with Disabilities](#), and Charlotte Danielson's [Framework for Teaching](#) in order to lead and support our school districts in their efforts to provide the best possible learning environment for all students

Please let us know what you think about our [intended student outcomes](#) by completing this [one question survey](#). Moving forward, we will ask you to share your thinking about each of the principles central to our work.

LINKS, ARTICLES & BOOKS

- [Visible Learning for Teachers – Maximizing Impact on Learning](#), by John Hattie, 2012
- [What It Takes for English Learners to Succeed](#), (Eschevarria, Frey, Fisher 2015).
- [Indian Country News](#)

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

Quote of the Week

“Study of mental life has made evident the fundamental worth of [human] tendencies to explore, to manipulate tools and materials, to construct, to give expression to joyous emotion, etc. When exercises which are prompted by these instincts are part of the regular school program, the whole pupil is engaged, the artificial gap between life in school and out is reduced, motives are afforded for attention to a large variety of materials and processes distinctly educational in effect, and cooperative associations which give information social setting are provided.”

-- Dewey, J. 1916

THERE'S MORE ↓

UPCOMING WORKSHOPS & CONFERENCES

Offered through our folks here at TST BOCES

Autism Collaborative

Focus areas: communication, visual & behavioral supports, & additional topics of interest

The Autism Collaborative Community is a new opportunity for educators currently working with students with Autism Spectrum Disorder in their classrooms to collaborate and share promising practices across our region. This community will be co-facilitated by Jennifer Gondek, Instructional Specialist for Inclusion at TST BOCES, Rachel Walker, Autism Consultant for Ithaca City School District, and Justin DiMatteo, Technology Instructional Specialist at TST BOCES.

Throughout the series, participants will explore evidence-based practices and interventions with opportunities to plan for implementation and reflect together on data collected. Classroom based follow-up support will be offered as needed by the facilitators. The shared mentor texts provided to all participants will be *You're Going to Love this Kid* by Paula Kluth and *The Reason I Jump* by Naoki Higashida. All participating members will also have the opportunity to interact digitally through an online community platform. This will allow for additional professional development opportunities as well as being a venue for teachers to pose questions and share ideas in between sessions.

Dates and sign up information available in [mlp](#).

Using Assessment in Instruction

Independent Study | Earn 6 PD hours

Try something different! Educators will earn six professional development hours for successfully completing this independent study, which focuses on formative assessment. Use online articles and videos to learn more about formative assessment. Then apply what you learn in the classroom and gather and reflect on evidence to show how your application of this learning has impacted your students.

Once you've [enrolled](#), you will be able to go to the "team room" to access the directions and other materials. When all of your work is completed, you will email the documentation form and any other appropriate artifacts to me at bdferfel@tstboces.org

What Does It Mean to Be Human: Variations on a Theme

Click [here](#) to access the course link

Hosted by the Johnson Museum of Art and TST BOCES, [this course](#) is offered in conjunction with

Looking for more PD opportunities?

Check out our catalog via My Learning Plan. The catalog contains dozens of workshops, trainings and conferences.

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

the Tompkins County Library Smithsonian Exhibit: Exploring Human Origins: What Does It Mean to be Human. The course is a blended course and participants will receive three credits for each of the six sessions. Participants can sign up for all six sessions, or for each session individually. Participants are responsible for reading a small excerpt and for posting to a class discussion forum on Facebook. The fourth session will be held Feb. 2 at the Johnson Museum of Art from 5:15-6:15 p.m.

Educator Tour of the Cornell Hip Hop Archive

Starting at 4:30 p.m. Feb 9

The mission of the [Cornell Hip Hop Collection](#) (CHHC) is to collect and make accessible the historical artifacts of Hip Hop culture and to ensure their preservation for future generations. Ben Ortiz, curator of the Cornell Hip Hop Archives, will give educators a personal tour of the archives Feb. 9 beginning at 4:30. This one hour session will include ways to incorporate #hiphoped in your classroom. The workshop will take place at Cornell's Kroch Library; Division of Rare and Manuscript Collections in Olin Library.

Offered by other organizations

A Democratizing Knowledge Conversation: Race and Communities

5 pm | Jan. 25 | Bird Library | Syracuse Univ.

Dr. LeConté Dill is an Assistant Professor (Department of Community Health Sciences) where she teaches predominantly first-generation and students of color, many of whom are experiencing family crises and personal struggles while balancing work and academic obligations. Dill conducts community-engaged research focused on the mechanisms of risks, resilience and resistance among urban youth of color. She is also the Research Director at the Sadie Nash Leadership Project. Dr. Monique Guishard is an Assistant Professor of Psychology (Department of Social Sciences), participatory action researcher, and de-colonial ethicist who uses Brown feminist (Black, Latina, and Indigenous feminist epistemologies) to theorize back to conventional research ethics frameworks. She is co-director of the PCORI Eugene Washington funded Community Engaged Research Academy. Click [here](#) for more details.

FOR TEACHERS

Resources to support Social Studies teaching and learning

If you teach Social Studies at the elementary or secondary level, [these resources](#) can help you create inclusive, affirming and relevant unit plans that align with New York State Learning Standards and promote meaningful civic engagement.

New York State Master Teacher Program

"Responding to the call to strengthen our nation's K-12 STEM education, Governor Andrew M. Cuomo launched the New York State Master Teacher Program (NYSMTP) in partnership with The State University of New York and Math for America in 2013. The program creates a state-wide network of the highest-performing STEM teachers dedicated to sharing their expertise with peers and attracting high school graduates to careers in STEM. Participating teachers receive \$15,000 stipends annually over four years. Recognizing the strengths of the statewide network of over 800 NYS Master Teachers, the NYSMTP has extended its professional network to include eligible NYS STEM teachers with particular training and

expertise to support STEM instruction for students that have been designated dual language or ESL/ELL students, or students with disabilities."

Click [here](#) for more information, including application details.

Progressive Education Network (PEN) Call for Workshop Submissions

"Are you an educator who is committed to DIVERSITY? Have you been wanting to share your ideas about EQUITY? Do you believe it's important to amplify STUDENT VOICE? The Progressive Education Network will hold its annual conference in Boston, Mass., Oct. 5-7, 2017. We are looking for educators like you, who promote diversity, equity and justice in their schools, to present at this year's conference. This year's theme is: Amplify students' voice, agency, conscience, and intellect to create a more equitable, just, and sustainable world. To submit an idea for a workshop, please [complete the application](#). The deadline for the application is Monday, March 6, 2017."

More information can be found [here](#).

FOR PRINCIPALS

Resources to support building a safe, healthy, effective school community

See the "[Resources for Schools](#)" section of our Youth Development page for supports to help you increase achievement and connectedness of all students.

Beyond PD: Teacher Professional Learning in High-Performing Systems

"A new study, [Beyond PD: Teacher Professional Learning in High-Performing Systems](#), provides evidence that continuous professional learning deeply embedded into the framework of schools is fundamental to student success. The study examines teacher professional learning practices and identifies common patterns across four high-performing school systems: Singapore, Shanghai, Hong Kong, and British Columbia. Learning Forward has created [resources](#) to help educators in a range of roles explore the findings in the study and consider implications for policy and practice.

Improving Schools: The Art of Leadership – Summer Institute at Harvard

"Today's school leaders struggle to balance their roles as instructional leaders with the many other demands of the job. Through [Improving Schools: The Art of Leadership](#), participants will develop their leadership skills, efficacy and ability to support teacher development and student achievement. Participants will also expand their understanding of leadership and explore multiple approaches for addressing leadership challenges."

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