

Instructional Planning Council – April 11, 2017

The Instructional Planning Council is made up of Curriculum and Instruction leaders/specialists from all component districts, representatives from local Institutions of Higher Education and Teacher Center(s), as well as members of the TST BOCES School Improvement Services Team. Each year the Instructional Planning Council creates a set of TST BOCES Regional Priorities that are student centered, systemic and data informed. The council meets monthly to promote both organizational learning and teacher learning that leads to positive measurable outcomes for students.

Attendance:

Alexis Abramo, SUNY Cortland
Jen Astles-Steinmetz, TST BOCES
Melissa Butler, South Seneca
Cheryl Covell, Dryden
Barry Derfel, TST BOCES
Justin DiMatteo, TST BOCES
Beth Dryer, TST BOCES
Lauren Faessler, TST BOCES/Lansing

Leon Ginenthal, ICSD
Jenn Gondek, TST BOCES
Keith Goodwin, GJR
Allison Peet, TST BOCES
Jacob Roe, TST BOCES
Mary Kay Welgoss, TST BOCES
Jen Wilkie, ICSD

To Do:

- The TST BOCES School Improvement Services Team will share specific details about summer Professional Learning opportunities by the beginning of May. As an FYI - we have determined dates for our two Unit Planning for All series: Series 1 will run July 11th, 12th, 13th; Series 2 will run August 8th, 9th, 10th.
- Check in across districts about Science roll-out plans and course-mapping direction that each district anticipates moving toward.
- Barry will put ENL resources from Rbern, etc. into TST School Improvement Services Weekly Bulletin for 4.25.17.

General Notes:

- Science-related Professional Development: (See full set of details in Schoology.)
 - Beth updated the group on the NYSED work that will be happening this July at the State Level. TST will convene multiple stakeholders in the fall to generate a regional response for moving this work forward throughout the TST BOCES region.
 - Paul shared that he and Justin are available and hoping to meet with science teachers and departments in component districts to help teachers in understanding the significance of course-mapping, as well as the decision that needs to be made about whether or not a district wants to use the Domain Model or the Conceptual Model in mapping their courses.
 - Justin shared two specific regional opportunities (Developing and Using Models to Explain Science Phenomena, Building a Shared Vision for P-12 Science Education in NYS) that the team is thinking about, and he asked for initial feedback. Feedback included the following:

Together we learn, lead, support, and serve

- Cheryl suggested providing these via a department-meeting model
 - Lauren appreciates the offer of an *on-demand model*
 - Cheryl indicated that she would like to find a way to get her teachers excited about the second opportunity.
 - Melissa asked if there will be science experts available during Unit Planning for All Learners to help science teachers who are ready to do this, work to spend time doing this science work at that time. Melissa is especially interested in the *Building a Shared Vision* as a possible summer offering or districts-specific.
- Blueprint Plan to Action feedback and suggestions for next steps were shared by IPC members:
 - Lee suggested that it would be great if there were a map for ongoing support. In looking over the plans submitted by ICSD the quality was uneven and folks will need a lot of support. It would be nice if this stuff were aligned with things like *changes in Science Standards*, etc.
 - Cheryl stated that we wish our SESIS representative had been able to be there, as the work we are doing is all connected. Cheryl mentioned that it would be helpful to begin uncovering the ENL Blueprint.
 - Melissa appreciates the flexibility we provided, in terms of not having another meeting just for the sake of having another meeting. Melissa also wonders about the relationship between the Blueprint and the Regional Priorities.
 - Lee suggested that we might run follow-up sessions that were centered around specific principles. In addition, can TST align all of our sessions with specific principles from the Blueprint. In response to Melissa's second comment, Lee suggested that aligning this work to District and/or BOE goals, etc. can be helpful.
 - Lauren was going to suggest that understanding SDI as one key obstacle that requires support.
 - The group began reviewing the [full set of implications](#) from the *Data Analysis Note-Catcher* and tried adding those that were missing into the [Initial List of Regional Implications/Priorities](#) from 4.7.17. The process did not really work too well, so Barry and the team will have to figure out how to get this task completed in a way that genuinely reflects the collective thinking of the Superintendents and IPC members.

Around the Table:

- Melissa shared that she could use some support because there are lots of small things that happen in a school that can be connected in a way that's tangible and manageable. Lauren suggested that this connects to organization change, and that integrating small rituals into regular meetings, etc. can help with this. You may want to name "A Trauma-Informed School" as the big goal and then identify the small connections to this work from the other work. Lee suggested, [The Churning](#). Writing Rubrics - we are wanting to more with this, especially in terms of interdisciplinary work. Lauren offered to share some resources. Cheryl shared that Dryden did this work as part of their RtI work. The high school created a common High School Rubric (still a

draft), as well as a K-5 rubric created during the Teaching is the Core work. Lee also shared information about the [Superhero Performance Rubric](#).

- Cheryl just finished four days of Solution Day training through OCM BOCES to become a PBIS school. We are trying to create a **one** tiered system of support. I am wondering what people are doing for staff meetings, in terms of CTLE credit. Lauren stated that they count faculty meetings because they ensure that their faculty meetings are grounded in professional development. Melissa shared that, in South Seneca, every other team meeting is centered on RtI (and thus, earn CTLE credit) and that the other meetings are more logistics, which do not earn CTLE credits.
- Alexis is wondering if there is a general need across the region that should be incorporated into her grants. Lauren shared that PBIS, relationships, working with students and their struggles seem to connect to one another as a theme. Cheryl suggested Paul Riccomoni as a speaker. We really enjoyed doing the non-core PD Day, and we are hoping to offer this again next spring (March 16th, 2018). Keith shared that many of the GJR teachers participated and they were appreciative of the chance to participate in work that was relevant to them.
- Lauren shared that most of their big professional learning events for the year are winding down. As we continue trying to develop and build capacity around Responsive Classroom in our elementary buildings, we will need partners to help us make this manageable here.
- Lee shared that July 18th and July 19th will be an Inclusion for Everyone conference hosted by ICSD. They are looking for educators who are doing great work around inclusion to present. Please be in touch directly with Lee if you have suggestions.
- Keith shared that they are doing a lot of work around PBIS, especially Tier II. Sunny suggested that he contact Vicky at Newfield.
- Allison shared the summer Mathematics PD that she will be offering. She is still thinking about a book discussion, but isn't sure yet.
- Beth shared that Demonstration Classroom visits are available, and will be posted via mlp tomorrow.
- Jacob shared information about the *Safeguarding our Children* resource he created for Groton, and that Candor has used and also posted to their website.
- Sunny shared that the new Arts Standards are set to be updated late spring/early summer, with implementation next year. See the [implementation guide](#).

Schoology Access Code Z24QC-8M6QP

Final Meeting of the year: May 9, 2017 ([Click here](#) to view on web.)

Notes taken by,
Barry Derfel