

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

This week, let's focus on our Regional Priority to support students' mental health and their social & emotional well-being. Let's start a regional dialogue by talking to our colleagues about what we think this Regional Priority means and how we might deepen our efforts to do this work. Resources to help you can be found [here](#).

NEWS & NOTES

This [slide presentation](#) from Marybeth Casey at SED details the recent changes to the Graduation Requirements (re: transfer students and students from military families).

The most recent Social Studies Global 2 Exam FAQ can be found [here](#). Information about the Enduring Issues Essay can be found in [this video](#). Further information about the Exam can be found [here](#), as well in as in the following four videos. It is highly recommended that you watch Evidence-Centered Design first.

[Evidence-Centered Design](#)

[Part 1: Multiple-Choice Questions](#)

[Part 1 Task Models \(Added June 2017\)](#)

[Part 2: Short Answer Constructed-Response Questions](#)

[Part 3: Extended Essay Question \(Updated May 2017\)](#)

TECHNOLOGY INTEGRATION

The TST Tech Crew is offering pd for all K-12 teachers and administrators around Modeling in Science. View [this video](#) for more! Go to bit.ly/TSTScience to register and more about this opportunity. Visit bit.ly/TSTTechCrew for more information about all that we do!

LINKS, ARTICLES & BOOKS

Social and Emotional Learning as a Public Health Approach to Education (Greenberg, Domitrovich, Weissberg, and Durlak; 2017)

[STEM School Study](#)

[America in 1492](#) by Alvin M. Josephy 1991

Contact Barry to borrow a book or article



Quote of the Week

"To become the kinds of citizens the founders wanted public education to create, children need more than the ability to read, write, and do arithmetic. They also need skills that help them develop personal plans and goals, learn to cooperate with others, and deal with everyday challenges, setbacks, and disappointments." (Greenberg, Domitrovich, Weissberg, and Durlak; 2017)

THERE'S MORE↓

tstboces.org

UPCOMING WORKSHOPS & CONFERENCES

Offered through our folks here at TST BOCES

Looking for more PD opportunities?

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

For All Teachers of Social Studies

Did you know that “the primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world?” ([New York State Social Studies Framework](#)). Please see [this flier](#) for multiple Professional Development opportunities to deepen your Social Studies understandings and skill-set. These options are differentiated to meet your needs, in terms of background knowledge and in terms of scheduling.

Digital Learning Series: The Paraprofessional’s Handbook for Effective Support in Inclusive Classrooms

This online series will use the handbook as a guide for participants as they explore how to provide support that is more effective for students with disabilities in the classroom environment. Each week participants will read the assigned chapter and post a response in Google Classroom. There will be a task assigned each week and feedback will be given by the facilitator. Participants will need access (paper or digital) to an IEP of a student he or she supports.

Learning Targets: 1. I can explain the various roles of paraprofessionals and reflect on my current position in terms of roles and responsibilities. 2. I can work collaboratively with team members to maximize efficiency and effectiveness in the classroom. 3. I can examine an Individualized Education Plan (IEP) and find information about my student’s abilities, needs, goals, and accommodations. 4. I can support students with a strength-based approach and presume competence. 5. I can apply appropriate academic and behavioral supports within the classroom environment. More information can be found [here](#). Register in [mlp](#).

Conversation Peaces with Erik Lehmann

During this workshop, we will: create a mosaic made from rePURPOSEd violent video games and other e-waste while we discuss topics including youth development and gaming. This is a conversation more than a presentation. I will share the Game Changer Movement journey with you, and I hope to learn from you about what it is like to teach digital natives. We will explore ways to partner with students so they can feel as significant as they feel when they game....while in the classroom. I will introduce some new technological concepts that I have been researching, and we can discuss their relevance in the classroom. We will explore options to engage with students at their level without creating adversarial relationships. All the while, we will create a mosaic together that will become part of the Game Changer Movement evolution. The creation process itself brings with it mindfulness and catharsis all at once. We have an amazing opportunity WITH the next generation, as our students are also our best teachers. My hope is that you will leave this experience with a powerful vision to partner with your students in new and innovative ways, that will create empathy and engagement for years to come. Register now in [mlp](#).

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!! If you have attended an awareness session, applied for your [Shanker Grant](#), registered with the [National Board of Professional Teaching Standards](#), and have printed off or downloaded the [specifics for your certification area](#) ...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! Sign up now in [mlp](#).

Offered by other organizations and/or our consultants

Student-Driven Learning

Roger Dennis will facilitate an initial information session, followed up with small group and one to one coaching, for teachers who would like to shift their teaching in ways that will promote one of our 2017 - 2018 TST BOCES Regional Priorities: Student-Driven Learning. For more information can be found [here](#), and registration can be made through [mlp](#).

Scaffolding and Differentiation for English Language Learners (ELLs) on October 23 from 8:30 a.m. - 3:30 p.m

Facilitator: Mikian Royer, Teacher Trainer/Resource Specialist, Mid-State RBE-RN. Teachers will explore ways to scaffold and differentiate instruction for ELLs. Focus will be on making content comprehensible for ELLs and strategies for structuring coursework so that ELLs can be successful in the content area classroom. Participants will: define and distinguish between scaffolding and differentiation; learn strategies to scaffold text for comprehensibility; acquire a toolkit of scaffolding strategies to make instruction more comprehensible for ELLs; experiment with differentiating texts and assessment to better meet the needs of ELLs. Sign up now in [mlp](#).

FOR TEACHERS

[Teaching for Change](#) – “Teaching for Change provides teachers and parents with the tools to create schools where students learn to read, write and change the world. By drawing direct connections to real world issues, Teaching for Change encourages teachers and students to question and re-think the world inside and outside their classrooms, build a more equitable, multicultural society, and become active global citizens.”

[Teaching with Fine and Performing Arts-related Primary Resources](#) – “Fine and performing arts-related primary sources allow students to study and investigate how people use creative activity to celebrate and express their experiences. They prompt students to think about multiple perspectives, develop literacy skills, and consider complex forms of problem solving.”

[The Smithsonian America Art Museum Photograph Archives](#)

[The Nuseum's Free Learning Tools](#)

Supporting All Students:

[Supporting students' mental health, and their social & emotional well-being](#)

[Student-driven learning](#)

[Questioning and discussion techniques](#)

[Engaging students in learning](#)

[Using assessment in instruction](#)

[The 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. Resources to help you promote “student engagement in self-advocacy” can be found [here](#).

FOR PRINCIPALS

TST BOCES Artist and Vendor App makes it easy for people to view the vendor names, areas of expertise, contact information, grade-levels, NYS Standards alignment, costs, etc. for all of the vendors that are currently working in collaboration with TST BOCES. You can find the link to this app on the bottom, right corner of the [Cooperative Enrichment Webpage](#).

Check out these New York State [Mental Health Resources](#), and the [Framework for Safe and Successful School Environments](#).

“The Evaluation Center at Western Michigan University improves the quality and consistency of evaluations by providing [high-quality checklists](#) targeted to specific evaluation tasks and approaches that enhance evaluation capacity.”

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SIS Weekly Bulletin

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