

Instructional Planning Council – March 8th, 2016

The Instructional Planning Council is made up of representatives from all component districts as well as TST BOCES. Each year the Instructional Planning Council creates a set of 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:

Jennifer Astles-Steinmetz, TST BOCES
Cheryl Button, TST BOCES
Justin DiMatteo, TST BOCES
Lauren Faessler, Lansing/TST BOCES
Sunshine Miller, TST BOCES
Jane O'Brien, TST BOCES

Melissa Butler, South Seneca
Barry Derfel, TST BOCES
Beth Dryer, TST BOCES
Lee Ginenthal, ICSD
Kim Nichols, Candor
Allison Peet, TST BOCES

To Do:

- Barry will help IPC create a mini-group to coordinate efforts for bringing educators on field trips to see learning spaces and work spaces that represent the kinds of spaces we would like our classrooms to look like?
- All IPC members, as per Cheryl's information below about the upcoming NYSAA exams, it is important that we each do whatever we can to support the teachers who are facilitating these exams, since they are feeling anxious about the amount of time they will be away from students.
- Barry will put the Cyber Innovation curriculum information into next week's bulletin.
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General Notes:

- Beth and Barry presented an overview of the thinking behind the work of the TST BOCES School Improvement Services Team, both in terms of how we've arrived at the point where we are today and where we are headed as we move towards the future. Much of this information can be gleaned by first reading through the information on the School Improvement Services Landing page (<http://dev.tstboces.org/instructional-services/>), and then reading through the Regional Priorities page and the Professional Development page.
- We worked on deepening our understanding of what it means to *Establish a Culture for Learning*. In line with Marzano's work around the use of metaphor as an instructional strategy (2001), we worked to make explicit connections between words and phrases in the Danielson Rubric's Component 2b (<http://tstboces.org/wp-content/uploads/2015/07/Establishing-a-Culture-of-Learning.pdf>) and images that Barry collated from Pintrist and put into a slide show (see **attached**, as well as in Schoology). Barry also handed out the following resource - *Tools to Enhance Young Children's Thinking*:
<http://www.naeyc.org/tyc/files/tyc/file/V4N5/Tools%20to%20Enhance%20Young%20Children's%20Thinking.pdf>

Around the table:

- Jacob – Following our professional development on technology day in Groton, we got the groups back together and asked them to prepare a presentation to the whole staff: “How are you using what you learned in the classroom and what are the benefits you are seeing of this use?” This was very successful. I also want to say that last week’s Cyber Innovation Professional Development series was phenomenal.
- Allison – The K-8 Math PLC has been focusing on the Questioning and Discussion Techniques Component 3b from Danielson (<http://tstboces.org/wp-content/uploads/2015/07/Using-Questioning-and-Discussion-Techniques.pdf>) and we’ve been using multiple texts as part of this work: *Speaking Volumes*, *Talking about Math*, *Number Talks – Building Numerical Reasoning*, as well as the books *Number Talks* and *Making Number Talks Matter*. A new book I have recently purchased, which connects well to the Carol Dweck’s work, is called *Mathematical Mindsets*, by Jo Boaloer. This text focuses on the notion of shifting the culture of math so that students view failure as a way to learn/grow and away from the notion of “getting an answer wrong” the notion of “getting better at thinking mathematically”. I continue to look for classrooms to get into, to either coach around *Number Talks* or model *Number Talks*. I’ve been hoping to do some kind of field trip for High School teachers, where we can go to a collegiate-level classroom that is structured different from the traditional lecture classroom.
- Justin – Next month I will have more to report out about the work I am doing, as I have been involved in initial meetings with districts, grade levels, etc. I will be happy to facilitate conversations within districts about how to best utilize technology purchases and how to identify the most appropriate technologies to purchase.
- Jane – Next week we will have an operations-based workshop to support library clerks, along with librarians. The e-Book catalogue is almost up and running. We have an Interdisciplinary set of workshops coming up this March, which include Library and Art Literacy. For more information: https://mail.google.com/mail/u/0/?ui=2&ik=7910789aae&view=att&th=1535755f861e61d3&attid=0.4&disp=safe&realattid=f_iljpiifbc3&zw
- Lauren – We are bringing Responsive Classroom to the region in August. It is the 4-day basic course. The more people who participate, the less it will cost. Our plan is to register folks on a first come, first served basis. If you know you have some folks in your district who would like to participate, let me know.
- Lee – We have been doing some work at the organizational level: We now have an expectation of providing 20 hours of professional development each year to our ESP (Educational Support Professionals) staff. All of our ESP staff now have devices, and we are working to figure out how to provide them with access to Schoology. We are also going to be using the Danielson Rubric to generate our PD learning targets, much like we talked about here today. If you are interested in thinking about how to shift learning spaces to promote learning, there is some work happening in Ithaca that I can help people connect with.

Together we learn, lead, support and serve

- Kim – Teachers are continuing their PBL's, and on March 25th we'll be showing *Most Likely to Succeed*. Our hope is to use this as a kickoff for summer work, thinking about what we'll be doing for year two. We are using this to help us think about how we might create our learning spaces differently, to promote different kinds of learning. We'd like to put together a field-trip for adults, to see what work spaces and learning spaces could look like, different from what the traditional classroom looks like. We are running Peer Visitations again. We've asked teachers choose from a list of specific reasons/focuses for their visits. We already have 62 teachers who've indicated that they want to do these. This high response rate is affirming of the work we've been doing – it's a positive reinforcement of our collective efforts.
- Beth – There will be a regional opportunity this May to bring together educators to begin taking a dive into the Next Generation Science Standards (NGSS). The purpose of this work is to begin developing shared language and common understanding about these new Standards – what they are, how they work, etc.
- Sunny – *Seeing Through the Eyes of Marco Polo* is happening this Friday. It's structured like a seminar and is interdisciplinary. More information is available in mlp. We have begun collaborating with Southern Cayuga School District & the Anne Frank Tree Project on a number of opportunities, which will grow over the course of this summer and next year. For more information:
https://mail.google.com/mail/u/0/?ui=2&ik=7910789aae&view=att&th=1535755f861e61d3&attid=0.1&disp=safe&realattid=f_iljpfw4r0&zw. Thanks to Justin, Jacob, and Beth for being part of the Cyber Innovation series last week.
- Cheryl – March 25th is our Conference Day. Staff in the Smith school have submitted proposals for what they want to do, and I will let you know how that turns out. In terms of the NYSAA testing, it will require that teachers spend a significant amount of time preparing for this administration. Test administration opens on March 21st, and it will take about 150 minutes per student for these teachers to do this. Whatever we can do to support these teachers, the better, since they are feeling anxious about the amount of time they will be away from students.