

Instructional Planning Council – October 11th, 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:

Alexis Abramo, SUNY Cortland
Jennifer Astles-Steinmetz, TST BOCES
Missy Butler, South Seneca
Cheryl Button, TST BOCES
Cheryl Covell, Dryden
Barry Derfel, TST BOCES
Justin DiMatteo, TST BOCES
Beth Dryer, TST BOCES
Lauren Faessler, TST BOCES/Lansing
Angela Gemignani, Newfield

Jenn Gondek, TST BOCES
Mark Jasinski, Newfield
Sunshine Miller, TST BOCES
Kim Nichols, Candor
Rhody O'Donnell, LGTC
Allison Peet, TST BOCES
Jake Roe, TST BOCES
Lynn VanDeWeert, ICSD
Mary Kay Welgoss, TST BOCES
Paul Wiech, TST BOCES

To Do:

- Barry will work with Lori DeForest to ensure that information about data reports that are available is communicated to IPC members as this information becomes available. Barry has also put Lori's presentation into Schoology.
- Barry and Lori will identify a technical training date for November, and a "using data to inform instruction" training for December. IPC members are asked to alert the appropriate people in their district/organization to these dates once they have been determined, and to let them know to sign up so that Lori and I can determine if there is enough interest to run the sessions.

Notes:

- Lori DeForest shared information about data reports and support available through the Central New York Regional Information Center (CNYRIC). Lori reminded the group that the reports she is sharing with us provide the "10,000 ft." view, and that daily formative assessments and teacher-created summative assessments are significantly important in supporting student learning. Lori first shared the 5 RIC Common Data View Reports. Of the five, Lori suggested that Common Data View 2 (Performance Report with Gap Analysis) is probably the most meaningful, in terms of a starting place for asking questions that can help us learn how to better support student learning.
- The group provided Lori with specific reports/functions they would like to have access to. Lori will shared these requests with her team and will let us know which they may be able to create for us. Lori also shared some of the visual views that CYNRIC has available, which can be used for Data Driven conversations.

- District/Organization Reports - Each district or organization representative briefly shared the following about what their district/organization is focusing on for this year:
 - ICSD – We are focusing on Project Based Learning (Case Studies), Inclusion, and Culturally Responsive Teaching Practices. Our first PLC day will focus on family engagement. We are also building this into all of our Admin Team meetings.
 - South Seneca – We are trying to build a more effective PLC model, and we are working on Project Based Learning, starting with math. We are looking closely at the question of *what is assessment, especially assessment that helps us inform instruction?*
 - Groton/Lansing Teacher Center. We are focusing on 21st Century Skills. We are part of the Southern Tier Network, and we can work with any of the districts on our region.
 - Newfield – To help focus and establish an environment for learning, we are continuing to use Eric Jensen’s work. The admin team read Poor Students, Rich Teaching, which is one of Jensen’s texts, together this summer. We had a team go to OCM for training on AIMSWeb, and the middle school is looking to use RightPath assessments for more real-time assessment data.
 - Dryden – We had a productive meeting with Dione, since we are a focus district, and we are going to be looking closely at engagement. We are focusing on the three specific areas this year. I also have a Project-Based learning presentation that is being shared at tonight’s BOE meeting, which any of you are welcome to have if you would like to see it.
 - Lansing – We are starting our third year of focusing on instructional priorities that are aligned with the TST Regional Priorities. This year it looks like we will be taking a look at more authentic PLC practices. For example, through our curriculum council we are going to have our secondary folks form groups that focus on shared problems of practice. We are definitely looking at “what is the 21st century looking like and what are we asking our students to do.” We are also heading towards looking at formative assessment and project based learning.
 - SUNY Cortland – We are looking to put together a transcript notation that will indicate when graduates have participated in Project-Based learning instruction. We are doing more work about supporting students in poverty, especially the “trauma-informed” work. We are doing a lot of work related to SIMS (Sensory Integration Motor Sensory), and are also interested in providing a full-day training that focuses on SIMS. We are also looking to provide an alternative PD event for non-core educators, on March 17th, and hope to collaborate with Sunshine Miller from TST.
 - Candor – Our focus is, again, student engagement. We are in the second year of project based learning. The focus is on creativity, student self-reflection, and critique and revision. We are continuing with Peer Visits, and we are going to assign visits for their first visits, and will follow-up with reflective conversations. We are looking at Learning Targets and Questions during our walkthroughs. Our Happiness Advantage Challenge initiative is a big area for us this year, and is a jumping-off point for us to think about how we could incorporate Genius Hour into our work. Genius Hour is when we allow students time during the day/week where students are able to direct their learning, based on a topic that they are interested in learning more about. We are taking the Leveraged Leadership training very seriously, and we are focusing on higher order questioning and engagement. The district is also beginning the process of establishing a district-level homework philosophy. We have almost all teachers at the elementary level volunteering to participate in Project Lead the Way, and our Middle School has a hoop house and is doing quite a bit with gardening.

- Trumansburg – We are focusing on Project Based Learning (a three year rollout plan), with three teacher leaders taking the lead on this. We are participating in two four-day summer institutes this summer.
- TST folks briefly shared the following specific highlights they would like the group to know about, in terms of work they are facilitating in the region, and the ways these initiatives are connected to our Regional Priorities:
 - Jennifer Gondek (Inclusion) – Autism Collaborative Community. 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. There will be a digital platform for continued professional development and collaboration in between sessions.
 - K-6 Co-Teaching PLC - This regional PLC will meet 3 days and is co-facilitated by Jenn Gondek, SIS, Lee Ginenthal, Inclusion Specialist from ICSD, and Dione Giltner, SESIS, will bring together educators that are co-teaching in elementary school classrooms. Teams will focus on flexible instructional practices, plan with the principles of Universal Design for Learning, behavioral and social-emotional supports and create action plans to guide their work together. There will be additional facilitated co-planning sessions offered after school in between sessions.
 - On the Horizon: Progress Monitoring IEP Workdays and Interactive Writing Session Co-Facilitated with Dryden Teacher Leaders.
 - Paul, Justin, Jacob (Tech Team) – We are rolling out a series of initiatives, including online PD, asynchronous learning, and face to face learning. Here is a flyer with all offerings and a Link to Model Schools (Tech Integration) MLP offerings [also at goo.gl/8NAI8L]. One example is the Online Learning Academy, designed for folks who are just beginning to find their way with GAFE. We would love it if folks could encourage people in their districts to participate. Most of our offerings will not be “sit and get,” it will be bringing people together to create and share. Here are the details on other offerings: 10/20 Tech Tools for Assessment commercial, flyer; 10/27 Tech Voyagers flyer
 - Jennifer Astles-Steinmetz (Youth Development) – It’s survey time and we are getting these out to districts in the next two days. We are looking forward to getting that data back. Dignity Act information has been shared with all of your Coordinators. I have just been re-trained in Crisis Prevention Institute’s: Nonviolent Crisis Intervention, and I am really excited about the positive changes that have been made.
 - Mary Kay – School Library System TST BOCES SLS is cosponsoring a Makerspace, Inquiry and STEM Learning Day with CO BOCES on October 21. This workshop will offer an opportunity for teachers and librarians to interact with several maker tools (Hummingbirds, Cubelets, 3D Doodler, Bee Bots, Ozobots, Hopscotch, Makey Makey, Scratch, Python and Lego Robotics) and to understand how makerspaces and the maker movement can support STEM learning in the classroom. I am working with our tech integration team here at BOCES to develop a maker tool library for our region so that teachers can borrow some of these tools, and others recommended by the team, to help introduce hands-on, STEM activities into classrooms in our region.

The SLS is also expanding its ebook services to include class sets of texts requested by teachers. I welcome requests from teachers who would like to try using class sets of

ebooks as a way to build the collection. Ebooks offer many advantages to students, especially in 1:1 environments, because students can highlight text, take notes, use Dictionary look-up features, use text-to-speech features if they don't know how to pronounce words, etc. Notes and highlighted text can also be exported into Google or Word docs for later use in creating projects, writing papers, etc.

Finally, the SLS just purchased a new Professional Development database for the region which includes hundreds of educational journals and magazines (including *Educational Leadership*) in current, full-text, pdf versions; the purchase also includes the entire ERIC database. For more information on how to access this database, see your librarians. If there is interest, we can look at developing a library of professional development ebooks as well.

- Allison Peet (Mathematics) – Our two Math Networks begin meeting next month. We will be using Quality Questioning as our text. We will continue our conversations around Number Talks, and I have seen many teachers implementing strategies that they have learned from this text. In the next few weeks I hope to provide a Math Academy for sharing the work we have been learning about through the S/CDN Professional Development Framework focusing on Mathematics. I am working in three classrooms for the Demonstration Classroom initiative.
- Sunshine Miller (Cooperative Enrichment) – We have moved to a digital *request for services* system. One of the main outcomes of this shift will be our ability to pull out data regarding the standards that our students are having lots of enrichment opportunities for, and those that are not really being offered. This will allow us to then add in opportunities for those areas that are not yet robust. This is also helping us make sure that all of our consultants provide opportunities that are directly connected to the standards. In terms of current PD offerings, one highlight would be the multiple ways for people to participate in the “What Does it Mean to Be Human,” collaboration with the Smithsonian and TCPL. More information about this and other initiatives can be found in mlp and in the Cooperative Enrichment webpage: <http://tstboces.org/instructional-services/cooperative-enrichment/>
- Beth Dryer (Regional Coordination of Curriculum and Professional Development) – We have been working deeply with the Demonstration Classroom teachers, preparing them to open up their classrooms this January. Beth has just sent out information to principals to update on the process and let them know what to expect as the work moves forward. We have Literacy Leaders up and running, and our focus is on Learning Targets and Making Thinking Visual. In terms of science, we had a big kick-off last spring, and we continue to plan for this year. Two of the demonstration classroom teachers will have a focus on science, OCM continues to offer significant opportunities, and our team will be going to some of their trainings in order to bring this work back to our region. Paul and I are both participating in the S/CDN Professional Development Framework focusing on science, and we will bring this work back to the region. We had a session on Friday and are moving forward with a plan to help your educators provide input to NYSED regarding the proposed changes to the Common Core Learning Standards for Math and ELA. We still have a representative on weekly calls regarding Computer Based Testing (CBT), and Justin DiMatteo is taking the lead as a TST representative on these calls. We will create a digital means of both getting information from the region to NYSED and back from NYSED to the region.
- Cheryl Button (Smith School) – We started a new primary class for students age 6 – 9, who have Autism. It is called the Foundations Program. We started our year with SIVA training, which complements the work we are already doing with Circle of Courage. It focuses on the need for educators to take care of ourselves, so we can do so for our students.

Together we learn, lead, support, and serve

- Jacob Roe (Groton) – We are using Renaissance/Star Learning this year and I will keep folks informed about how this is going. Angie shared that CNYRIC can provide PD to teachers about how to use the data to design interventions.
- Barry Derfel shared the following NYSED and TST updates: ESSA stakeholder input event and eventual public event; Teacher Research Fellows, S/CDN Statewide Professional Development Framework: Social Studies, Science, ELA, Mathematics, TLE,

Meeting dates for the remainder of the year: ([Click here](#) to view on web.)

November 8, 2016, December 13, 2016, January 10, 2017, February 14, 2017, March 14, 2017, April 11, 2017, May 9, 2017

Notes taken by,
Barry Derfel