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.

Barry Derfel

Assistant Superintendent for Instruction

607-257-1551, ext. 1004
bderfel@tstboces.org
T: @barry_derfel

TST BOCES
555 Warren Road
Ithaca, NY 14850

FOCUS OF THE WEEK

This week, let's uncover the underlying principles and values that ground the Next Generation Early Learning Standards. Why? So we can begin reflecting on our own reactions to these core values, and so we can consider what it might look like, sound like, and feel like when our schools successfully bring these core values to life. How? Check out the Introduction to NYS Next Generation Early Learning Standards.

NEWS & NOTES

See this guidance regarding the rights of students displaced by the recent natural disasters, as well as the services available to these children. Students who are temporarily displaced due to disaster are likely protected by the McKinney-Vento Homeless Education Assistance Act, a federal law that details the educational rights of students in temporary housing. Under the McKinney-Vento Act, students in temporary housing can enroll immediately in a school in the district where they are temporarily living even if they do not have the documents normally needed or missed enrollment deadlines. In addition, these displaced children are eligible for free school meals, Title 1 services, and services to support students with disabilities and English language learners.

2017 Fall Newsletter for Mathematics

Updated resources related to New York State Learning Standards

Continuing Teacher and Leader Education (CTLE) - The requirements for CTLE can be found here. This NYSED FAQ provides further information that may be helpful to you. As a reminder, educators will be responsible for retaining a record of the CTLE programs attended and the number of hours completed each year. Please note, this does not mean that one must print out hard copies of completion certificates for each program attended, these certificates can be saved in a digital file. If you use mylearning plan, this information is also stored in **"my portfolio,"** on the left side of the screen when you are in mlp. Further, you can always save to pdf or print out a copy of your portfolio by using the "**Print transcript**" option that opens up under "**My Info**", as shown in below.

MLP Updates – As of July 1st, all mlp users who register for the first time for a TST BOCES sponsored professional development event will be prompted to review/update their user data. One item you will need to include is the last 4 digits of your social security number, as required by NYSED. If you are not comfortable putting your full social security number into the system, you will be able to add pound signs (#) for the first 5 digits. It's important that the # signs are in front of the last four digits of your social security number, this will ensure it prints properly on your certificate and state records. Example: #####1234, no dashes.

The "2017-2018 Title I Comparability Report" may be accessed using the SED Monitoring and Vendor Performance System available in the NYSED Business Portal at NYSED Application Business Portal. Submissions are due by the close of business on Thursday, November 30, 2017. Please see this Comparability Overview PDF regarding an Overview of Comparability Requirements.

Quote of the Week

"Rather than prescribe a lockstep progression of lessons or curricula for all children in all settings, the Standards serve to articulate the expectations of what children can learn and do as a result of instruction that is not standardized, but personalized, differentiated, adapted, culturally and linguistically relevant, and context-based. While we may have the same learning objectives for all children, our means for meeting these objectives are highly responsive to the individual child" (Morell, Z. in the *Introduction to NYS Next Generation Early Learning Standards*).

UPCOMING WORKSHOPS & CONFERENCES

Offered through our folks here at TST BOCES

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.

Social Studies

Seriously, can anyone honestly say that now is not the right time to give young people a chance to generate compelling questions, engage in evidence-based inquiry, and take informed action based on what they've learned? This is precisely what the NYS Social Studies Framework urges us to do, and this fall, you have multiple options to choose from, to help you do this in your classroom. See this flier for details, and links to register in mlp.

Autism Collaborative Community

The Autism Collaborative Community is an opportunity for educators working with students with Autism Spectrum Disorder in the classroom to collaborate and share promising practices across our region. Participants will explore evidence-based practices and interventions with opportunities to plan for implementation and reflect together on data collected. The team of facilitators will provide follow-up support between sessions. All participating members will also have the opportunity to interact digitally in between sessions. The first session will be on October 20th, from 8:30 - 2:30. More information can be found here, and registration in mlp is now open. Focus areas for this year include: Increasing Independence, Engaging All students in Instruction, Social-Emotional Skill Building, and other topics of interest or need determined by the participants during our first session. *NOTE: Each team must include a general education teacher to register* Questions? Contact Jennifer Gondek at jgondek@tstboces.org or 257-1551 (x1045)

Offered by other organizations and/or our consultants

Gaming in the Classroom

A full day workshop on October 27th that will discuss uses for games and how to craft games for the classroom. Participants will use a combination of game design principles matched with learning goals and learning standards to inform the design. Time for game creation for your classroom (both analog and digital) will be built into the day. please bring along any relevant material on the subject, as well as any learning goals and standards that apply. Alex Williams is a graduate of the Rochester Institute of Technology, with a degree Game Design and Development. Alex has a strong passion for understanding how we learn and how to apply that to both games and education on the whole. After designing a number of games, both analog and digital, purely for entertainment, he has begun designing games for education and specifically for teachers to use in their classroom. Sign up in mlp.

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

[Sign up for the NGSS Newsletter](#)
[What could Social Studies learning look like?](#)
[The Columbus Day Problem - Who Do We Celebrate, and Why? Equipping students to grapple with the complexities of the past and the controversies of today.](#)
[National Association for the Education of Young Children (NAEYC) Complimentary Archive](#)

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](#)

Blueprint for Improved Results for Students with Disabilities
[NYSED Blueprint for Improved Results for Students with Disabilities](#)
[Free UDL Resources and Tips](#)
[Free CAST Webinars](#)
[Sign up for the CAST Newsletter](#)
[UDL Exchange](#)

TECHNOLOGY INTEGRATION

Members of the P-12 and higher education communities have approached the New York State Education Department about their interest in the State having certification in the area of computer science. In response to this feedback, the Department is considering the creation of a computer science certificate for teachers. A survey has been created to gather educators' thoughts so check it out here: https://www.surveymonkey.com/r/computersciencefi.

LINKS, ARTICLES & BOOKS

Social and Emotional Learning and Equity in School Discipline, Gregory & Fergus, 2017.

[The Economic Value of Social and Emotional Learning](#)

The Earth Shall Weep - A History of Native America, by James Wilson 1998

Neighbor to Neighbor, Nation to Nation - Readings about the Relationship of the Onondaga Nation with Central New York (ask Barry for a free copy)

Contact Barry to borrow a book or article

FOR PRINCIPALS

Middle Level Flexibility Approved for CTE Program Requirements - On September 12, 2017 the Board of Regents voted to amend section 100.4(c) of the Regulations of the Commissioner of Education. This regulatory amendment addresses the unit of study requirements in Career and Technical Education (CTE), specifically those for Technology Education (Tech Ed) and Home and Career Skills (FACS). The regulatory amendment adds flexibility to allow the 1 ¾ unit CTE requirement at the middle level to be met utilizing any of the 6 CTE disciplines which include FACS, Technology Education, Business, Agriculture, Trade and Technical Education and Health Sciences Education. The new language will allow districts to provide students with a broad-based introduction to Career and Technical Education through the lens of the 6 CTE content areas. The full text of the [Regents item](#) and a [field memo](#) offering further guidance are available on the NYSED website.

Two professional development opportunities that will encourage your teachers to grow their practice and increase student-driven learning in [Social Studies](#) and [Science](#).

[Restorative Justice - What it is and is not](#), by the editors of *Rethinking Schools*.

TST

Tompkins-Seneca-Tioga BOCES

School Improvement Services

Dr. Jeffrey Matteson, District Superintendent
Barry Derfel, Assistant Superintendent for Instruction

SIS Weekly Bulletin

tstboces.org