

TST Weekly Bulletin

Tompkins-Seneca-Tioga BOCES

TST BOCES
TOMPKINS • SENECA • TIOPA

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 deepen our understanding of what one of our [regional priorities](#), Student Driven Learning, actually means. We can explore some of the related links throughout today's bulletin and talk with our colleagues about what we're learning. Such dialogue is essential to helping us build collective understanding of what this important priority really means.

NEWS & NOTES

It's all about student learning. The TST School Improvement Services team is committed to improving our practice by connecting the dots between the Professional Development we facilitate and the ways in which this Professional Development impacts students, particularly in relation to our [Regional Priorities](#).

Starting this week, we will begin visiting workshop participants' classrooms before and after our Professional Development sessions, to see what students are doing and saying as they learn. We will be using a simple classroom visit walkthrough tool, focused solely on student actions, to help us collect baseline data and post-Professional Development data. If we see that student learning is growing and evolving in ways that our PD was designed to promote, we'll have data indicating that we should continue our work as planned. If we note that student learning is not growing and evolving as intended, we'll use root cause analysis and research to adjust our planning and delivery accordingly.

We will also send a simple pre-visit teacher survey to participants before we visit your classrooms, and a brief post-PD survey a few weeks after the Professional Development session has ended, to find out how your efforts to implement what you learned are going. Like all teaching and learning, this is a work in progress. We encourage you to share your feedback with us, as we begin this effort to more effectively provide Professional Development that leads to meaningful, observable, and measurable positive changes in student learning.

A Call to Action - Collective Impact Summit: This is an important and meaningful opportunity for students and educators to share input and insight into a community-wide effort to support the healthy development and success of our young people from before they are even born through the age of 24. Click [here](#) for more information.

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 \(Updated May 2017\)](#).

Have you seen our 2017 - 2018 Regional Priorities? They are meaningful and bode well for young people. Check them out [here](#).

Quote of the Week

"Shifting to an approach where each student directs their own learning — rather than the traditional teacher-led approach — does not happen overnight. The mere idea can be intimidating, and figuring out ways to develop ownership through teaching and learning practices compounds the challenge." (Daniel Owens, 2016).

UPCOMING WORKSHOPS & CONFERENCES

Offered through our folks here at TST BOCES

Looking for more PD opportunities?

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

Regional Demonstration Classrooms

Don't miss out on this unique opportunity to visit local classrooms to observe promising practices as they unfold in a live teaching environment with students engaged in learning. Regional Demonstration Classrooms in the areas of Math, ELA, and Science are now open and ready to accept visitors! Visitors will observe and discuss how Learning Targets, Criteria for Success, and Formative Assessment Practices are used throughout the lesson. Check out [this flier](#) for details, including information about how to sign up to participate.

Using Assessment in Instruction - Independent Study PD

Try something different! Educators will earn 6 Professional Development Hours for successfully completing this independent study, which focuses on formative assessment. Use online articles and videos to learn more about formative assessment. Then apply what you learn in the classroom and gather & reflect on evidence to show how your application of this learning has impacted your students. Once you've enrolled, you will be able to go to the "team room" to access the directions and other materials. When all of your work is completed, you will email the documentation form and any other appropriate artifacts to me at bderfel@tstboces.org. Sign up now in [mlp](#).

G Suite Online Learning Academy (Enroll & Begin Course Anytime)

This Individualized Professional Development Opportunity directly supports our Regional Priorities. Some of the learning targets come directly from Charlotte Danielson's Framework for Teaching Rubric. Specifically, they represent critical attributes in the proficient column of item: 1d. Demonstrating Knowledge of Resources. Educators will earn 5 Professional Development Hours for successfully completing all 5 Challenges. The educator will: Immerse themselves in the G Suite environment as they learn how to use the tools covered in the G Suite Academy; apply their knowledge as they create artifacts using G Suite; reflect on evidence to show how the application of these tools can impact students.

Learning Targets: I will be able to: use the G Suite platform to integrate technology as tool to improve student learning; create a collaborative environment with colleagues and students that streamlines workflows; envision using these tools with students within and outside of the classroom to enhance student learning. Sign up in [mlp](#).

Unit Planning for All Learners: Descriptive Feedback Session

Session Purpose: To collaboratively analyze each other's unit plans and give, receive, and use descriptive feedback for improvement purposes. Our goal is to help you bring together the principles of Understanding by Design (UBD), so that you can build/refine unit plans that integrate learning standards and content in ways that are most likely to lead to success for every student. Norms for giving and receiving feedback: be kind, be helpful, be specific. What is descriptive feedback?: The focus is on supporting growth - improving a particular piece of work, performance, skill, or disposition. Click [here](#) for more information. Sign up now in [Frontline](#) (formerly MLP)

Offered by other organizations and/or our consultants

Change.School is a powerful 8-week online experience for educational leaders who are serious about changing school." Sign up [here](#).

[The Ladder Of Prejudice: From Name Calling To Genocide, December 6th from 4:00 - 6:00](#)

How can educators and students promote tolerance in our society? In his book, *The Nature of Prejudice*, Gordon W. Allport uses the metaphor of a ladder to describe how "little acts," which often go unnoticed, can lead to more serious and disruptive individual and collective behaviors, by both perpetrators and victims. This framework describes, in ascending order, five "rungs" of intolerance and injustice: speech, avoidance, discrimination, physical attack, extermination. In this workshop educators will have opportunity to apply the Ladder of Prejudice to grade-specific content and help students identify parallels in their lives and current events. We will identify examples of intolerant behaviors from our own experiences as well as those involving students, parents, community leaders, the media, and "high profile" persons in political and popular culture. Participants then identify ways to facilitate safe discussions about these experiences and promote tolerance in our - and our students' - everyday lives. Sign up [in mlp](#).

Frontline Education Professional Learning Management Certification Course at TST BOCES Tuesday and Wednesday, December 12 and 13 from 8:30 - 3:30

Frontline's Professional Learning Management Certification Course is a two-day hands-on training intended to support organization administrators (aka super administrators) in effectively using the Professional Learning Management system. The price for this course is \$695 per registrant. For districts bringing more than one individual, a \$100 discount will be applied for each additional user on the invoice! [Register here](#).

[Blueprint for Improved Results for Students with Disabilities:](#)

1. <http://www.thearc.org/who-we-are/media-center/people-first-language>

2. <http://thereasonijump.com/>

3. <https://www.disabilityisnatural.com/>

4. <http://www.fvkasa.org/index.php>

5. <https://nyln.org/>

6. [Sign up here for the UDL E - Newsletter](#)

TST TECH CREW UPDATES

The TST Tech Team along with teachers and administrators from Dryden, Ithaca and Lansing invaded the NYSCATE Convention in Rochester, NY to learn how technology can assist students in the learning process. Read all about our experiences here: <https://spark.adobe.com/page/8Zzh6wtzbDXHc/>



FOR TEACHERS

[TC - What Student Choice and Agency Actually Looks Like](#)

[The Student-Driven Classroom](#)

[Start with Why: The Power of Student-Driven Learning](#)

[Learner - Centered Teaching](#)

[The Council of Youth Research](#)

LINKS, ARTICLES & BOOKS

[A 19-Year Study Reveals Kindergarten Students With These 2 Skills Are Twice as Likely to Obtain a College Degree \(And They Have Nothing to Do With Reading\)](#)

Embedding Social and Emotional Learning in High School Classrooms, Lieber, Tissiere, and Bialek 2017.

A Testament of Hope - The Essential Writings and Speeches of Martin Luther King, Jr. 1986.

Contact Barry to borrow a book or article

[CLICK HERE FOR PREVIOUS BULLETINS](#)

FOR PRINCIPALS

[Engaging Schools - White Paper on Embedding Social and Emotional Learning in High School Classrooms](#)

[Student-Centered Schools](#)

TST
SIS Weekly Bulletin

Tompkins-Seneca-Tioga BOCES

School Improvement Services

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

tstboces.org