

TST Weekly Bulletin

Tompkins-Seneca-Tioga BOCES

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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

In conjunction with today's quote, let's actively work to shift our mindsets and adjust our practices in ways that promote more co-designing with our students and colleagues so that we are doing more with others and doing less *to/for* others.

NEWS & NOTES

Our 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](#). This is a reminder that our team is now expected to visit workshop participants' classrooms before and after our Professional Development sessions, to collect data about what students are doing and saying as they learn. At times, 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.

Please help us with our efforts to plan for this winter and spring by completing [this brief needs assessment](#). Like the classroom visit data we are collecting, this survey focuses on what you notice students doing as they learn. Your input will help us plan Professional Development that is timely, relevant, and responsive.

Our [2017 - 2018 Regional Priorities](#) will help us support every student:

1. [Supporting students' mental health, and their social & emotional well-being](#)
2. [Student-driven learning](#)
3. [Questioning and discussion techniques](#)
4. [Engaging students in learning](#)
5. [Using assessment in instruction](#)

Blueprint for Improved Results for Students with Disabilities:

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

[Three Principles of UDL](#) - Teachers and administrators could review this resource together to identify a few small growth steps their building could take in using these principles in lesson, unit, and policy design.

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Quote of the Week

"Paying attention to people's thoughts and experiences, identifying their strengths and priorities, and finding ways to partner with them - to work *with* not just *for* them - has enormous potential for enriching how people experience life, support, and services within a community" (Institute for Research and Innovation in Social Services, 2012).



UPCOMING WORKSHOPS & CONFERENCES

Offered through our folks here at TST BOCES

Looking for more PD opportunities?

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

Demonstration Classrooms

Don't miss out on this unique opportunity - there are still openings for January and February visits. Here's your chance 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! Check out [this flier](#) for details, including information about how to sign up to participate.

Unit Planning for All Learners: Descriptive Feedback Session, January 18, 8:30am-12:30pm

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), Differentiated Instruction (DI), and Universal Design for Learning (UDL), 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. Sign up [here](#).

The Progress Monitoring Workday, January 31st

Open to all special education teachers, general education teachers and related service providers that want to work on progress monitoring IEP goals in a supported environment. The majority of each session will be dedicated work time for teams or individuals. Come ready to work and bring your questions about well-written IEP goals, new progress monitoring tools, and how to best utilize technology to organize data and track progress. Bring your IEPs or digital access and a device. Chromebooks and laptops will be available for anyone that needs a device. We encourage collaboration and resource sharing through the Inclusive Education Wiki and shared Google Docs. You may register for a half-day in the a.m. or p.m. or sign up for both and make it a full day! [Sign up for a.m. session here](#); [sign up for p.m. session here](#).

Offered by other organizations and/or our consultants

Youth Mental Health First Aid Tuesday February 27, 2018 8:30 AM – 4:30 PM at SUNY Cortland

Youth Mental Health First Aid is an 8 hour public education program that introduces participants to the unique risk factors and warning signs of mental health problems in adolescents, builds understanding of the importance of early intervention, and teaches individuals how to help an adolescent in crisis or experiencing a mental health challenge. Mental Health First Aid uses role-playing and simulations to demonstrate how to assess a mental health crisis; select interventions and provide initial help; and connect young people to professional, peer, social, and self-help care. [Details can be found here](#). Register in [Frontline](#).

Mindfulness in the Classroom, Thursday March 1, 2018 from 9:00 AM – 3:00 PM at SUNY Cortland

Are you looking for ways to help calm, focus, and energize your students? The practices of mindfulness and mindful yoga in the classroom have been shown to decrease stress, improve both emotional and physical health, and teach self-regulation and focusing skills. Learn to bring these benefits to your student and your school. Participants will: Develop an understanding of the practices of mindfulness; Learn how stress affects the brain to impede learning and how mindfulness can change the brain's response to stress; Explain how mindfulness can support student mental health and wellbeing; Return to the classroom with techniques to try right away and resources for developing new approaches. [More information can be found here](#). Register in [Frontline](#).

Recognizing, Understanding, Labeling, Expressing, and Regulating (RULER) Training, Tuesday March 13, 2018 from 8:30 AM – 3:30 PM at SUNY Cortland.

RULER is an evidence-based approach for integrating social and emotional learning into schools by teaching the skills of emotional intelligence. Decades of research show that these skills are essential to effective teaching and learning, sound decision making, physical and mental health, and success in school and beyond. This approach, from the Yale Center for Emotional Intelligence, gives a unique depth and consistency to social and emotional learning that empowers school leaders and teachers to create a genuinely safe space for students to learn and grow. [More information can be found here](#). Register in [Frontline](#).

FOR TEACHERS

George Yeager and Sara Evans share how they [grew a more personalized assignment and co-created a rubric with their third grade students.](#)

Matt Oberecker took the idea of voice (one of the four attributes of Personalized Learning) and [created a powerful infographic to highlight student agency in learning.](#)

High school student Lucas Brien narrates [his transition from a traditional to a personalized learning environment.](#)

The Cornell Linguistics Dept. will again be hosting the Linguistics Olympiad (NACLO) for secondary school students, being held this year January 25. The Linguistics Olympiad (NACLO) is a pencil and paper contest in which students use analytical skill to solve puzzles in languages that they do not know. In the course of solving the puzzles, students learn something about the structure of human languages and how computers can process them. The contest introduces students to possible careers in linguistics, languages, and computer science. More information can be [found on this flier](#), and [this teacher letter](#).

TST TECH CREW UPDATES

Find renewed energy and inspiration without a huge time commitment. How? [Watch this short video](#) introducing how Twitter expands your professional learning and connects you with educators both across the globe and across the hall. As always, you can find the TST Tech Crew at bit.ly/TSTTechCrew and (of course) on Twitter.



FOR PRINCIPALS

[White Anti-Racism: Living the Legacy](#) can help you engage staff in conversation and reflection about race, racism, and how to create a more affirming an inclusive classroom and school community.

[Overview of Project-Based Learning](#) - This resource can help you deepen your understanding of how to support a school culture of instruction that requires students to take part in an extended investigation of a topic or issue in response to an open-ended question or problem. It is a resource developed by the PTech 9 - 14 model.

The Cornell Linguistics Dept. will again be hosting the Linguistics Olympiad (NACLO) for secondary school students, being held this year January 25. "We will be doing info sessions at Cornell (Jan 13) and IHS (Jan 16) and would be happy to do info sessions at other secondary schools as well." Contact Abigail C. Cohn (acc4@cornell.edu) if you would like to arrange a presentation. More information can be [found here](#).

LINKS, ARTICLES & BOOKS

[How Play Connects to Learning - NAEYC](#)

The ESSA, State Efforts to Improve Access to Effective Educators, and the Importance of School Leadership, Fuller, Hollingworth & Pendola, 2017

[Out in the Country: Youth, Media, and Queer Visibility in Rural America](#), by Mary Gray 2017

Contact Barry to borrow a book or article

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