

# South Dakota Education Service Agency Region 6 Newsletter

*Serving school districts in central South Dakota*

December, 2004

## ESA 6 Advisory Board Offers Suggestions

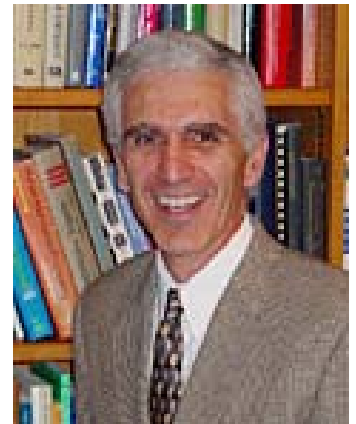
Twelve superintendents, building principals, and curriculum directors from ESA 6 school districts gathered in Murdo November 16 for the first meeting of the Regional Advisory Board.

Meeting participants learned more about ESA 6 staff members, programs, and services; suggested ways to enhance communication and service delivery; identified and prioritized professional development needs; and affirmed the desirability of regional in-service programs.

ESA 6 staff members are using ideas and suggestions gathered at the meeting to shape a vision for the future of the Agency and to develop programs and services that respond to the immediate needs of schools and districts.

## Dr. Robert Marzano – Speaker at Systems Change Conference

Dr. Robert Marzano, Senior Scholar at McREL, gave the Tuesday morning Systems Change Conference Keynote Address and presentations on improving schools. Dr. Marzano illustrated his presentations with personal stories. Most of his stories were about his oldest son and his youngest daughter, who had presented the most parenting challenges.



From his son, he drew on the importance of motivation and the importance of feedback in a collegial and professional atmosphere. From his daughter, he learned that some have greater needs, and that maintaining standards is important. In the end, professionals need to use their own judgment to adjust to the needs of the individual, not to the needs of the system.

Dr. Marzano's keynote address and presentation, he had four main points:

1. To succeed we need to achieve, at a minimum, highly effective schools with competent teachers.
2. To have highly effective schools, we need leadership that's willing to implement second order change.
3. We need a viable curriculum.
4. Teachers and administrators need to have a collegial and professional environment that is characterized by effective feedback.

*(Dr. Marzano continued on page 2)*

## Attending the first Advisory Board meeting were. . .

Richard Brodeaux	Todd County
Tom Cameron	White River
Mary Elder	Wood
Mary Fisher	Winner
Steve Heilman	Kadoka
Larry Jaske	Stanley County
Roger Jensen	Kadoka
Mary Ellen Johnson Pierre	
Don Kramer	Midland
Betty Jean Mertens Lyman	
John Pedersen	Pierre
Kevin Pickner	Agar-Blunt-Onida



## Todd County Pilots District Program Audit

Using an instrument developed by the Council of Chief State School Officers (CCSSO), a diverse team of South Dakota educators conducted a comprehensive on-site audit of the Todd County School District early in November.

Todd County is among five South Dakota school districts designated in need of improvement under the state's NCLB accountability system. The district volunteered to pilot the audit process in an effort to identify strengths and weaknesses in nine key areas of educational programming: Leadership Implications, Academic Content and Achievement Standards, Curriculum/Instruction, Highly Qualified Staff, Professional Development, Assessment and Accountability, School Culture/Climate, Budget and Resources, and Parents and Community. Members of the six-member audit team fanned out among the district's twelve schools, using the CCSSO-developed rubric to assess these nine areas.

The process included an audit of school district documents, followed by a series of interviews with administrators, school board members, and teachers; observations in classrooms; and facility tours. The audit team also conducted two focus groups, one with parents/community members and one with high school students. After reconvening and consolidating their reports, the team met with the Todd County administrative team to share initial findings. A final report will be issued soon.

Members of the on site audit team included Roxanne Everhard, ESA 6 Education Specialist; Dr. Helen Jenkins, Institute for Educational Leadership & Evaluation; Diane Lowery, NCLB Coordinator, SD Department of Education; Robert

Magelky, ESA 6 Program Director; Belinda Ready, Elementary Principal, Bennett County School District; and Dr. John Usera, Chiesman Foundation. Assisting with the desk audit were Beth Schiltz, Title I Coordinator, SD Department of Education; Bob Rose, Title I Director, Rapid City Area Schools; and Jim Schuh, consultant, Technology & Innovations in Education.

*(Dr. Marzano continued from page 1)*

During Dr. Marzano's presentation, *The Art and Science of Teaching*, he said the simplest things schools can do that will have quickest effect are to—

1. Pick a few learning goals.
2. Tell the students what their learning goals are ahead of time.
3. Have the individual students track their own performance on a chart.
4. Score on a rubric that uses 5 levels. The scoring is structured so the teacher's judgment is brought into play but in a consistent manner, and it helps focus the teacher's efforts on those most in need.

The core of these suggestions was respect, respect by the institution for the teacher's judgment and respect for the students as individuals. The bulk of Dr. Marzano's PowerPoint presentation can be found at <http://www.pathfinderusa.com/index2.htm>.

## Frequently Asked Questions on School Improvement

**Question:** What would happen to a school if it was 1) at Level Two in the School Improvement Process, 2) then made AYP for two years, 3) then was taken out of school improvement, and 4) the next year, did not make AYP?

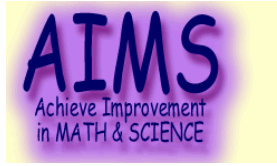
**Answer:** If a school makes AYP for two consecutive years, it is removed from the school improvement list. Then, if the next year it does not make AYP, it would begin the School Improvement Process over. So, using the example above, the school would be placed in Alert Status; it would not be placed at Level Three.

**Question:** We heard that the reading and math Annual Measurable Objectives (AMOs) were changing for the 2004-2005 school year. What does that mean?

**Answer:** Annual Measurable Objectives are the baseline percentages that the State of South Dakota has set for the Dakota Step test. They represent the percentage of students that are expected to score in the proficient and advanced levels in reading and math. The percentages increase every two years, and will change for the 2004-2005 test. The percentages are as follows: Reading (K-8), was 65%, changes to 71%; Math (K-8) was 45%, changes to 54%; Reading (II) was 50%, changes to 58%; Math (II) was 60%, changes to 67%.

## Inquiry-based Learning in Mathematics & Science Education

The AIMS (Achieve Improvement in Math and Science) fall course is now taking place with educators from across Educational Service Agencies 6 and 7. It is



focused on Inquiry-based Learning and how it can affect achievement in math and science.

Participating teachers will increase their capacity to implement inquiry-oriented instructional strategies in their classrooms. Since these strategies are research-based and focus on student learning, the skills the teachers learn should have a direct impact on academic achievement. Dr. Ben Saylor and his cohorts from CAMSE (Center for the Advancement of Math and Science Education) are providing the expertise as instructors for this course.

Session includes:

1. An Example of Inquiry
2. Different Types of Inquiry
3. Making the Case
4. Questioning
5. Assessment

This fall session has a total of 87 participants coming together at six DDN locations in a three-tiered collaborative experience. Each site has from 5 to 25 attendees for face-to-face hands-on learning experiences. They also participate with the larger community of inquiry learners via the DDN. To add to this learning experience the teachers participate in an online bulletin board to share responses to questions, classroom results, and positive experiences that lead to increased student achievement. These online groups are divided into six groups: elementary math, elementary science, middle school math, middle school science, high school math, and

high school science. We hope that each of our learning community experiences will add richness and expertise to this educational experience.

Participants in this course are coming from Hot Springs, Custer, Jones County, White River, Midland, Kadoka, Todd County, Lyman, Lead-Deadwood, Douglas, Rapid City, Rapid City Catholic, Bennett County, Spearfish, Belle Fourche, Meade, Lower Brule, and Winner.

A spring course will also be offered online beginning in February. For more information, visit the website - <http://aims.tie.net> or contact Marcia Torgrude, AIMS Project Manager at [mtorgrude@tie.net](mailto:mtorgrude@tie.net) or 605-394-1876.

## Project Enrich Professional Development Opportunity

Project Enrich is offering its first professional development opportunity to provide instructional strategies to teachers of students with disabilities. *Meeting the Needs of Students with Disabilities in the Regular Classroom* is an introductory course in differentiated learning which combines a variety of delivery mechanisms including online, collaborative, DDN instruction. Participants will increase their knowledge of effective instructional practices to meet the needs of students with disabilities through text-based instruction, World Wide Web inquiry and dialogue. The course will include the following:

- 10 hours of online instruction
- 2 hours of practical application
- 3 hours reflection and follow-up activity via the DDN
- Follow up classroom coaching/mentoring opportunities

- Opportunities for additional workshops focusing on specific content/grade level issues

This course is being offered in both ESA Region 6 and 7. The course content is identical; however, groups will be formed by region for the discussion sections and the DDN session.

Instructors for the Course are June Preszler, ESA 7 and Laurie Bedford, Project Enrich. Both Preszler and Bedford are Education Specialists with Technology & Innovations in Education and have expertise in the area of differentiated instruction. The workshop will use *The Differentiated Classroom: Responding to the Needs of All Learners* (1999) by Carol Ann Tomlinson and published by the Association for Supervision and Curriculum Development. Instructors will also draw upon the ESA 7 publication, *Meeting Students at Their Level* (2004, in press). Participants should have been provided with these two texts as well other course materials prior to the course start date at no charge. Participants will be eligible for one graduate credit is through the University of Sioux Falls at a reduced rate of \$20. A workshop syllabus and online registration is available at <http://www.enrich.tie.net/profdevelopment.htm>.



## Alternative Assessment News

Recently revised regulations providing new flexibility for calculation of adequate yearly progress under *No Child Left Behind* now allow for proficient and advanced scores of students with the most significant cognitive disabilities to be included in adequate yearly progress calculations. However, these scores may not exceed 1% of all the students assessed, grades 3-8 and II, in reading/language arts and mathematics.

The decision to include a student in an alternative assessment is an IEP team decision. However, caution is given to IEP teams to **absolutely avoid over-representation of those termed significantly cognitively disabled**. In order to determine if an alternate assessment must be given, a student must be identified as meeting the following criteria for having a significant cognitive disability.

1. The student has an active IEP with annual goals and short term objectives/benchmarks which focus on **extended standards** which can be found on the DOE website at [http://www.state.sd.us/deca/Special/docs/Extended\\_Standards\\_Narrative.doc](http://www.state.sd.us/deca/Special/docs/Extended_Standards_Narrative.doc); and
2. The student's cognitive abilities are 2.0 standard deviations or more below the mean (inclusive of the standard error of measurement); and
3. The student primarily requires direct and extensive instruction to acquire, maintain, generalize, and transfer skills done in naturally occurring settings of the student's life (e.g. school, community, home, vocational/career, and recreation and leisure).

Students in South Dakota who meet these criteria have the option of taking the STAARS alternate assessment in place of the Dakota STEP statewide assessment. Up to 1% of the advanced and/or proficient scores on the alternate assessment can be reported as proficient for the purposes of calculating adequate yearly progress. Alternate assessments given that exceed this 1% at the district level will be considered not proficient unless a request for exemption from the 1% Rule is applied for by the district.

The exemption document is located on the DOE website at [http://www.state.sd.us/deca/Special/rule\\_exemption/docs/Application\\_for\\_1\\_Exception.doc](http://www.state.sd.us/deca/Special/rule_exemption/docs/Application_for_1_Exception.doc). It is important to note that small schools for which one student does not equal 1% of the students expected to take the statewide assessment, an exemption must be made in order for one student to participate in the STAARS.

## SD READS serves ESA 6 Schools

South Dakota READS is a statewide reading initiative providing professional development to teachers of reading for the past five years. This year approximately 80 school districts across South Dakota participate in SD READS. In ESA 6, five reading coaches work in six schools/districts in the region. Led by two SD READS Regional Leaders Barb Rowenhorst, Selma Groth and Diane Olson, they are:

- Peggy Anderson - Kadoka
- Coley Blake - Lyman County
- Barb Boltjes - Winner
- Faye LaDuke - Todd County
- Karen Pogany - Stanley County, Pierre

The Department of Education sent a survey to all elementary principals to gather data for the state legislators regarding the projected needs of schools in relation to SD READS for the 2005-2006 school year. The legislators will determine if SD READS will continue to be funded and at what level. The first of two administrator meetings was held on November 3. The meeting focused on the five big ideas in reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension) and DIBELS (Dynamic Indicators of Basic Early Literacy Skills). Plans are under way for the next meeting to be held in this spring. The winter DIBELS testing window will be December 6-17. For more information on SD READS program, contact [shannon.schweitzer@state.sd.us](mailto:shannon.schweitzer@state.sd.us).

### ESA 6 can help you & your school with. . .

- Data analysis
- School improvement and professional development planning
- Curriculum mapping
- Technical assistance in completing the Consolidated Application

### Contact an ESA 6 staff member in your area--

- Craig DeTample ([cdetample@tie.net](mailto:cdetample@tie.net))
- Roxanne Everhard ([everhard@gwtc.net](mailto:everhard@gwtc.net))
- Lucy Atwood ([latwood@tcsdk12.org](mailto:latwood@tcsdk12.org))
- **Program Director:** Bob Magelky ([rmagelky@tie.net](mailto:rmagelky@tie.net))