

Montana Association for Supervision and Curriculum Development

# INFOCLIPS

the mascd newsletter

## Finding Lost Children

### MASCD Goals

### Through Differentiated Instruction

#### Goal 1

Expand the sphere of our influence by being a strong and proactive organization dedicated to providing exemplary leadership and support for educators throughout the state.

#### Goal 2

Make member services a priority in order to assure that across this geographically expansive and isolated state, we have a membership that represents all counties and includes a diverse array of cultures.

#### Goal 3

Address pressing contemporary issues for the purpose of bringing an awareness of critical concerns to our educational leaders, who will participate in determining responses appropriate to our diverse rural Montana school environment.

**What** makes children feel lost in school? The reasons are so varied, answered Carol Ann Tomlinson. Culture, economic status, the language spoken, aptitude — if a child feels different because of any of these factors, that child often feels alienated from others in the classroom. "It's so hard to make connections with kids who have fallen through the cracks," Tomlinson warned, so it's important not to let them do so.

What teachers need to do, she stated, is "make more room

for human contact and human possibility in the classroom." Teachers also need to make sure that instruction corresponds to students' achievement levels and needs. "It's not too much more than common sense in a classroom," Tomlinson pointed out. "If the work matches my needs, I do better."

Brain research supports the need to differentiate instruction and keep students from falling through the cracks, Tomlinson suggested. If a student decides, based upon her experiences in the classroom, that the work "is beyond my control and I can't do it," her brain "downshifts" into the limbic state "and all the electrical activity, all that thinking stuff," stops happening. One of two things will probably happen as a result, she said: that child will engage in activities that ultimately keep her from doing the work, or she will try to disappear, try to hide, in the classroom. "When a child perennially works in this condition, she will burn out."

**Teachers need to make more room for human contact and human possibility in the classroom.**

Likewise, if a child comes into school and the work is always too easy, and he thinks, "I knew what she was saying last week," his brain "does an interesting thing." The thinking activity again disappears as the child's brain goes into the "sleep" mode. This child, said Tomlinson, will go through school "with a sense of depression" about the years of unchallenging class work that lie ahead.

What the research shows, she maintained, is that, if the brain is to work at its optimum level and if children are to achieve, they must have moderately challenging work — "relative to the learner" — available to them. Work in the classroom must provide an appropriate challenge for each student. "When challenges and skills are in balance," Tomlinson concluded, all students can participate in learning and find that they belong in the classroom.

**• What are the two motivational conditions detrimental to learning? Turn to page 2 to find out.**

**Source:** "Finding Lost Children Through Differentiated Instruction," by Kathy Checkley, January 2003, *Education Update*, 45(1). Copyright 2003 by ASCD. Reprinted with permission.

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**The mission of the Montana ASCD is to facilitate teaching and learning to ensure success for all Montana students.**

# Dangerous Motivational Conditions

*Anxiety and boredom: preludes to falling through the cracks.*

**TWO** motivational conditions are especially dangerous. In other words, when kids find themselves in these positions, they start falling through cracks. Those two conditions of motivation are anxiety and boredom.

When a child feels anxious, they don't learn so well, the psychologist says. When a child feels bored, they don't learn so well. That doesn't mean that if we feel anxious for five minutes we're in deep trouble, or that if we are bored occasionally, life ends. What it means is that when school is a continual blur of anxiety, when boredom repeats itself day after day and hour after hour, it really becomes a deterrent to learning.

Anxiety happens, they tell us, when we expect too much from students. That's a difficult line for me in the sense that I believe that one of our problems in school is that we expect too little of most of our kids. So, I'm very large on trying to figure out how to raise ceilings for kids. But the piece that is missing with that is as we raise the ceiling for a child, we have to raise the support system. And if we don't build ladders to those increased ceilings, then they are out of reach. The truth is, too, that there are many children in our classrooms for whom our grade-level expectations today are too high. In other words, to build the scaffolding means to go backwards and help the children get to where we meant for them to be rather than just sort of assuming that as long as we cheerlead, they will get there.

Boredom, the psychologists tell us, happens when teachers expect too little from kids. Our very brightest kids are in sort of an interesting bind these

days, and it's not a very positive one. It reemphasizes a problem that we've always had in school with them; as long as a child can do the class work, they're successful. And so a bright kid comes in and can already achieve very well with minimal effort on what we are teaching, and for us that means success. For that child it doesn't, however, because no growth is occurring and that probably is intensified now because of the standards-based notion. Standards cannot be set for your brightest children. If they were, almost nobody could pass the test. And so our brightest kids come in to us able to achieve that which we aspire to for other kids by the end of the year. And we look at that as success often without understanding that they, too, need to be on escalators of growth. And they sit and wait more than they should have to.

So, what psychologists have told us is that when our curricular expectations are out of sync with where students are in their readiness levels, not only does motivation decrease, but achievement will go with it.

**Source:** "Finding Lost Children Through Differentiated Instruction," by Kathy Checkley, January 2003, *Education Update*, 45(1). Copyright 2003 by ASCD. Reprinted with permission.



<http://montana.ascd.org>

*Wisdom begins in wonder.* Socrates

# Indian Ed for All

In 1999, the Montana Legislature passed MCA 20-1-501, "Indian Education for All" into law. The law clarifies the intent of the Constitutional amendment from 1972:

*Every Montanan, whether Indian or non-Indian, be encouraged to learn about the distinct and unique heritage of American Indians in a culturally responsive manner.*

**T**he Indian Education Division at the Office of Public Instruction serves two purposes: to assure that Indian students and communities receive a quality and equitable education; and to assure that *all* students leave the public education system with an understanding of the rich history and contemporary issues of Montana's Indian peoples.

The 1972 Montana Constitution provides the foundation for implementation of Indian Education for All in Montana's schools. The delegates to the Constitutional Convention included language in the Constitution affirming the need for the state to recognize the "distinct and unique cultural heritage of the American Indian". Article X, Section 1 (2) says, in part, that the state is "committed in its educational goals to the preservation of their cultural integrity.: Montana is the only state in the country that has such a provision in its Constitution.

Over the years, there have been many efforts to fully implement Indian Education for All. The recent funding from the 2005 Legislative Session and the December Special Session has helped provide resources and support for ongoing implementation efforts.

The Indian Education Division at OPI is developing implementation strategies including model curriculums and support materials for use by Montana schools. The Division will assist through the creation of professional development models to provide background information on Montana's tribes, and information on how to implement Indian Education for All in classrooms. OPI will also network with other educational entities to share ideas and resources.

***Please attend the half-day Indian Education workshop*** at the Montana Educators' Institute Pre-Conference. The workshop will focus on ideas, strategies and resources for implementing Indian Education for All in the elementary classroom.

- Please visit the OPI Indian Education Division website to access information and curriculum resources. <http://www.opi.state.mt.us/IndianEd/Index.html>.

## Presenting the MASCD Board of Directors

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## Montana Educators' Summer Institute 2006

# Successful Practices Significant Learning



**When:** June 12-15, 2006

**Where:** Great Northern Town Center, Helena

**June 12, 2006**

**Institute Pre-conference: 8:30 A.M. – 4:00 P.M.**

- *Lessons Learned in Secondary Education Reform*, featuring Ray McNulty

For more than three years, the Successful Practices Network, part of the International Center for Leadership in Education, has been involved with a research project funded by the Gates Foundation. The project is geared to answering the question, *What exactly happens in the schools and classrooms of highly successful high schools?*

This work has centered on schools with challenging demographics and very high student achievement for all subgroups. This session will provide participants with a review of research results taken from 35 proven and promising high schools.

Participants will learn about the four criteria used to evaluate proven schools and the specific characteristics that appear to be commonly found in high performing schools. In addition, Ray will describe how schools in New Zealand and Hawaii have incorporated legislation similar to Montana's *Indian Education for All*.

- This sectional is designed for superintendents, central office staff, high school teachers and principals interested in high school reform and Montana's educational issues. Ray will provide information, ideas and the reasons why we — as leaders in education — need to begin building reform into high school education. Dan Zorn, Assistant Superintendent for Kalispell Public Schools, and his team will also share their work in career clusters.

**1:00 P.M. – 4:00 P.M. — Front Street Learning Center**

- *Connecting Communities, Cultures and Classrooms: Indian Education for All*, featuring Mike Jetty, Office of Public Instruction, Indian Education Division

This half-day workshop on implementing *Indian Ed for All* in elementary classrooms (K-8) is hosted by the Office of Public Instruction. It will offer ideas, strategies and curriculum resources, with curriculum resources on display in the Iron Horse Room. Please stop by during the conference to see the latest developments.

- This sectional is designed for K-8 administrators and teachers.

*Please join us at the MASCD/AZ Curriculum Directors Reception at 5:00 P.M. in the Great Northern Town Center Ballroom.*

Raymond J. McNulty is a Senior Consultant for the International Center for Leadership in Education and Executive Director of its Successful Practices Network. Prior to joining the International Center, he was a Senior Fellow at the Bill & Melinda Gates Foundation, where he worked with educators to reinvent our nation's high schools. Ray is also the immediate Past President of the ASCD.

An educator since 1973, Ray has been a teacher, vice principal, principal, superintendent and Education Commissioner of Vermont. As the Commissioner, McNulty focused on aligning the early education, educator quality and secondary school reform.

During McNulty's 11 years as superintendent, schools in southern Vermont received wide recognition for their successful work with families and children. In 1997, ABC's *Nightline* featured Ray in connection with early childhood education and infant brain development. He was Vermont Superintendent of the Year in 2000.

Ray has presented on the state, national, and international levels on the challenges that lie ahead for schools. Ray believes that educational systems cannot wait for children and challenges to arrive at school; rather, schools need to help forge solutions.

**Sponsored by:** Montana Association for Supervision and Curriculum Development; School Administrators of Montana; Superintendent of Public Instruction; Bozeman Public Schools; Great Falls Public Schools; Missoula County Public Schools; Golden Triangle Cooperative; Montana Reading Council; the Alliance for Curriculum Enhancement, Montana Small School Alliance, and Helena Public Schools.

## Montana Educators' Summer Institute 2006

**Bea McGarvey** is an educational consultant who works with educators around the country and in Canada. Her primary focuses are standards implementation, organizational development, leadership, teaching and learning.

Bea works primarily with Robert Marzano and Debra Pickering as a presenter and trainer. As a member of ASCD's *What Works in Schools Cadre*, she presents to schools and school districts around the country. Bea is also a partner in TOTAL-LEADERASSOCIATES™, a consulting firm dedicated to education through leadership.

Bea has 30 years in public education as a classroom teacher, middle school and central office administrator, and most recently as an educational consultant.

Bea trains:

- *Dimensions of Learning; Classroom Instruction That Works;*
- *What Works in Schools;*
- *Transforming Classroom Grading;*
- *Building Background Knowledge* (Marzano, Pickering and Associates);
- *Total Leadership;*
- *Strategic Design;* and
- *Strategic Teacher Selection* (Schwahn Leadership Associates).

She can be reached in Maine at McGarvey Educational Associates — 207.767.2243 or [megarvey@maine.rr.com](mailto:megarvey@maine.rr.com).

**June 13, 2006**

**Summer Institute Day One: 8:30 A.M. – 4:00 P.M.**

- *Future Trends and Challenges in Education: K–12*
- Featuring Ray McNulty, Senior Consultant for the International Center for Leadership in Education, Executive Director Successful Practices Network, Past President ASCD

The future is being shaped by four mega-trends – globalization, demographics, technology, and changing values/attitudes. Explore these trends and their impact on what students need to know and be able to do.

**June 14 – 15, 2006**

**Summer Institute Days Two & Three: 8:30 A.M. – 4:00 P.M.**

- *Classroom Instruction that Works: Research-based Strategies that Work for Every Teacher* featuring Bea McGarvey, Educational Consultant and ASCD faculty member

Bea McGarvey believes that the most important factor affecting learning is the teacher and that education can be improved by improving the effectiveness of teachers. Our mission is developing talent, not sorting or selecting talent. So what is a teacher to do? *Classroom Instruction that Works* is just the ticket for teachers stressed by the many demands of teaching. Bea McGarvey draws on research and expert opinion to translate learning theory into effective teaching practices.

***Using a variety of teaching strategies doesn't guarantee students will learn — strategies are one means to an end. Likewise, using standards-based curriculums doesn't automatically result in student interest, nor does a good test necessarily demonstrate achievement. Without an effective teacher, strategies, curriculums and tests are a little like being all dressed up with no place to go.***

### Pre-conference and Summer Institute 2006 Fees

June 12 Pre-conference	
Full day	\$100
Half day <i>Indian Ed for All</i> presentation	\$50
Students	\$30
June 13 – 15 Summer Institute	
MASCD/SAM/Montana Reading Council members; Montana Advisory Council on Indian Education	\$200
Non-members	\$225
2-day attendance: members & non-members	\$150
Students	\$90



- College and Continuing Education Credits are available.
- \$10 off per registrant for schools sending teams.
- For more information, contact Keith Meyer at 324-2004 or [kmeyer@helena.k12.mt.us](mailto:kmeyer@helena.k12.mt.us)

## What Our High School Students Need

A great deal of attention has been focused recently on the demand to improve high schools, including President Bush's call to expand No Child Left Behind (NCLB) mandated testing in high schools. Although the President's attention is rightly focused, high-stakes testing is insufficient to solve the problems high schools face, including high dropout rates, low student engagement, and poor college and work preparation.

In Texas, where high-stakes testing has been the norm for more than a decade, increased testing has done little to stem the tide of dropouts. In the last several years, Texas schools have come under sharp criticism for falsifying dropout data to hide the true number of dropouts and, more recently, for rampant cheating on state tests.

The relevancy of state assessments has also been questioned. As Stanford Professor Michael Kirst writes in the November 2004 issue of *Educational Leadership*, "State high school assessments stress knowledge and skills that differ from college entrance and placement exams." These "disconnected education systems are undermining students' college aspirations" and contributing to the failure of many students to graduate from college.

Education reform that brings more of the same to our high schools will not suffice. As Virginia Governor Mark Warner wrote in *Education Week*, "a revolutionary approach to high school is needed—one that challenges and engages students in meaningful, lifelong learning and provides a nurturing support system at all levels."

Rather than focus solely on high-stakes tests at the expense of educating the whole child, we must ensure our students are civically engaged; motivated; and emotionally, physically, and socially healthy. Each of these aspects of a student's learning and development is crucial to preparing students for their future success as employees, college students, citizens, and healthy, productive adults.

A story my colleague told me about her son is an example of the importance of engaging students through relevant, challenging high school experiences. As a sophomore in high school, her son was an uninspired student whose journalism teacher had to chase him down on the football field to remind him that his newspaper story was overdue. Just two years later, as a senior, this student was not only the editor of the school newspaper but also won scholarships as the Virginia high school journalist of the year and as a runner-up for the national award.

More important than achieving success on a high-stakes test, he found his passion. As he grew connected to his journalism teacher, he also became more engaged in his school and community. When a police officer erased digital pictures my colleague's son had taken of his fellow students being questioned by the police, this young man defended his first amendment right of freedom of the

press. He relied on his journalism teacher and his school for support and, ultimately, made a difference in his community and at the police department, where they decided to use his story as a training tool. Currently, he is a successful college freshman planning to major in journalism.

This student illustrates what we can achieve when we provide students with challenging learning experiences that are relevant and valuable to them. Rather than search for a one-size-fits-all approach or add more standardized tests, we must encourage innovative ways to engage and challenge high school students by meeting their individual learning needs and interests.

Many innovative schools are working toward this goal by connecting students with internships, college coursework, and service learning in their communities. At the Met School in Rhode Island, for example, Dennis Littky has created a school that gives students individualized, real-world experience through internships and personalized learning. The result is that 100 percent of the school's seniors are accepted to college each year, according to the *Los Angeles Times*. Said one 8th grader, quoted in Littky's book, "I am more interested in school because school is more interested in me."

Students like this 8th grader and my colleague's son—who are challenged to learn more about the things they are passionate about—are students who are more likely to be engaged and successful not only in high school, but also long after graduation day.

**Source:** "What Our High School Students Need," by Gene R. Carter, February 2005, *Is It Good for the Kids?* Copyright 2005 by ASCD. Reprinted with permission.

*People populate  
the world.  
Teachers civilize it.*



Curriculum mapping is the process of collecting data about what is actually taught in the classroom, plotting that data on a school-year calendar, and then reviewing the final product. By gaining knowledge about what is being taught where and when, teachers will be better prepared to meet the needs of their students and align their curriculum with state and district mandates.

Whether you call what happens in the classroom the *operational curriculum* or the *taught curriculum*, getting in touch with this data is critical in an era of increasing accountability in education. "We know that if our taught curriculum is not aligned to the standards that these tests are assessing, then our students aren't going to do well," says David Janson, director of instruction for Piqua City Schools in Piqua, Ohio.

Teachers collect data for their maps in three key areas: content, specific skills, and assessments. Once teachers have entered their real-time curricular data for their grade-level or content area, they can collaborate with other grade-level or content area teachers to review the information recorded. Using computers to record curricular data allows educators to "zoom in" or "go wide-angle" with data, say experts. Computers make it easier to examine how content, skills, and assessments line up horizontally—for example, with other teachers or, within a school district, by grade-level. Or teachers can look at these variables vertically—for example, to see how content, skills, and assessments are articulated from grade-to-grade. With this "big picture," educators are more prepared to ask key questions about curriculum. "It stimulates discussion about the essentials, and this leads to decisions about what must be taught and what might be taught, if there's ever extra time," says Susan Bunting, director of instruction at Indian River School District in Delaware. Teachers can also uncover gaps, overlaps, and topics that they can integrate into their lessons, the discovery of which can help teachers grow professionally, she adds.

Identifying interconnections in the curriculum is one of the major benefits of mapping. In her presentation on mapping at ASCD's 2002 Conference on Teaching and Learning in New Orleans, educational consultant Chris Stewart noted that with mapping, "children are not locked into trying to master something immediately, then [forced to] divorce it and move on to something else."

When curriculum mapping is done well, it provides an accurate picture of the curriculum for a school. For many educators, the difficulty is finding the time to do it and making that time focused and productive. Compiling all of the data and taking time to reflect on it can seem like unrealistic goals. Troy Pugmire, a 3rd grade teacher at Summit Elementary School in Cache County, Utah, does most of his mapping in the evening hours after school or at home. He believes more teachers would invest in mapping "if there was just more time to do it."

Sometimes the depth and breadth of mapping can be overwhelming. For Bunting, the greatest challenge is coordinating their eight elementary and two middle schools "so that staffs are following the game plan, adhering to time lines, and staying true to the process."

Educators can avoid these hurdles to curriculum mapping by building teachers' needs into training and school plans for accomplishing mapping. "We tried to anticipate every question," says Janson. "And by having teachers involved as part of the core group, that really helped [us] to anticipate what the hot button issues would be." To make time for mapping in Piqua, schools have used federal funding for substitute teachers or extra compensation for teachers. And in Indian River, each school has developed training teams composed of teachers who are responsible for supporting and promoting mapping. In addition, Indian River devotes district inservice time to the project to ensure that "the time issue doesn't undermine the district-wide effort," Bunting explains.

Mapping gets teachers "thinking about what they're teaching and how it is moving students to where they need to be," says Southdale Elementary School Principal Valerie Browning, of Kettering, Ohio. She adds that mapping "creates accountability" because teachers know what students have studied and what they need to study. Stewart emphasizes the importance of honesty in this process. "What we do in the classroom is not always what the state or district mandates. They're looking at *all* of the children being served on a large scale, and we're looking at the 25 children in our classroom." She adds, "Teachers need to feel that their work is valued and that they will not be reprimanded when they reveal what they do throughout the calendar year."

To this end, curriculum maps are necessarily malleable and can be adjusted from year to year. This is why Janson and others believe that mapping makes schools "more mobile and agile" in terms of responding to any shift in the standards because teachers can "tweak these maps each year."

For our schools, this is a replacement process for the way we've developed curriculum in the past," Janson notes. "These maps we develop each year will become the curriculum."

**Source:** "On the Map," by Laura Varlas, Spring 2003, *Curriculum Technology Quarterly*, 12(3). Copyright 2003 by ASCD. Reprinted with permission.

***The trick is to create an environment that's purposely planned – and then step back and observe how the students are thinking. The planning takes a lot more time than moving from page to page in a textbook, but the reward is in the creativity.***



## Points to Ponder

- The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.
- Horizons mark the end of our sight and the beginning of our journeys.
- Community is the basic lesson of the classroom.
- Without heat and pressure there would be no diamonds.
- There is no such thing as luck, only opportunity.
- You can fly a kite no matter which way the wind blows.
- Knowledge without understanding is just knowledge. Knowledge with understanding is life.
- Limits merely mark the point beyond which we have not yet gone.

### MASCD Executive Board

- **President:** Keith Meyer, Helena
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- **2<sup>nd</sup> Vice-President:** Dr. Christine Kuschel, Missoula

Source: *365 Meditations for Teachers* by Greg Henry Quinn

*MASCD builds and fosters collaborative partnerships to produce meaningful, effective, and timely professional learning for all educators.*



MONTANA ASSOCIATION FOR SUPERVISION  
AND CURRICULUM DEVELOPMENT

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