

INFOCLIPS

the Montana ASCD newsletter

MASCD Goals

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.

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National ASCD Conference

Jerry Scott
Director, Alliance

March 6 – 8, 2010
San Antonio, TX

I believe this is the sixth annual ASCD conference that I have been fortunate enough to attend. The Alliance for Curriculum Enhancement Consortium (A.C.E.), of which I am the director, believes that this is the one national conference that applies to everyone in our organization, no matter what ones position is in his or her school system. In fact, the A.C.E. board believes so strongly in this conference that they provide a scholarship for up to ten A.C.E. members to attend paying for 50% of their registration, airfare and hotel expenses. This year A.C.E. sent six to San Antonio.

The theme of this year's conference was "Critical Transformations" and underscored the need for powerful change in learning and teaching to prepare our young people to be competitive, creative, and productive citizens of the 21st century. The hundreds of sessions challenged those attending to imagine the type of bold leadership in professional practice that will serve as a catalyst to better meet the complex needs of the whole child. The ASCD president, Linda Mariotti, urged everyone to explore new perspectives on community and on learning, teaching, and leading.

The conference opportunities can be found at www.ascd.org/annualconference. The program book sent to all participants contained 207 pages of workshops, maps, and ASCD information. I always have difficulty selecting sessions to attend because there are usually at least four offerings in each time slot that I want to attend, including a number of them presented by ASCD authors.

I had registered to attend a Marzano pre-session on Supervising the Art and Science of Teaching but gave up my ticket to another person in our group who was not able to register for his session because it was full. I did download the handout for the session and would be glad to share it with anyone who would like it.

Saturday my first session was with Dr. Yong Zhao from Michigan State University and the author of the ASCD book "Catching Up or Leading the Way: American Education in the Age of Globalization." Dr. Zhao stated that in spite of 50 years of saying how bad U. S. education is, the U. S. still leads the way in the world in productivity, which should speak something of our education system. He felt that the so called achievement gap vs. creativity gap is an inaccurate measurement of education and that our next step should be the strength movement where we seek out and help develop the strengths of each of our students. "We don't need more standardization but more diversity and individualization," Dr. Zhao said.

Geoffrey Canada was the opening general session speaker talking about "Saving the World, One Child at a Time." Perhaps you have seen Mr. Canada on 60 Minutes or other television talk shows including Oprah. Mr. Canada's school involves individuals, families, schools and communities working together to develop a plan of action to save

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

National ASCD Conference

Continued from Page 1

today's children in a safe, caring, and stimulating environment. I would urge you to Google Geoffrey Canada to see what he has done and is doing. (I always just have to stand at the back of the huge room where thousands of attendees gather for the general sessions and take in the fact that there are, most likely, over 10 times the population of Bridger, Montana all in one spot.)

I attended Douglas Reeves' session on "High Impact Learning: Transforming Professional Development into Student Results" where he assessed what works, what doesn't work, and how teacher and school leaders can improve student achievement and focus on fewer tasks. More detail can be found at his Leadership and Learning Center web site.

One session that "blew me away" was the ability to see Marzano, McTighe, Tomlinson, and Wiggins present as a panel on "Connecting DI, UbD and WWIS: An Exploration of Research-Based Strategies." To be able to hear all four distinguished researchers at the same time was an opportunity that will no doubt only come once in a lifetime. Each one was given time to share a guided examination of shared underpinnings of their work and discuss implications for educators who use the models to increase classroom success for today's students. All four made themselves available for individual visits and photo opportunities after the session.

On Sunday morning I attended a session by Robyn Jackson from Mindsteps in Washington D.C. on "Never Work Harder Than Your Students." Robyn emphasized that one needs to learn what work is your work, what work belongs to students, and how one can supportively facilitate students' growth by helping them take ownership of their work.

Sunday's second general session featured Don Tapscott from the Alliance for Converging Technologies in Toronto, Ontario. Don's session was called "Growing up Digital: The Net Generation and the Transformation of Learning." Don emphasized that the digital media and the Internet are at the heart of a new youth culture for a generation of young people who, in profound and fundamental ways, learn, work, play, communicate, shop, and create communities very differently than their parents. He said that for the first time in human history, children are authorities on a central innovation, and this generation gap is leading to far-reaching changes in learning and social institutions. I would highly recommend reading Don Tapscott's books to learn more.

On Monday I attended two technology sessions out of the 20 or so that were offered. A disc on all of the Google tools was handed out to the participants in one of the sessions. I had no idea of the free tools available from Google and urge you to take time to learn more, as I plan to do.

The final general session was "The Future of Public Schools and Democracy" by John Merrow. Mr. Merrow has been reporting from classrooms and schools for 35 years for the Public Broadcasting Service and National Public Radio and is also a member of Listen Up! Youth Media Network, which helps youth around the world be heard on mass media. Mr. Merrow used a number of his film clips to offer his thoughts on what lies ahead for public schools and, by extension, American democracy.

If you are able to check out the program book you will see six pages for the speakers index and three pages listing the hundreds of exhibits that were available at the conference. I always urge the A.C.E. attendees to pack light because they will be bringing home a lot of books, prizes, and information. Most of us had to ship home our loot. I am always amazed that among thousands of participants and miles of conference rooms I am always able to run into someone from Montana. I visited with Jan Jamruska-Wilson, had lunch with Claudette Morton and visited with and sat next to Christine Kuschel at an Imax movie. Go figure!!!

So plan to be at the 2011 ASCD conference in San Francisco on March 25 – 28. I hope to see you there.

MASCD builds and fosters collaborative partnerships to produce meaningful, effective, and timely professional learning for all educators. Be sure to check out our website at:

www.mtascd.org

Response to Intervention: Background and Reality in Times of Scarcity

By: Robin Arnold
Curriculum Director/Grants Coordinator for Bozeman Public Schools

“Response to Intervention (RtI) is a method of academic intervention used in the United States designed to provide early, effective assistance to children who are having difficulty learning” (Wikipedia). This is a common misconception as it does not address the fact that the current implementation of RtI involves addressing the learning needs of ALL students, including those who struggle in a particular content, the student achieving at grade level and both gifted and twice exceptional students. It is not a new initiative. It began to evolve in the late 1970s by researchers seeking a method of identifying learning disabilities that would bypass the problems associated with the discrepancy model of student identification. In part, the rise of RtI has been a result of growing concern regarding delay of identification for special education. “RtI was recognized in the 2004 reauthorization of the federal Individuals with Disabilities Education Act (IDEA) as one option that school districts can use to identify students with learning disabilities.” According to §602 (29) of the IDEA guidance, a district/school does not need to demonstrate a significant discrepancy between achievement and intellectual ability in order to be eligible to receive special education services.

The basic premise of RtI is to bring classroom teachers together with special education (resource) teachers and all other available personnel to provide support to all students. The RtI framework will vary depending upon the structure of the classroom/school/district, the resources available and the needs identified by the RtI team. It may employ a differentiated core, strategic instruction, flexible grouping, compacting for high ability, and/or modified pacing. Most of the RtI frameworks utilize a three-tier approach to identification, instruction and support. All students are initially assessed using a universal screening tool such as DIBELS (reading) or other curriculum based measure (CBM) that provides a preliminary indication of their proficiency level. There are many variations in service delivery; however, according to Hall (2008) an effective framework should integrate the eight core principles of RtI:

- Effectively teach all children.
- Intervene early.
- Use a multi-tier service delivery model.
- Use a clear problem-solving model of decision making within a multi-tier model.
- Use scientific, validated intervention and instruction as frequently as possible.
- Monitor student progress and use the data to inform instruction.
- Use data to inform and guide instruction.
- Use assessment for universal screening, diagnostics and progress monitoring.

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Presenting the MASCD Board of Directors

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Missoula

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- Dr. Marilyn King, Bozeman
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- Dr. Janet Thomson, Great Falls

Response to Intervention: Background and Reality in Times of Scarcity

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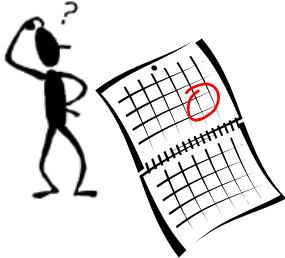
Tier I is the core grade level instruction delivered in the classroom through differentiated whole group and small group instruction. Optimally it is a block of 90-120 minutes of instruction that integrates all five areas of reading instruction for all students. During this time, differentiated instruction that meets ALL learners needs, including gifted, twice exceptional and the struggling learner, should be utilized. Tier II, often referred to as strategic intervention, is the first line of intervention for students identified as below benchmark (below grade level standards). It may also be designed for gifted and/or twice exceptional students. This additional instruction should occur outside of the core Tier I instruction so students are not missing valuable learning opportunities targeting grade level standards. It also ensures that students have access to the many rich interactions with a variety of other students in the classroom. During Tier II instruction students should be grouped according to their identified skill deficit in order to target instruction in the identified area(s). Length and frequency will vary according to the needs of the students. Tier III, frequently called intensive instruction, is designed for those students not making adequate progress in the Tier II delivery model. Occasionally a student will be identified as needing Tier III support due to very low screening scores and subsequent multiple measures that confirm and identify the student's deficit(s). This instruction, like Tier II, is generally in addition to the core instruction, but is more intense and targeted, often during a longer and/or more frequent period of time each day. At times it may replace Tier I instruction. Tier III groups should be very small in order to provide the required intensity of instruction.

The theory behind the RtI framework is sound; however, the practice of RtI can be a challenge to implement in times of scarce human and materials resources. In Bozeman, our schools are working through the RtI framework under the guidance of a district RtI team. This team is made up of teachers, specialists, paraprofessionals and administrators who participate on school-based RtI teams and who attend training through either the OPI (Office of Public Instruction) or CSPD (Comprehensive System of Personnel Development), Region IV. The extent to which RtI is implemented in each school is determined by the school RtI team under the leadership of the principal.

In some schools block scheduling and "Walk to Intervention" or "Walk to Read" is utilized to provide differentiated or tiered support either during the core Tier I instruction or in addition to the core instruction. This approach allows teachers to customize instruction for all students along the instructional continuum and involves all or most of the personnel available to provide direct instruction. Students are grouped according to results of universal screening tools, formative assessment and observation. In others, changes in classroom delivery and pull-out support are a work in progress and are continually being adjusted as staff gain clearer understanding of RtI and deeper analysis of data are available. In addition, some schools have begun looking at behavior and classroom management as a critical component of RtI. This approach acknowledges the fact that a student in crisis must have basic needs met in order to learn effectively. At the elementary level, instructional coaching plays a key role in providing the professional development support for staff to meet the needs of a continually changing student population. Coaching provides, on a daily basis, support for the periodic professional development described above. In every school the goal is to design a systematic approach to instruction that integrates assessment for learning, data informed decision-making and differentiated instruction to meet the academic needs of all students, regardless of where along the continuum they fall. The challenge remains in thinking creatively to design a system that meets the needs of the whole child while remaining fiscally responsible. As a district we will continue to examine all possibilities and adjust our practice as understanding and funding shifts.

References

- Hall, S.L. (2008). *A principal's guide: Implementing response to intervention*. Thousand Oaks: Corwin Press.
- Lohman, J. (2007). *Response to intervention plans*. Accessed December 2009 from www.cga.ct.gov/2007/rpt/2007-R-0067.htm
- Montana Office of Public Instruction (2009). *Response to intervention and gifted and talented education*. "Response to intervention." http://en.wikipedia.org/wiki/Response_to_intervention. Accessed December 2009.



2010-2011
A-Z Curriculum Directors Meetings
Montana ASCD Board Meetings
All meetings will be held at
Montana Office of Public Instruction
1300 11th Ave
Helena, Montana

Thursday, September 23, 2010	Montana ASCD Board	6:00 p.m.
Friday, September 24, 2010	A-Z Curriculum Directors "Bring a Friend"	8:00 a.m.—Noon
Thursday, November 4, 2010	Montana ASCD Board	6:00 p.m.
Friday, November 5, 2010	A-Z Curriculum Directors	8:00 a.m.—Noon
Thursday, February 10, 2011	Montana ASCD Board	6:00 p.m.
Friday, February 11, 2011	A-Z Curriculum Directors	8:00 a.m.—Noon
March 25-28, 2011	ASCD Annual Conference San Francisco	
Friday, April 8, 2011	Montana ASCD Executive Board	
Thursday, May 5, 2011	Montana ASCD Board	6:00 p.m.
Friday, May 6, 2011	A-Z Curriculum Directors "Celebrating New Ideas"	8:00 a.m.—Noon
June 13, 2011	Montana ASCD Board Retreat The Gateway Center Helena, MT	1:00 pm.—5:00 p.m.
June 14-16, 2011	Montana Educators' Institute The Gateway Center Helena, Montana	

Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation.

*John F. Kennedy (1917-1963)
35th President of the United States*

Montana Educators'

Transforming Assessment *For Data Driven Decision Making*

Sponsored by:

*Montana ASCD,
Helena Public
Schools, Office of
Public Instruction—
Denise Juneau,
Superintendent*

June 15-17, 2010

8:00 a.m. - 4:00 p.m.

MONTANA EDUCATORS' INSTI-
TUTE 2010

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Dr. Janet Thomson
Executive Director, MASCD



**The Gateway Conference Center
1710 National Ave
Helena, MT**

Dr. W. James Popham

June 15-16, 2010
8:00 a.m.—4:00 p.m.



**Professor Emeritus
UCLA Graduate School of
Education and Information Studies**

W. James Popham has spent the bulk of his educational career as a teacher. His first teaching assignment was in a small eastern Oregon high school where he taught English and social studies. Most of Dr. Popham's teaching career took place at UCLA where, for nearly 30 years, he taught courses in instructional methods for prospective teachers as well as courses in evaluation and measurement for graduate students. In January 2000, he was recognized by *UCLA Today* as one of UCLA's top 20 professors of the 20th century. In 2002 the National Council on Measurement in Education presented him with its Award for Career Contributions to Educational Measurement. In 2006 he was awarded a Certificate of Recognition by the National Association of Test Directors.

He is the author of 30 books, 200 journal articles, 50 research reports, and 175 papers presented before research societies. His most recent books are *Classroom Assessment: What Teachers Need to Know*, 5th Ed. (2008) and *Assessment for Educational Leaders* (2006), Allyn & Bacon; *The Truth About Testing* (2001), *Test Better, Teach Better* (2003), *Transformative Assessment* (2008) and *Instruction that Measures Up* (2009) ASCD; *America's "Failing" Schools* (2005) and *Mastering Assessment* (2006), Routledge; *Unlearned Lessons* (2009) Harvard Education Press.

...most thoughtful educators realize that students' attitudes, interests, and values are enormously influential in determining what a student learns.

Dr. Dan Mulligan

**June 17, 2010
8:00 a.m.—4 p.m.**

Dr. Dan Mulligan has provided and modeled research-based strategies to assist teachers and administrators in raising the achievement of each student. His workshops engage educators in the process of using assessment data to identify, plan-for, and evaluate the effectiveness of next steps in raising the bar of understanding for each student. His workshop topics include creating and using valid and reliable achievement data, moving a staff toward a professional community, and applying research-based instructional and assessment strategies. As an educator, Dan has received numerous awards and presented hundreds of workshops designed to meet the needs of a school, district, state and the nation.



Dr. Mulligan will be assisting attendees with the implementation of the knowledge learned from Dr. Popham. Attendees will have the opportunity to work with OPI Curriculum Specialists as well as other attendees in developing formative assessment tools relative to their teaching assignment.

Montana Educators' Institute Reception

Tuesday, June 15, 2010

4:00 - 6:00 p.m.

The Gateway Conference Center

“Book Preview”

Conference Registration

Institute Fees

June 15-17 Institute

Member and Non-Member	\$225
Undergraduate Student	\$90

Montana Educators' Institute

June 15-17, 2010

The Gateway Conference Center
1710 National Ave.
Helena, Montana

Attendee Information

Name: _____

Title: _____

School: _____

Address: _____

City, State: _____

Zip/Postal Code: _____

Email: _____

Phone: _____

Is this registration part of a team? _____

*Receive \$10 off per registrant for schools sending teams.
A team is a group of 3 or more.*

Days Attending:

— \$225 June 15-17—Conference
— \$90 June 15-17—Conference—
Undergraduate Student

\$ _____ Total "Conference Registration Fee"

PAYMENT:

— Check — Purchase Order # _____

*Please make check or school district purchase order payable to **MontanaASCD** • 2908 4th Avenue • Great Falls, MT 59405.*

SEND your registration and check or purchase order to:
Cassie Huntley
633 Leslie #3
Helena, MT 59601

FAX your registration and purchase order to:
1.866.847.7757
or

REGISTER ONLINE at <http://www.mtascd.org>

*For more information contact: Cassie Huntley at
406.461.5016 or casshuntley@callcass.org*

Lunch is provided daily!

**College & Continuing Education Credits
are available.**

Cancellation Policy:

Full refunds will be granted for cancellations received by May 15, 2010. \$25 will be assessed for cancellations after May 15, 2010, until May 31, 2010. NO REFUNDS will be given after May 31, 2010. No refunds will be given for no shows. Non-payment does not constitute cancellation.

Hotel Reservation Contact: **BOOK EARLY!!!**

If you need room accommodations, please contact the Red Lion Colonial Hotel • 406.443.2100, the Wingate Inn • 406.449.3000 or the Great Northern Best Western Hotel • 406.457.5500 . *Indicate you are attending the Montana Educators' Institute in order to receive "conference rates."*