

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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Blast Off—Instructional Coaching

Marilyn H. King, Ed.D.

Assistant Superintendent, Bozeman School District #7

Last year, Bozeman School District #7 implemented an instructional coaching model based on months of pre-planning work that created a philosophy and model by which to operate. Year One results were excellent. Now in its second year, teachers and principals have embraced coaching as progressive professional development that provides “boots on the ground” support to classroom teachers.

In Bozeman, the purpose of instructional coaching is for growth – not correction or evaluation. With a focus on quality education, instructional coaching supports teachers to deepen their understanding of content knowledge, research-based instructional strategies, and use of assessments to monitor student achievement and select instructional strategies. Instructional coaching is intended to help teachers build capacity for effective instructional practices within content areas.

The role of the instructional coach is to build teacher capacity to implement effective instructional practices that improve academic achievement. Coaches also must build collegial relationships among themselves, teachers and principals. Collegial relationships drive open,

safe communication that facilitate coaches to support teachers as they increase their capacity to: plan lessons based on the systematic study of student needs; think about the intentional choices they make moment-by-moment in the classroom; and reflect with the coach on lessons as they implement effective instructional practices.

Instructional coaches are charged with acquiring the knowledge, skills, technology skills, and instructional strategies necessary to effectively impact the instructional practices of the teachers that are coached; identifying school teaching and learning needs, barriers and weaknesses by analyzing student data, and organizing and implementing problem-solving actions with teachers; and facilitating school-based high quality professional development, working with teachers (in teams or individually) to refine their knowledge and skills. Professional development includes in-class coaching, observing, modeling of instructional strategies, guiding teachers in looking at student work, developing

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

Book Club Tubs to Develop IEFA Background Knowledge

By: Eliza Sorte, Director of the Northwest Montana Educational Cooperative

As Director of the Northwest Montana Educational Cooperative, one of my responsibilities is to help teachers, schools, and districts infuse Indian Education for All (IEFA) into their content. One way in which this can be done is through adult book club studies. Through the help of an OPI IEFA Ready to go Grant and many teachers in our area, our cooperative was able to purchase and create book club tubs for various IEFA topics. The tubs are designed for adults but incorporate student-friendly, high-yield instructional strategies that then can be used with other books and topics back at the participant's site.

One tub, for example, we currently have available for checkout is titled *The Boarding School Period* (includes the children's book *Shi-Shi-Etko*, the intermediate book *My Name is Seepetza*, and a non-fiction piece titled *Away from Home: The American Indian Boarding School Experience*). During this book study, adults developed their own background knowledge about the boarding school period which is one period contained within essential understanding five. While discussing the books, adults completed activities such as comparing and contrasting character's experiences, answering discussion questions based on Bloom's taxonomy, summarizing in a sentence various pieces of text, completing tickets out the door, and many other tasks that could be done with students with a book or topic relevant to their grade level and/or content area, but for that evening helped deepen the adult's personal understanding of the topic of boarding schools. Additionally, Penny Kipp visited the book club for an evening and shared her research and personal story about her family's experience with Indian boarding schools. It was a powerful study that left participants with not only academic information and new knowledge, but also a personal connection with another person's story and experience.

Other book club tubs available include: *Who Will Tell My Brother* (a book about the mascot dilemma from a young boy's perspective), *Native Women's Voices* (a collection of Montana Indian women's stories published through the Tribal History Project), *Getting to Know Our Neighbors* (a tub about the Flathead Reservation including titles such as the *Hellgate Treaty*, the *History of the Salish and Pend d'Orielle*, and the *Char-Koosta* newspaper), *The Idiot's Guide to Native American History*, *Sweetgrass Basket* (about two sister's boarding school experience), and *Evaluating Native American Materials* (using the Glencoe-McGraw Hill book titled *Native American Literature*). More titles are in the works!

Book club tubs come with multiple sets of books, a facilitator's guide that includes sample syllabi, suggestions for facilitation, information about the essential understandings, the law related to IEFA, and a plethora of student-friendly, high-yield strategies that are applicable to most students K-12 with modifications. The book clubs have been well-received and are now being checked out throughout the cooperative. Additionally, the tubs have been recreated in the Missoula area and are available through WM-CSPD (Western Montana Comprehensive System for Personnel Development). This week, they are also being shared via Moodle in hopes of creating online book clubs throughout the region. Many thanks need to be given to the various people (too many to name) who made these book tub clubs a reality---THANKS! If you'd like more information, please don't hesitate to contact us at elizasorte@centurytel.net.

Adequate Yearly Progress – “The Rest of the Story”

**By: Bruce Messinger, Ed.D.
Superintendent Helena Public Schools**

Adequate Yearly Progress (AYP) is one the accountability measurements used by the U.S. Department of Education to assess the success of schools across the country. I do not believe it is a good way to measure the performance of schools and I am confident it will be eliminated when Congress reauthorizes the Elementary and Secondary Education Act. AYP is a not a systemic process to measure the improvement of schools; it sets schools up for failure by setting unachievable expectations. The AYP process judges each subgroup of students then declares the entire school as not making adequate progress if one subgroup of students does not meet the standard even when the overall performance of the school might be improving and most of the students are achieving at a proficient level.

In a recent media report the Office of Public Instruction (OPI) reported that 603 of the 823 schools in Montana achieved Adequate Yearly Progress. I requested additional information from OPI last week which provides context for this accountability measure. The calculated method is used to determine AYP for schools that have a student population that exceed thirty students in the assessment group. All other schools with student populations under thirty students use the “small schools process”. In the AYP process, 466 (56.6%) of the 823 schools use the calculated method. Many of the schools using the calculated method had only one or two groups that had thirty or more students that were included in the calculation. Whereas, the largest schools in the state tended to have multiple subgroups that were included in the calculation which increases the opportunity for schools to not achieve AYP. The information from OPI establishes that 281 of the 823 schools achieved AYP through the calculated method which is 34.1% of all Montana schools. The AYP data for last year reports that 37.79% of the students in Montana attend schools that made AYP using the calculated method.

I also received information on the overall student achievement level of schools included in the calculated process. In the area of Reading achievement, Helena Public Schools exceeded the percentage of students who achieved proficiency 84% compared to the state average of 82%. In Math, Helena students scored 63% proficient compared to 64% for the state average. Helena students in the economically disadvantaged subgroups were 75% proficient in Reading vs. state average of 72% proficient. In Math, Helena reported 48% proficient vs. the state average of 51% for the economically disadvantaged subgroups. In the area of

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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

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News from the Office of Public Instruction

This article focuses on the work from the Accreditation Division; however to keep up-to-date on the activities of the OPI as a whole, please see the OPI Summary of Activities. www.opi.mt.gov/OPIsummary. This is where you'll find information from all the OPI divisions. It's a great resource. The Curriculum and Instruction has a newsletter entitled the Content Standards Informer that is also helpful and is located at <http://www.opi.mt.gov/Accred/cstandards.html>.

Accreditation:

1. Review of the New Accreditation On-Site Visitation Process - this fall the OPI will be initiating a process to conduct on-site visits to all districts and schools over a five to seven year time span. During the past year, the Accreditation Division has been working with a team of educators from across the state to develop a set of protocols for these visits. While the cycle has not yet been established, districts will be notified in advance of the visit. This will be a streamlined process with a small team visiting for a day or the portion of a day.

2. Review of Time Line and Process for the Upcoming Review of Accreditation Standards (ARM – Chapter 55) - the Board of Public Education and the OPI have established a time line and a process to conduct an over-all review of the Accreditation Standards as provided for in ARM, Chapter 55 and summarized in the Accreditation Manual.

July – December 2009

- The OPI will provide for initial leadership and data gathering prior to the task force being convened. The OPI will engage key stakeholders as to their views on the issues and areas of emphasis that need to be considered during the review.
- The OPI will put together an analysis of issues around moving from an accreditation system based on "inputs" to one based upon "outputs."
- The OPI will sample accreditation processes used in comparable states.
- The OPI will put together a recommendation for possible task force membership.

January 2010

- OPI Report to the BPE
- Establish task force

February - July 2010

- Task Force Meetings

September 2010

- Initiate Process for Consideration of Task Force Recommendations

October-November 2010

- Outreach for Public Comment

January – May 2011

- Rule Making Process

June 2011

- Implementation

A-Z Curriculum Directors

Keith Meyer, Assistant Superintendent Helena Public Schools

We want you: The Montana Association for Supervision and Curriculum Development Board of Directors would like to invite educators from around the state to discuss teaching and learning with the A-Z Curriculum Directors.

The A-Z group meets five times a year in Helena, Montana, with video conferencing available. The group is open to any educator in the state who would like to attend. We encourage district curriculum directors, Office of Public Instruction staff, school administrators, teachers, specialists, curriculum cooperative directors, university professors and others to join the group each year. Please plan to attend the next A-Z meetings scheduled for Friday, 2/5/2010 and Friday, 4/23/2010 at the Helena Public School's Front Street Learning Center, 815 Front Street, Helena.

The goals of the A-Z Curriculum group mirror the goals of the Montana ASCD organization. They are:

- to expand the sphere of our influence by being a strong and proactive organized group of educators dedicated to the effective teaching and learning strategies.
- to provide a format to address pressing contemporary curricular and assessment issues for the purpose of bringing an awareness of critical concerns to our educational leaders from across the state.

- to ensure that the A-Z meetings are open to any interested individual from across the state, including video conferencing for those individuals who not travel to Helena.

What's In Store For You: On Friday, February 5, 2010 in Helena, Montana at the Helena Public School's Front Street Learning Center at 10:15 A.M. we have scheduled a presentation on Formative Assessment and the ASPIRE software developed by Northrop Grumman. Joe Warden, from Northrop Grumman, who assisted us with Dr. Dan Mulligan's presentation at the Montana Educator's Summer Institute/ Montana ASCD in 2008 here in Helena will be facilitating the discussion along with Elizabeth (Liz) Baynard a professional consultant from Fairfax, Virginia. Liz is an experienced adjunct professor, 8th grade math and science educator as well as an early childhood educator. Liz has served as a mentor, coach, PLC leader and department chair. Currently she is working at George Mason University in Fairfax, Virginia. Liz is using her diverse experiences and knowledge to enable pre-service teachers to develop their pedagogy and background in learning theories. Liz's professional presentations and publications have contributed to the body of knowledge informing pre-service and veteran teachers, especially in the areas of inquiry-based lessons, cooperative learning, formative assessment, and instructional technology.

Liz is a certified K-12 mathematics and grades 6-8 science instructor. She will be completing her PhD in Science Education Leadership and Instructional Technology in 2010 at George Mason University.

Nick Salmon from CTA Engineers of Missoula will also address our group in regards to the facility projects their company has been involved pertaining to the 21st Century Learning projects and curriculum development. Nick has worked with educators from Frenchtown Public Schools, Glacier High School in Kalispell, Dillon Public Schools and Livingston Public Schools in regards to facility development pertaining to school places and spaces.

As the A-Z Curriculum Directors work to provide these type of trainings and discussions I invite you to get involved with the organization. If you would like to attend this presentation please contact Cassie Huntley at (casshuntley@callcass.org) to RSVP your attendance. Also let her know if you would like to be added to the A-Z Curriculum Directors Data Base so you will be able to receive meeting notices, agendas and reminders in the future. Remember the agendas for each of the meetings are driven by your educational needs for your district, university, OPI department, curriculum cooperative or any educational organization within the state.

Blast Off—Instructional Coaching

Continued from Page 1

lesson plans with teachers based on student needs, supporting data analysis, supporting the integration of technology, co-planning with teachers, etc.

Coaches also monitor instructional effectiveness and student progress using tools and strategies gained through professional development; and build and maintain confidential relationships with teachers. The conversations and interactions that the coach has with teachers must always remain confidential so that a high level of trust is created and maintained between the teacher and the coach. Exceptions to this include imminent physical or psychological danger to the students. Finally, coaches meet with the school administration and leadership team on a regular basis to examine school data and assist in school-wide planning (including professional development.), and network with other instructional coaches and buildings.

As important as the list of what instructional coaches *do*, the list of what instructional coaches *shouldn't do* is critical to a successful coaching model. A coach does not:

- Supervise or evaluate teachers. The coach advocates for, facilitates, and supports the work of the teacher, but never performs supervision or evaluation. The coach should not confuse providing teachers with consultative feedback requiring professional judgment with supervisory or evaluative responsibilities of the principal.
- Provide information that would be used in evaluation
- Serve as a substitute teacher
- Administer assessments, collect assessment data, or manage data systems.
- Serve as the principal designee
- Take primary responsibility for the instruction of a specifically assigned group of students
- Perform clerical duties outside the primary job performance criteria
- Develop or prepare school budgets
- Discipline students in an administrative capacity

In Bozeman, the coach reports directly to and is held accountable by the school principal or other appropriately certified supervisory personnel. Formal evaluation is conducted through the office of the Assistant Superintendent of Curriculum and Instruction. Coaches are evaluated in the same manner as certified staff members, pursuant to the Collective Bargaining Agreement.

The effectiveness of any coaching initiative hinges on the selection candidates that are highly qualified as teachers, knowledgeable in content, and skilled in the sophisticated practices of coaching. A BSD#7 coach must meet the following criteria:

- Montana teaching certification in the relevant content area(s);
- Minimum of 5 years successful teaching experience
- Demonstrated knowledge of state and national standards.
- Previous coaching or teacher leadership experience
- Deep and demonstrated knowledge of and experience in content and instructional strategies, including differentiation, assessment-driven instruction in a standards-based system, i.e., the teaching/learning process, and Understanding by Design
- Effective communication, collaboration, and interpersonal skills for building an environment with a common instructional focus, promoting initiatives, and conveying expectations

Blast Off—Instructional Coaching

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- Track record or evidence of improving student achievement in the classroom
- Ability to model lessons demonstrating best practice instruction
- Ability to support teachers in development of differentiated lessons
- Outstanding presentation and facilitation skills
- Demonstrated ability to communicate in a professional manner both orally and in writing
- Demonstrated strength in interpersonal, problem-solving, organization, communication skills and efficiency in meeting deadlines
- Demonstrated skills in analyzing and using data for instructional decision-making;
- Demonstrated ability to function as a positive collaborative member of a team
- Demonstrated interest and engagement in professional learning and reflection

Naturally, the classroom teacher plays a fundamental role in the instructional coaching model. To increase student learning, teachers must be learners who are continually engaged in the study of teaching and curriculum.

For a successful instructional coaching model, the principal and administrative team must:

- Foster and promote educational leadership and collaborative relationships within staff.
- Collaborate regularly with coaches and other teacher leaders to monitor and adjust building instructional goals and strategies based on data.
- Promote and expect staff participation in professional learning opportunities and implementation of effective practices in the classroom.
- Lead/participate in study groups, book studies, collaborative training in the building.
- Attend common professional learning opportunities with coaches and teachers, and use information gained to implement continuing improvement in the building.
- Collaborate in hiring, observation, and support of instructional coaching staff.
- Structure building's academic schedule/calendar to support coach's on-going professional development in/out of building.
- Meet regularly with the instructional coaches to establish coaching priorities and to monitor and sustain the effectiveness of the coaching model.

The Bozeman District convened an Instructional Coach Focus Group that met several times during the first year of implementation to provide critical feedback and guidance. A satisfaction survey was completed at the end of the school year. Staff feedback will be solicited again this year so that the model can continue to be refined to meet the needs of teachers.

A teacher affects eternity; he can never tell where his influence stops.

Henry Brooks Adams

Montana Association for Supervision and Curriculum Development
www.mtascd.org

Adequate Yearly Progress—”The Rest of the Story”

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students with disabilities, Helena students performed at the same level as the state average 48% proficient in Reading. In Math, Helena students scored lower with an average 22% proficient vs. 28% for the state. American Indian students in Helena were 78% proficient in Reading vs. 61% for the state. In Math, Helena American Indian students scored 50% proficient vs. 38% for the state. The other ethnic subgroups, Hispanic and Asian, Helena students out performed the state average in Reading and Math.

In conclusion, I believe the Adequate Yearly Progress calculation has little value to educators or the public and can easily be misinterpreted. I advocate for a more sophisticated method of interpreting student achievement by monitoring the students’ growth over time. This approach would allow schools to see if the interventions being used are making a difference in the performance with individual students. The present assessment system in Montana is not capable of calculating the growth of students which limits the utility of the criterion reference test. At the end of last week, I attended a meeting of school superintendents from across the state and there is growing dissatisfaction with the assessments being used in Montana to measure student achievement. One area of major concern is the Math assessment which consistently shows Montana students achieving at a low rate on the criterion reference test, however, this level of performance does not correlate with other measures assessing Math achievement including the National Assessment of Educational Progress, ACT/SAT and the Northwest Evaluation Association assessments. Assessments of student achievement need to provide quality information to educators, students, parents and community. Effective assessment programs can help school districts make decisions related to instructional strategies and utilization of limited resources. The goal of the Helena School District is to maximize student success in school so all graduates possess the knowledge and skills they need when continuing their education and enter the world of work.

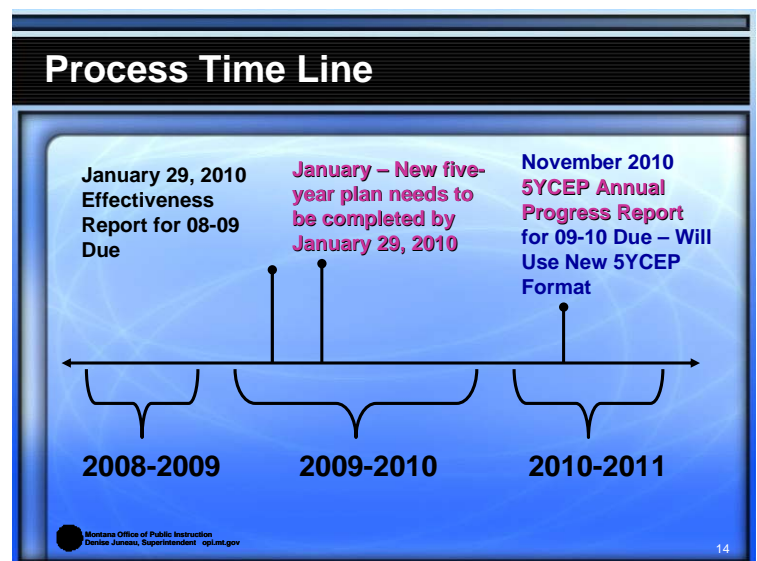
News from the Office of Public Instruction

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Your input is very important. An on-line survey tool will be used to collect your information. Please take this survey and assist us in the revision of this very important chapter.

3. Five-Year Comprehensive Education Planning and Effectiveness Reporting

Due to technical difficulties, the deadline for completion of both the Five-Year Comprehensive Education Plan and the Effectiveness Report is changed to January 29, 2010. The Effectiveness Report window is now open and ready for completion. As this report differs from the previous years, additional directions and assistance is provided within the tool.

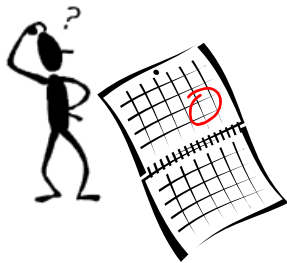


A-Z Curriculum Directors

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If you need any additional information in regards to the A-Z Curriculum Directors Group meetings don't hesitate to contact me at 324-2004 or kmeyer@helena.k12.mt.us

A-Z Curriculum Directors Meetings



Friday, Feb. 5, 2010

MASCD Board
A-Z Curriculum Directors
Front Street Learning Center
Helena, MT

8:00 a.m.—10:00 a.m.
10:15 a.m.—3:00 p.m.

Friday, April 23, 2010

MASCD Board
A-Z Curriculum Directors
Front Street Learning Center
Helena, MT

8:00 a.m.—10:00 a.m.
10:15 a.m.—3:00 p.m.

June 14, 2010

MASCD Board Retreat
The Gateway Center
Helena, MT

8:00 a.m.—3:00 p.m.

June 15-17, 2010

Montana Educators' Institute
The Gateway Center
Helena, Montana

Plan to attend a Montana ASCD Exhibitor Fair!

MASCD Exhibitor Fairs 2010



Missoula, Montana
Holiday Inn Parkside
9 a.m.—5 p.m.

- **Tuesday, February 9, 2010**
- **Math, Science K-12, Health/Physical Education, Reading, Technology, World Languages**

For more information contact
Christine Kuschel, President MTASCD
ckuschel@aol.com

www.mtascd.org

2010 MEI Conference June 15-17, 2010

**The Gateway
Conference Center
Helena, Montana**

**Keynote Speaker
Dr. W. James Popham
Professor Emeritus
UCLA Graduate School of
Education and Information
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