

THE CURRENT



St. Croix River Education District
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SCRED Website

www.scred.k12.mn.us

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SCRED has a New Home!

By Kim Gibbons, Executive Director

This mid-year issue of *The Current* highlights some of the work and professional development that has been going on at SCRED this school year. By now, everyone is aware that we are in our new facility! We moved in on November 30th, and hit the ground running with professional development sessions held the following week. The new training center holds 100 people and is loaded with state-of-the-art technology features. The training center has the capacity to be divided into two smaller classrooms, and we have a large conference room to accommodate up to 15 people. We have a small lending library located off the lobby area. Feel free to peruse the available materials the next time our area at SCRED, or search the library database electronically at our website [www.scred.k12.mn.us] and click on the Destiny Lending Library link.

All of the staff offices are clustered so that staff who work together are officed near each other to increase collaboration. Everyone agrees that it is great having the SCRED staff under one roof again! Again, on behalf of all of the SCRED staff, I want to thank the SCRED Governing Board and each of our member districts for making our new building a reality. We are so appreciative of our new space and look forward to sharing it with district staff in the upcoming years!



Director's Report – continued

That was then...this is now!



Lobby



Director's Office



Entrance

Secondary Literacy

By Jennifer Lake, Reading Collaborative Planner

A variety of secondary literacy activities have been happening across the SCRED districts with special education teachers, interventionists, language arts teachers, and core content area teachers.

The *Kurzweil3000* software pilot is focused on providing access to content area text for students who experience difficulty reading. Outcomes that we are looking for with this pilot program include increased engagement with content area text, improved content literacy, and higher achievement in classes in which *Kurzweil* is utilized. Currently, most 8th or 9th grade students in each district who have learning disabilities have the opportunity to use *Kurzweil3000* with materials for at least one of their classes.

The Language! program continues to be implemented as replacement core curricular material for students with print disabilities in secondary schools across SCRED, with one district currently using the program with some elementary classes. SCRED provided a refresher training day for Language! in August and continues supporting the implementation throughout the school year. Teachers who teach Language! courses were able to receive coaching from national trainer/instructional coaches in October, with a follow-up day of reflecting, collaborating, and planning in December. As I have visited classrooms and communicated with the coaches, I have been impressed with the high quality instruction and implementation of the program. A second round of coaching for this school year will take place in March. Teachers will continue to be supported in implementing Language! with fidelity through instructional coaching and networking days during the 2013-2014 school year.

We are continuing to provide training and support for the Strategic Instruction Model (SIM). On September 25, Dr. Marc Markell from St. Cloud University presented sessions on The Inference Strategy and The Paraphrasing and Summarizing Strategy, with teachers from five SCRED districts participating. Dr. Markell returned January 15 to teach The Fundamentals of Sentence Writing Strategy and Proficiency in the Sentence Writing Strategy. Teachers from all six SCRED districts participated in this training. Feedback for these days was very positive, and teachers expressed interest in learning more of the SIM strategies. We will try to accommodate those requests as we plan staff development for next year.

Other secondary literacy activities have included supporting schools with Common Core English Language Arts alignment and implementation, reading strategy and intervention consultation, Academic Literacy strategy support, and working with ADSIS teams and teachers to improve reading achievement for secondary students.

My goal is to do whatever I can to assist in developing effective literacy instruction for all students in our secondary schools. Please contact me with any needs of support in this area. I look forward to continued collaboration to boost student achievement!

"I have a passion for teaching kids to become readers, to become comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage." *Roald Dahl*

Instructional Services Update

Instructional Services Team

Kerry Bollman, Barb Scierka, Julie Seldon, and Jennifer Lake

We are excited to be settled in our new office space! Here is what's new from the Instructional Service Team.

Math:

Julie and Barb are continuing to create math interventions. We've presented our ideas to principals, curriculum directors, and teacher groups. Feedback has been positive. Julie continues to monitor the implementation of TransMath in the districts, as well.

New measurement tools for Early Mathematics have been recently produced. TEAM (Tools for Early Assessment in Math; Clements & Sarama) and NSS (Number Sense Screener; Jordan & Glutting) are tools that can be used with young students. Both are individually administered measures.

TEAM is designed for students from Pre-K to 2nd Grade. This assessment has learning trajectories that show the path in skill development students take in subitizing, recognizing numbers, counting, composing numbers, comparing and ordering, computation, fractions, measurement, geometry, patterns and pre-algebra. The primary purpose of TEAM is to gather instructional information.

NSS is a 15 minute assessment for Kindergarten and First Grade students and includes: counting, number recognition, comparison, non-verbal calculation, story problems, and number combinations. Primary use is as a screening tool, gather information for instruction and progress monitor. Training on these measures will be available during the 2013-14 school year for those who are interested.

Reading:

Strategic Instruction Model (SIM) reading strategy trainings took place in September and October. Teacher feedback was positive and we are hoping to see evidence of effective interventions continuing to improve student achievement! Some teachers of Reading Mastery participated in instructional coaching from an expert coach in October, as well. Teachers who are implementing the Language! reading instruction program participated in coaching with two expert coaches in October and had a networking day in December. There will be another session of coaching for Language! program teachers in March. The secondary reading collaborative planner continues to work with teachers who are implementing the Kurzweil software program. These teachers participated in additional training days in October and January.



Outcome Services Update *By Kindle Perkins Kabat*

The SCRED Outcomes Services has had a busy first half of the 2012-13 school year! The Fall and Winter benchmark testing windows were successful, and all data from each of these testing windows is available in iCue in TIES. Color coded reports can be viewed in iCue for all existing measures.

This Fall we transitioned to the new NWEA WEB Based MAP System. We have continued to work with districts throughout the year to support this transition, and to provide training and support on how to use this new system for testing and report viewing. Likewise, there will be another MAP Coordinator training on March 1st, prior to the Spring Benchmark testing window.

Spring is getting closer! This will be the first year that the Spring benchmark testing window for MAP will occur earlier in the spring, and before the Spring benchmark testing window for GOMs. **Please take note of the testing dates listed below.**

Spring Testing Dates

MAP	Grades 2-8+	March 13 – April 10
GOM	Grades K – 12	April 29 – May 10

Other projects we have been working on throughout the year include (but are not limited to):

- 1) Organizing and cleaning up One Click reports and test definitions in iCue.
- 2) Adding targets into TIES for the Early Literacy and IGDI measures, kindergarten TENs, 1st grade QDMs, revised MAP Math to MCA III, and revised MCAPs.
- 3) Working with TIES to set up processes for loading early literacy (IGDI) and early numeracy (PNI) data into TIES.
- 4) Working with TIES to set up Principal Dashboards for each building/district.

This fall additional time for Outcomes Services was added. Sandy Benson transitioned to full-time Outcomes Assistant. Alexandra (Alex) Bernard was recently hired and will be taking over many of the clerical / data support activities associated with Aimsweb. The 2012-13 school year brings continued progress in the Outcomes Services area!

UNIQUE LEARNERS' CORNER:
Exciting Updates on State Monitoring Year 2
Jamie Nord, Director of Special Education
Nicole Jack, Unique Learners' Manager
Sarah Brown, Unique Learners' Manager

The Unique Learners' Managers are excited to share the following updates regarding Year 2 of the state monitoring cycle. We would like to congratulate the special education teachers, school psychologists, SCRED staff, and district administrators for their achievements to date and look forward to celebrating 100% compliance across all remaining areas in the near future. Keep up the great work!

Quick Recap: Year 2 State Monitoring Tasks

During Year 2 of the state monitoring process, the SCRED member districts are working to complete the following tasks:

1. Correct the remaining individual file citations from the 2011-12 school year
2. Meet the requirements of the Corrective Action Plans (CAPs) for the 2012-13 school year.
 - a. Timeline CAPs: 100% compliance on identified timeline citation for three consecutive months (October 1 - January 1)
 - b. Other Citation Area CAPs: 100% compliance on identified citation demonstrated through monthly random file reviews (starting in November)

Individual File Citations

The following table outlines the progress the SCRED member districts have made in correcting the remaining individual file citations:

District	Final Report Citations	Citations Corrected	Overall Correction Progress
Chisago Lakes	41	39	95.12%
East Central	22	20	90.91%
Hinckley-Finlayson	12	5	41.67%
North Branch	61	38	62.30%
Pine City	19	11	57.89%
Rush City	41	38	92.68%

* Please note that MDE is behind in reviewing submissions; corrections submitted after December 31, 2012 have not been reviewed. Therefore, the overall correction progress is not entirely reflective of the progress districts have made in cleaning up corrections.

Unique Learners' Corner – continued

Corrective Action Plans

The following table outlines the progress the SCRED member districts have made on meeting the requirements of their CAPs.

District	Citation Category	Specific CAP Area	CAP Requirements Met (Yes/Awaiting Approval/No)
Chisago Lakes	Timelines	1. Conduct Before Evaluation 2. Evaluations and Reevaluations	Yes Yes
	Notification	3. Prior notice by the public agency; content of notice	Yes
East Central	Timelines	1. Evaluations and Reevaluations	No
		2. Development, review, and revision of IEP	Yes
		3. Evaluation and assessment	Yes
		4. Comprehensive child find system	Yes
Hinckley-Finlayson	Timelines	1. Definition of individualized education program	Yes
	Notification	2. Prior notice; native language	No
	IEP/IFSP Standards	3. Content of IFSP	No
North Branch	Timelines	1. Conduct Before Evaluation	No
		2. Evaluations and Reevaluations	No
		3. When IEPs must be in effect	Yes
		4. Development, review, and revision of IEP	No
		5. Evaluation and assessment	No
6. Comprehensive child find system		No	
Notification	7. Prior notice by the public agency; content of notice	Yes	
Evaluation Standards	8. Evaluations and reevaluations	Yes	
IEP/IFSP Standards	9. Development of individualized education program plan	Yes	
Pine City	Timelines	1. Conduct Before Evaluation	Yes
		2. Evaluations and Reevaluations	No
		3. Development, review, and revision of IEP	Yes
Rush City	Timelines	1. Conduct Before Evaluation	Yes
		2. Evaluations and Reevaluations	Yes
		3. Development, review, and revision of IEP	Yes
	Notification	4. Prior notice by the public agency; content of notice	Yes
IEP/IFSP Standards	5. Definition of individualized education program	Yes	
Eligibility Checklists	6. Determination of eligibility	No	

Social Behavior Update
By Robyn Smith and Christine Matthews,
Social Behavior Collaborative Planners

Nonviolent Crisis Intervention (CPI) News

Nonviolent Physical Crisis Intervention is a program focusing on the safe management of disruptive and assaultive behavior. There are 2 certified instructors at SCRED. Christine Matthews is certified to teach the initial Nonviolent Crisis Intervention class and the refresher focusing on autism spectrum disorders and bullying. Robyn Smith is certified to teach the initial Nonviolent Crisis intervention class and the refresher focusing on enhancing verbal skills and bullying.

Initially participants must complete an 8-hour class to become certified. An annual 4-hour refresher is required to maintain certification.

This past year there were 10 different sessions offered including 2 initial trainings and 8 refreshers. A total of 200 staff participated in one of the refreshers courses offered and 70 staff went through the initial class for the first time.

Both Christine and Robyn do ongoing training and problem solving around specific students as needed throughout the school year. Look for the training schedule on the SCRED website this spring. In August, several refresher options will be available as well as the initial training.

Year 2 at Vision

The 2012-13 year at Vision has been incredibly positive! (Vision is a federal setting 4 school for students with significant emotional and/or behavior problems. It is located in Pine City and serves the districts of Hinckley-Finlayson and East Central in addition to Pine City.)

On average, approximately 16 students have been attending each day. Currently there are 3 elementary age students, 2 middle school age students and the rest are in high school. Attendance rates have increased since last year; there have been 0 out of school suspensions; and right now 5 students are transitioning at least part-time and by the end of January there will be a total of 9 students transitioning back to their mainstream schools. This is a huge celebration since the ultimate goal for all students attending Vision is full integration back to their neighborhood school.

Less than 3 months left of classroom management.....You Can Do It!! The article on the following page provides encouragement and strategies to get you through the rest of the year.

*Social Behavior – continued***Classroom Management: What Master Teachers Know and Do**

There is an old saying – “Anyone can teach from August to September, but it takes a skilled teacher to be effective from January to May.” You can be a master in your teaching content, but very little learning will occur if your classroom management skills are ineffective. The first part of the school year should have given you a good idea of your strengths and weaknesses in classroom management and insight into changes that need to occur for optimal learning. As the second half of the school year begins, it will be even more important to use effective classroom management techniques if students are going to be successful both behaviorally and academically. Master teachers know to take distinct and deliberate actions to perfect their classroom management practices and recognize that these practices need to be given repeated focus, attention, and fine-tuning. Suggestions below will help you perfect your classroom management skills and make the second semester of the school year more successful for you and your students.

- Master teachers set high expectations for student behavior. Setting behavioral expectations is the foundation for proactive classroom management. These expectations are important for establishing and maintaining an orderly, respectful, and safe learning climate. Expectations also set the parameters for courtesy, language, tone and respect. Once the expectations are defined, they must be systematically taught, modeled, practiced, expected, and reinforced.
- It is not too late to better define your procedures. You know what is working well as well as problem areas. Master teachers have clearly outlined procedures for each classroom activity whether it is sharpening a pencil, asking questions, collecting papers, turning in homework, moving around the room, etc. These routines should be modeled repeatedly the days back to school after the break to provide guidance to the students so they understand “how things will work” in the classroom. A well-run learning environment is based on the teacher’s ability to effectively teach procedures and routines.
- Review your classrooms organization before students return. Master teachers know how to arrange and organize their classrooms for optimal learning. Research indicates that an inviting, orderly, and positive classroom setting can greatly improve instructional outcomes for students and reduce the occurrence of problem behaviors. Master teachers gauge how students will move around the room for various activities and have established procedures for ensuring little instructional time is lost during transitions like passing out books, putting learning tools away, changing instructional groupings, etc. Students know the purpose for each area of the classroom and work collectively to maintain order.

Social Behavior – continued

- The second semester is fast paced. Master teachers know that behaviors that are reinforced grow stronger over time. Master teachers place more time and effort on recognizing and rewarding positive behavior and less attention on negative behaviors. Praise and feedback let students know they are moving in the right direction and increase their motivation levels. Give praise at a minimum of 4:1 over negative remarks.
- The second semester is long with fewer breaks and the instruction is intense. Master teachers recognize that students, regardless of age, need both structure and nurture. They work to establish positive relationships with the students by creating a climate of respect and caring. Developing a sense of a community of learners motivates students to stay engaged and work collectively to succeed.

Even with the best of plans, master teachers know behavioral issues will still occur. They have a predetermined and systematic plan for correcting behavior that they have taught and reinforced. The plan includes both positive and negative consequences. Correcting student misbehavior as it occurs sends a message to the student that the teacher has high expectations for behavioral compliance. The teacher's response to misbehavior greatly determines whether or not a student will repeat the misbehavior.

Classroom Management: What Master Teachers Know and Do by [Review360](http://r360.psiwaresolutions.com/classroom-management-what-master-teachers-know-and-do-2/), January 2, 2013, <http://r360.psiwaresolutions.com/classroom-management-what-master-teachers-know-and-do-2/>

Early Childhood Update
By Karen Wolner,
Early Childhood Collaborative Planner

Hard to believe we are at the midyear mark! Our youngest learners have the routines down and our focus is to make every moment a learning opportunity. One strategy we use during transition times is called “mini commercials.” Teachers lead a short literacy activity that engages children in a skill specific area such as rhyming. Brain research tells us when we provide children with stimulating opportunities, new neural connections begin. This very focused teaching is one more way to help close the achievement gap!

We are in the process of our winter data collection and staff will soon be analyzing their data to make decisions about Tier 1 instruction and plan for Tier 2 and Tier 3 interventions. I am impressed as I watch staff use researched based interventions resulting in student’s scores moving closer to target. RtI is alive and well in our early childhood classrooms!

One last important update is the Individual Growth and Development Indicator – 2 (IGDI-2) pilot project Pine City Early Childhood and Rush City Early Childhood are doing in conjunction with current research at the University of Minnesota. They are doing a comparison study of our current literacy measures the Individual and Growth Developmental Indicators (IGDI 1.0) with the newly revised IGDI 2.0. We are excited to be a part of this research project and look forward to seeing the outcomes of this study.

Spotlight on Interventions *By Melissa Chinn*

Whether core curriculum, supplemental programs, or individualized intervention, our teams make great efforts to utilize high-quality research-based materials in order to maximize student growth. However, we also understand that materials alone cannot guarantee success. For example, identifying the program that best addresses or “matches” student need is critical for optimizing potential outcomes. Plan or program implementation is another significant factor that affects outcomes, and one whose impact should never be underestimated.

“Implementation” has many facets, but it generally begins and ends with instruction. The following two resources are practical and readable, both explaining why and describing how to implement powerful instructional practices.

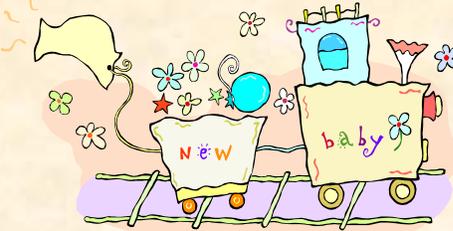
A recent article by Barak Rosenshine at <http://www.aft.org/pdfs/americaneducator/spring2012/Rosenshine.pdf> highlights ten research-based principles of instruction, along with practical (doable!) suggestions that can be generalized to any classroom and any content area. His conclusions are based on research from three very different sources, including research on master teachers, cognitive science, and specific cognitive supports, yet the results actually “supplement and complement” each other.

Anita Archer and Charles Hughes identify sixteen elements of explicit instruction in their book *Explicit Instruction: Effective and Efficient Teaching* (available in the SCRED library). Interestingly, these sixteen elements overlap or mirror principles of effective instruction identified in Rosenshine’s article. Additionally, Archer and Hughes provide detailed descriptions and concrete examples of instructional design and delivery procedures that all teachers can utilize. Additional information and video examples are available at <http://explicitinstruction.org/>.

Whether you’re implementing core curriculum, alternative classes, or small group and individual interventions, these resources can provide the building blocks for improving outcomes of ALL our students. Check it out!

“The value of an idea lies in the using of it.” – Thomas Edison

SCRED Announcements



Congratulations!

Kerry Bollman, Instructional Services Coordinator and her family welcomed Erik Anders born on October 25th, 2012.

Emily Griffith, support staff for ABE/Project Seek and her family welcomed Samuel Scott born on December 17th, 2012.



Don't forget to check out the SCRED Destiny Lending Library at the following link:

<http://northstarcatalog.org/quest/servlet/presentquestform.do?site=101&context=stcroix&alreadyValidated=true>.

All of our resources are in a searchable database and 'check-out' is a snap! Contact Dana Johnson at 320-358-1220 or dajohnson@scred.k12.mn.us for more information.

SCRED District School Board Members Honored

Congratulations, Jeannette Kester!

Resource Training & Solutions and the St. Croix River Education District are incredibly proud of school board member Jeannette Kester! The long-time Secretary-Treasurer of the Resource Board of Directors was recently named to the Minnesota School Boards Association 2013 All-State School Board. This is the highest honor in the state that can be bestowed upon a school board member. Out of approximately 350 school districts in the state, each with six to seven members, only six school board members receive the award each year.

Director Kester has served on the Resource Training & Solutions Board of Directors for 22 years. She is serving on the East Central School District Board and has been the Chair for nine years. Jeannette has also served as Clerk and Vice Clerk since joining the East Central Board in 1989. She has served on the Governing Board of the St. Croix River Education District (5 years), Interagency Early Childhood Intervention Committee (IECIC), East Central Minnesota Education Cable Cooperative Council (ECMECC), Old School Art Center (OSAC) and worked on the community committee that designed a new school building and campus for grades K-12 for the East Central School District. Jeannette was Executive Director for the Pine Habilitation and Supported Employment (PHASE) from 1983-2008. She has completed over 500 hours of MSBA training and was nominated by the East Central School District Board for the award.

Director Kester said, “It is a privilege to serve the Sandstone and Askov communities as it is truly rewarding to see the students’ accomplishments as they complete their local education and go on to community life. We need graduates of all different levels and occupations to make the community thrive. That’s what it is all about – meeting kids’ needs on a local level and their needs on a regional level through my service on a regional Service Cooperative Board of Directors, namely Resource Training & Solutions.”

Jeannette received the award on January 17, 2013 at the MSBA Leadership Conference held in Minneapolis.

SCRED Announcements – continued

Congratulations, Kirby Ekstrom!

North Branch Area Public Schools' school board member Kirby Ekstrom was honored for his inclusion on the Minnesota School Boards Association All-State School Board at its leadership conference January 17-18, 2013. Ekstrom was one of six school board members statewide to receive this distinction.

Who is chosen for the all-state school board? According to MSBA Executive Director, Bob Meeks, "The All-State School Board represents the highest example of board service. These are school board members who are committed to student achievement, determined to build support for their local schools and unwavering in their pursuit of what's best for students."

Deb Henton, North Branch Area Public Schools' superintendent, commended Ekstrom for receiving the honor. "Kirby represents the very best of what it means to serve. He was honored for something that comes very naturally to him; giving back to his community. We are all fortunate to have someone like him involved not only with education, but with so many local organizations."

Beyond his extensive involvement with the school district and Community Education, Ekstrom has also volunteered with the North Branch Fire Department, Boy Scouts, his church, youth sports, after school activities, and the Special Olympics, among other things.

"It is an honor to be chosen for this recognition, and I owe a debt of gratitude to my family and the community for allowing me to serve," commented Ekstrom. "If I could wish for anything to result from this, it would be that others become involved with the community in some way. Time that is given in service to others is its own reward and will immediately enrich your life as it has mine."