

ELA Program Networks

January 26, 1998

Agenda:

1. Looking at common conditions of successful schools.
2. Begin to match common characteristics with the Standards.

Facilitator: Sandy Mulligan

Note Taker: Joy Terry

Handouts regarding characteristics/conditions of effective schools:

See attached articles/ handouts.

Task: Look at Conditions. Match to Standards.

- **Approach Proposal:** work on one standard together. Look at some data together; then break up into subgroups—jigsaw.
- **Assessments**—Scoring the regents: a group will be selected to score separate portions of the Regents. See draft information from Jacqueline Marino.
- **Time**—Perhaps by end of January we will see sample assessments: check with your administrators.

Nancy Ruscio – contact for program networks information (315) 332-7287. E-mail: Nruscio@edutech.org. Please use Nancy as a resource and feel free to contact her with questions regarding assessments, etc.

Material Collection

The provider of each document will lead us through the material...

Regional Instructional Council:

- July 1996-April 1997 Committee for Reading Recovery:
- RR won't solve all problems; good teaching/instruction is required.
- Report contains survey of what districts are doing to create effective RR programs
- Outline of effective qualities & the three recommendations

Schools that Work Chapter Summary:

- Identifies some of the features that do not promote success; emphasizes strong instruction; strong staff development; extended time, etc.

No Quick Fix:

- Introduction summarizes each chapter.
If the committee deems necessary, John will work to obtain books for committee members. Schools that Work and/or Classrooms that Work.

An Overview of SED Study of “All Regents”

- What improvement actually occurs (p. 3 and following)
- Labs instead of study hall staffed by professional in the field
- Extended courses
- Summer Regents review
- More homework? Needs to be meaningful!
- Stronger athletic policies
- More one on one
- Assess data of testing
- Staff development
- Recommitment to honor

Alignment in Elementary & Middle School

- Outline administrative support—what is learned here needs to be taken back to the classroom.

Jigsaw Articles – 5 people per group

- Article Groups
- Schoolwide reform models – Laurie, Renee, Linda
- All Regents HS – John, Dee, Fran
- Early Literacy – Karen, Elizabeth, Kris
- Schools that work – Sandy, Penny, Dale
- Cluster smaller articles – Dale, Ann, Joy

Common Conditions of Successful

- Parent/Community involvement
- Strong leadership – instructional & administrative
- Effective Professional Development Schoolwide
- Tied to Student needs
- Clear high expectations of staff, students & community
- All students can learn with peers
- Existence of vision, goals and a mission
- Focus and time on teaching & learning
- Accountability of students and teachers
- Continual monitoring
- Ongoing formal, systematic assessment every 6-8 weeks used to drive instruction
- Communication systems of data from grade to grade
- Align core curriculum from grade to grade
- Facilitate curriculum internally and externally
- Positive atmosphere
- Disciplined, safe motivating climate
- Positive reinforcement
- Student rights and responsibilities
- Allocation of resources—technology
- Staff as role models
- Small schools/classes
- Majority of time in small group instruction or one to one

- Conferencing
- Also applies to instruction
- Strong collection and staff of library materials:
- Books in classroom and library
- Broad range with natural and predictable language
- Materials selected for teaching at the instructional level
- Promotion of voluntary reading
- These Standards are more challenging
- Do not manipulate standards to fit into curriculum.
- Extended courses and creative use of time
- More classroom instructional time for reading and writing
- Stress reading & writing in content areas
- Full day kindergarten
- Extended day opportunities – Saturday & summer
- Instructional support provided additional time
- Learning lab instead of study hall
- Curriculum alignment within and across grade levels
- Wrong to teach the test not wrong to teach to the test
- Educational support programs for parents with children ages 0-5 years
- Use of consultants to evaluate literacy program to provide data for districts to improve
- Integration and immersion – daily read alouds; thematic instruction and reading for real purposes
- A print rich environment: word walls
- Kids actively engaged – hands-on
- Teacher collaboration
- Cooperative learning groups
- High quality classroom instruction
- Support staff/intervention needs to be more personal & intensive
- Multiple approaches to literacy instruction
- Model, explain, show examples of powerful thinking skills
- As schools restructure, roles will change
- Use of paraprofessionals and specialists to support teachers
- Time—literacy instruction takes time
- Teacher management of time
- Site-based management
- What do teachers want to see more of and less of in the classroom

Agenda for March 23, 1998

Updates on State Mandates
 Cluster common conditions for successful
 Create a system to share with district