It’s winter.. a peaceful, quiet time in the world, but… it’s a busy time of year in the educational field! As curriculum expectations, educator effectiveness models, and state and local budgets evolve, PASCD is highly involved and informing the membership of the latest developments. In collaboration with the PA Association of Colleges and Teacher Educators (PAC-TE), PASCD is forming a partnership with a widespread group of associations to demonstrate support of fundamental effective educational purposes and beliefs. Keeping on the forefront of educational change is a priority of PASCD.

The PASCD Annual Conference in November was an event to remember! The Conference Committee, under the leadership of co-chairs, Karen Ruddle and Jean Dyszel, coordinated a fantastic line-up of sessions and events! We continue to hear positive feedback from those in attendance, and we look forward to carrying on the tradition of providing the annual conference. Please mark your calendars now for the 2013 annual conference, which will be held on November 3-4, 2013. We are moving away from the Thanksgiving holiday schedule to an earlier, more convenient time frame. Plans are already underway to secure the most relevant sessions for you!

PASCD’s professional development programs are in demand during these changing times. Known for our superior PIL Academies, sessions are underway for multiple groups and we are working to expand the Academy offerings to meet the needs of educators across the state. Whether on-line, in-house or at a central location, the Curriculum Academy and/or Supervision Academy can be offered upon your request.

We are always seeking involvement from members. If interested in serving in a volunteer capacity as a conference helper or committee member, please contact me at mwolf@clasd.net. Thank you for your support!

Dr. Mary Wolf
PASCD President
**Curriculum Leadership Academy**

The PASCD Curriculum Leadership Academy will soon be offered in an online format. The Curriculum Leadership Academy has been offered throughout the state in a face-to-face format and beginning in April will also be offered in an online format. Curriculum Leadership 101 is designed for administrators who are responsible for the development, implementation, and evaluation of curriculum, instruction, and assessment. This is an Act 45 (Act 48 PIL) approved professional development opportunity worth 28 Act 45 hours.

Curriculum design, development, implementation, and evaluation have become complex processes in today’s schools. The Curriculum Leadership Academy is a program designed to provide in-depth learning and networking opportunities in curriculum leadership. This can be especially useful for new school leaders. Strategies and techniques to be successful, resources that are available, and how to continue to improve in a variety of areas of curriculum are addressed.

Look for future advertisements for course registration.

**Common Core**

PASCD and the Curriculum Committee would like to assist you and your districts as you work to align your curriculum or to rewrite your curriculum to the Common Core. Common Core is a “hot topic” that is addressed in the Curriculum Leadership Academy and in sessions during the PASCD annual conference, but we are asking for your input as to how we can further assist. What would be useful to you? Resources posted on the website? Networking sessions for curriculum leaders? If you have any ideas or suggestions, please contact Cindy Mierzejewski at cinmie@berksiu.org.

**Curriculum Committee**

Are you interested in joining the PASCD Curriculum Committee? Responsibilities of the committee include providing support and resources for members in the areas of curriculum and instruction. Most committee meetings are conducted virtually with at least one face-to-face work session a year. If you are interested and have experience in curriculum leadership, please contact Dr. Cindy Mierzejewski at cinmie@berksiu.org.
Differentiated teacher supervision has become a priority of PDE. At the SAS Academy on December 3 at the Hershey Convention Center, I was given the opportunity to present on a differentiated supervision model that has been approved by PDE. I was one of four presenters at the conference. It was exciting to see the sessions packed with administrators, supervisors, and teachers from across the state who wanted to learn about differentiated supervision. As a result, I have received numerous inquiries concerning the PASCD Supervision Academy. I would like to acknowledge Deputy Secretary of Elementary and Secondary Education, Dr. Carolyn Dumeresq, for her commitment to teacher professional growth by districts being encouraged to develop a differentiated supervision plan to accompany the Measuring Teacher Effectiveness Evaluation Model. The PDE guidelines for developing a differentiated supervision plan are on the SAS Institute website.

February 1st, the differentiated supervision academy team will begin a supervision academy at the CSIU #16 in Montandon, PA. In April, we will be taking the academy into a school district for the first time. We will be going to the Armstrong School District in order to train their administrators in differentiated supervision. We are going to continue the academy work there in the fall of 2013 by presenting to the educators in the school district. This is a new venture for the supervision academy presenters but one that we are facing with great excitement.

We have revised the academy to address the new PDE Measuring Teacher Effectiveness tool. All school districts in the state will be using this evaluation tool in 2013-14 if an alternated plan has not been approved by PDE for the district. If you are interested in information about the academy, there is a link on the PASCD website where you can get detailed information. We also have color printed brochures that you can request through our executive director, Dr. Richard Neilson. Please contact me at rwilliam@wasd.org if you would like further information.
Mrs. Christina Myers is the Elementary Music Teacher at Brockway Elementary School in Brockway, Pennsylvania. Her duties include teaching general music to Kindergarten through Sixth Grade, directing Sixth Grade Chorus, Hand Chime Ensemble, Morning Mallets Ensemble, and various programs/musicals throughout the year. She had the great honor of beginning her teaching career at Brockway Elementary and has been there for six years. She graduated from Clarion University of Pennsylvania with a Bachelor’s Degree in K-12 Music Education, and from Gannon University with a Master’s Degree in Curriculum and Instruction. Mrs. Myers is dedicated to providing her students every opportunity to experience the role the arts can play in their lives and strives to foster a life-long love of the arts in every child.

Greg Taranto is the principal of Canonsburg Middle School in the Canon-McMillan School District. In addition, he serves as an adjunct professor for California University of Pennsylvania’s Educational Leadership Program. In 2011, his middle school was recognized as a Pennsylvania Don Eichhorn and National School to Watch, and he was recently named the 2012 Middle Level Principal of the Year by the Pennsylvania Association Elementary and Secondary School Principals.

Dr. Taranto is being recognized for his research, New-Teacher Induction 2.0 where he created and implemented a new model for new teacher induction coupling the power of professional learning communities and technology.

Not too long ago, consumers expected to pay cash occasionally—usually for fast food—but now they’ve come to rely on the widespread acceptance of credit cards. Fewer people carry cash, or even checks, and most consumers and merchants find them increasingly inconvenient. Similarly, organizations such as PASCD have historically relied on checks or purchase orders to accept payments for membership dues and special events such as the annual conference or the Supervision or Curriculum Leadership Academies.

Credit card payments have become widely accepted and people expect the ability to use plastic for online purchases. PASCD understands the importance and convenience for our members to use credit cards to process payments. Therefore, in order to offer a convenience to our membership, PASCD now accepts credit card payments via our website for new membership dues, renewal membership dues, conference fees, and the Supervision and Curriculum Leadership Academies.
Eastern Region Plans Breakfast

The Eastern Region Chapter continues to provide opportunities for its members to become informed about topics that are affecting school districts across the state. In October, they hosted a breakfast meeting for the regional members of PASCD at DeSales University. Dr. Jean Dyszel provided the keynote which focused on PDE initiatives.

A second breakfast is being held on May 1st entitled, “How and What to Communicate in an Age of Increased Accountability and Diminishing Resources.” A keynote will be presented by Michelle Vroom, a public relations consultant. There will be a panel of experts who will speak to how school districts can use social media and other tools to improve communication and public perception of schools including how to effectively communicate with stakeholders about the School Performance Profile. The breakfast is scheduled for 8:00-11:00 at Lehigh Career and Technical Institute in Schnecksville and is free for all Eastern Region PASCD members. If you are not a member of PASCD, the cost of the breakfast is $20, but can be credited toward a PASCD membership. If you would like to attend, please contact Mary Lou Michaels at michm@iu29.org to RSVP.

News from NWPASCD

NWPASCD is pleased to congratulate one of our members, Jennifer Dilks, as she has completed the requirements to become an ASCD Emergent Leader. Our January 8, 2013 dinner meeting included a presentation and collaborative conversation on “Educator Effectiveness: The Next Conversation” which included representatives from higher education, public education, and regional legislators. Dr. Dean Maynard, coordinator of the event and Acting Executive Director of the Northwest Tri-County IU5, joined Della Gentile, Director of School Improvement Services at IU5 and Lori Patton, Supervisor of School Improvement Services at IU5 to facilitate conversations about how to utilize the new educator evaluation system to inform decisions such as those around tenure, compensation, professional development, and assignment. Across Pennsylvania, IU Educator Effectiveness project facilitators are leading conversations to discuss implementation as we move forward with year three of the statewide pilot. All who attended the event found it to be worthwhile and critical to the larger conversation taking place across the state. The legislators were very pleased to be included and participated actively in the conversation. Local legislators included Legislator Glenn Thompson and Representative Rick Sollman; Representative Brad Roae; and Diane Helbig, Legislative Assistant, from Representative Michele Brooks office.

North Central Region • Professional Development Opportunity • Save the Date

What: A one day conference, “Up Close and Personal with PDE” where representatives from the Department of Education will apprise members of the most current information about important topics like Keystone Exams, PSSAs, CDTs, School Performance Profile, Common Core, and Teacher Effectiveness. Sessions will enable participants to interact with PDE staff and discuss questions and/or concerns.

When: April 11, 2013

Where: Mountain View Country Club (Formerly State College Elks) in State College, PA

Cost: $30- Members $49- Non-members
(Morning treats and a buffet lunch are included.)

For more information: Brochures and registration information will be coming soon. Any questions, contact Kelly Hastings, Professional Development Chairperson, at 570-893-4903 or khasting@kcsd.us.
Attending ASCD’s LILA event 2013 was once again an extremely informative experience. ASCD’s LILA 2013 was held in Washington, DC, on January 27, 28 and 29, 2013. Diane Ravitch, education historian, author, policy analyst and research professor at New York University delivered the keynote. The keynote was filled with reasons why educators should collaborate and stand up for what is the right direction for public education and Dr. Ravitch in her many years of research feels very strongly and passionately that the high stakes testing is the wrong approach. Results of the National Assessment of Education Progress (NAEP) indicate that the national test scores of our children are at the highest point in the forty (+) year history of the NAEP, graduation rates are the highest and dropout rates are at the lowest point. Bottom line, if you take a non-judgmental look at US students’ performance, we are doing well nationally and internationally as well. Poverty and affluence continue to be the strongest predictors of achievement levels. With nearly 25% of our students nationwide living at or below the poverty level, this is the group that needs our attention. This “opportunity” gap not the assumed “achievement” gap must be addressed through policy and action. Dr. Ravitch continued to say that the heart and soul of public education is being destroyed by high stakes testing and the only winners are the testing companies who have convinced state level leaders that we must test, test, test in order to improve our systems. I encourage you to follow Diane Ravitch’s blog at DianeRavitch.net.

Attendees at LILA 2013 were also introduced to the 113th Congress including its politics and players. In the current Senate, there are 55 democrats and 45 republicans. There are 12 new members (12%) and the democratic majority increased by two. In the House, democrats gained eight seats (234 Republicans and 201 Democrats). In the current House, 43% of the members have served less than three years. The Senate and the House have different views on what the national priorities should be and education seems to not be a priority even though the Reauthorization of ESEA has not been seriously looked at.

The Obama administration continues to prioritize the following: Common Core, Educator Effectiveness Standards and Models, Use of Informed Data Systems at all levels, School Turn Around Strategies, Competitive Grant opportunities and NCLB Waivers. In addition, there has recently been a focus on school safety. The administration also wants to continue to invest resources in pre-school education and take a close look at who is going to college and what is happening to our college graduates after graduation. The overdue reauthorization of the Elementary and Secondary Education Act has caused the need for immediate reauthorization of IDEA, the Perkins Act, Higher Education Act, and Head Start. Each of these items are big projects and will require months of attention and collaboration. The likelihood of this Congress placing any sense of urgency on any of these items is not there. Added to these needs for the education world is the pending federal education funding situation and sequestration scheduled to take effect on March 1. Sequestration means some very serious cuts in federal funding that will greatly and negatively impact school programs.
ASCD has several recommendations for Congress in 2013. These include the following:

1. **Reauthorize ESEA in 2013.** This reauthorization is five years overdue and ESEA needs updated in order to support current reform initiatives. Schools and districts need stability in education policy, and leadership in Congress to move the process forward. NCLB waivers have provided some relief from the challenges of the current law (all students proficient by 2014) but are not the way to make feral policy in the long term.

2. **Support meaningful accountability systems.** School quality, educator effectiveness, and student performance must be based on multiple measures, not just standardized test scores. Student proficiency should be based on student growth over time, and quantitative and qualitative measures, to provide more meaningful evaluations. High performing states, schools and districts should be rewarded with incentives and flexibility in the use of funds.

3. **Promote comprehensive improvement strategies.** Improvement strategies must engage all stakeholders; support a rich, whole child approach to education; and enhance the school culture. Interventions must be research-based, evidence-based, and be differentiated according to the school level of performance. Such strategies must be used to build the capacity of educators and schools for continual improvement.

4. **Help educators support students.** Teacher quality and school leadership are the most important in-school factors influencing student learning and achievement. Educator evaluations should be based on multiple inputs and used to increase educator effectiveness. Professional development opportunities require dedicated school time and adequate resources.

Overall, many states are moving ahead with Educator Effectiveness models and plans to improve instruction in every classroom. However, the lack of federal government leadership in the above-mentioned areas and continued overspending at the state level on testing seem to add to the frustration that we are all feeling in our schools.

We are definitely at a crossroads for federal policy and the need to change the conversation. Breakout session speaker at the LILA 2013 event, National Teacher of the Year Rebecca Mieliwocki, a 7th grade English teacher from Burbank, CA, delivered an inspirational message to educators. Recognizing the challenges facing education today, she believes passionately that revolutionary change in education that is so badly needed begins with teachers as she described what educators need to do to help realize these goals. World class school systems according to Mieliwocki, are about children not tests and about people not numbers. She encouraged every member of the audience to celebrate the differences we make every day as we tell our stories by name of the individuals that we encourage and help make successful daily. Mieliwocki reminded us that we need a revolution and transformation not reform. The time is now to get involved in advocacy and talk about what works in education. Together, we can and will make a difference through the power of influence. I encourage you to learn more about advocacy at www.educatoradvocates.org and making appointments today with your elected officials at your local level to share your concerns and frustrations and ideas for improvement. The four points above are a great place to start.
Finding a Place to Belong

Christina Myers, PASCD Outstanding Young Educator 2012-2013

Folk Singer Bill Staines’ song “All God’s Creatures Got a Place in the Choir” may have said it best. We all need somewhere to belong. As educators, what can we do to help our students find that place to belong? How can we as teachers influence our students to become involved in their own school careers? We have all read studies that show how students who participate in music, sports, and clubs score better on standardized tests and perform better academically. How do we harness the clout these activities have in their lives to get them to school every day, excited for all the day has in store for them? It is my opinion that my school, Brockway Area School District, does this with great success. Here are a few guidelines I crafted by observing my own school district, and I hope they help you on the path to getting your students involved.

1. Set the climate for the school.

The school climate has a lot to do with it. It starts at the top - with the Superintendents, the principals, and the administration. Not a day goes by when I don’t observe some member of our administration engaging a student in conversation about what they like, what they did last night, or what they did in class today. The key is relaying that information to the teachers.

2. Everyone should be on the same team.

Make sure everyone buys into the idea of getting every student involved in something school-related. Teachers are on the front lines. The teacher usually is the one the students see on a daily basis. Our school has tons of activities for students to be involved in.

3. Communicate with each other.

If someone learns new information but doesn’t share it with someone who can move the situation along, what good is that information? Sharing is caring!

4. Don’t be afraid to try something new if the student interest is there.

In our school district, we have a variety of activities available for Grades K-12. We have sports; we also have chorus, band, theater, drama, and art programs. We have interest -specific clubs, like our Friday night chemistry club. What high school kids do you know that would give up their Friday nights or chemistry club? Or their Saturdays for Drama Club rehearsal? Sunday afternoon parades in the 4th of July heat and a week of marching on the blacktop sea that serves as the practice field for the marching band in the summers? Our kids do these things willingly. Some of our students who aren’t involved in school activities participate in groups like the Scouts, 4-H or Young Entrepreneurs. Often times, the main deterrent to all these activities is lack of funding or lack of room in the school schedule. If it is going to be the reason one student is coming to school and making an effort every day, isn’t it worth it?
5. Be an “unofficial” mentor.

I can’t think of a school that doesn’t have a mentor/mentee program in place already. It’s just that sometimes those mentor-mentee pairings are random and not good fits. Sometimes a student has a natural bond with one teacher or staff member over their assigned one. Maybe it’s the custodian or the school psychologist. Why not use that to your advantage?

6. Get parents involved with the school.

At our school, we welcome parents into our building all the time with activities like Bring Someone to Lunch Day, Grade Level Music Programs for K-6, and the Art and Music Showcase. Nobody has more influence on a child’s life than a parent, whether they know it or not. If we could get just one more parent supporting their child in whatever they choose to participate in, we can do more than just help that one student. We can help make a better world.

7. Check in frequently with students.

Small talk can be very useful in collecting data. The best part is that the kids just think it’s small talk. Take an interest in what they are doing, and don’t let that interest appear to wan over the school year.

8. Be a leader, and go the extra mile.

Be a club advisor, a musical director, an assistant coach, and accelerated Spanish tutor. Both you and the students will benefit greatly from the experience, and it will add to the positive, united school climate.

9. Show support for all of the activities at your school.

You may loathe tennis, but go to a match. Is Jazz music not your thing? Go to the occasional student concert anyway. Support all, not just what you are interested in, and the students will notice.

There is no foolproof plan for helping our students learn to be self-motivated, successful adults. But since becoming an educator, I have learned that a person needs to have a number of positive experiences somewhere they belong before they experience success outside of their comfort zone. Getting students to want to be in school is only part of the puzzle. How do we teach our students to move from reward-oriented motivation to self-motivation? I’m not 100% sure, but in my district, giving students a sense of belonging is putting us on the right path.
The demands of the 21st century require a new approach to education to fully prepare students for college, career, and citizenship. Research, practice, and common sense confirm that a whole child approach to education will develop and prepare students for the challenges and opportunities of today and tomorrow by addressing students’ comprehensive needs through the shared responsibility of students, families, schools, and communities.

Launched in 2007, ASCD’s Whole Child Initiative is an association-wide effort to change the conversation about education from a focus on narrowly defined academic achievement to one that promotes the development of children who are healthy, safe, engaged, supported, and challenged within a sustainable approach to education and community engagement. Through the initiative, ASCD helps educators, families, community members, and policymakers move from a vision about educating the whole child to action. Our Whole Child Partners represent not only educators, but also health, policy, and community sectors. Together, Whole Child Partners can ensure that

- Each student enters school HEALTHY and learns about and practices a healthy lifestyle.
- Each student learns in an environment that is physically and emotionally SAFE for student and adults.
- Each student is actively ENGAGED in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is SUPPORTED by qualified, caring adults.
- Each student is CHALLENGED academically and prepared for success or further study and for employment and participation in a global society.

All educators want to improve the work they do for students. Whether it is instruction, school climate, leadership, family engagement, or any of the other issues we face on a daily basis, we all need tools to help us improve in our context with our students. A whole child approach sets the standard for comprehensive, sustainable school improvement and long-term student success. Ensuring that each student is healthy, safe, engaged, supported, and challenged requires us to continually ask questions and examine evidence related to school policies and practices.

ASCD—in partnership with state and local leaders—is helping schools, districts, and communities across the country move from a vision for educating the whole child to action. States and school district are adopting policies and practices to better educate the whole child. To find out more and to help educate the whole child, visit

- Whole Child Initiative on ASCD.org
- Whole Child Education website
During these times of change it has never been more important for teachers, principals, curriculum directors, assistant superintendents and superintendents to gather and discuss the impacts, challenges and opportunities that have been presented to all of us!

Launched in 2007, ASCD’s Whole Child Initiative is an effort to change the conversation about education from a focus on narrowly defined academic achievement to one that promotes the long term development and success of children. Through the initiative, ASCD helps educators, families, community members, and policymakers move from a vision about educating the whole child to sustainable, collaborative action.

We at PASCD, have been spending nearly a year redesigning our Annual Conference experience to meet the needs of all educational leaders while being cautious of time and financial restraints. We are pleased to announce that our 2013 Annual Conference “A Whole Child Education” has been re-structured to allow administrators to have the same opportunities as we previously had but in a more condensed schedule.

**Saturday Evening (Pre-Conference Activities – Additional Fee Required)**
- 12:00 – 4:00 PM  Registration Open
- 1:00 PM – 4:00 PM  Day 1 – Curriculum Academy (1/2 day) – Audience: CC Directors
- 1:00 PM – 4:00 PM  Day 1 – Supervision Academy (1/2 day) – Audience: Principals
- 7:00 PM  Informal Social Event(s) / Time to visit Hershey Attractions

**Sunday Morning**
- 9:00 am – 6:00 pm  Registration / Check In
- 8:30 am – 11:30 am  Day 2 – Curriculum Academy  (Additional Fee)
- 8:30 am – 11:30 am  Day 2 – Supervision Academy  (Additional Fee)
- 8:30 am – 11:30 am  Teaching CC in the Classroom (ELA) (Additional Fee)
- 8:30 am – 11:30 am  Teaching CC in the Classroom (Math) (Additional Fee)
- 11:30 am – 5:30 pm  Pre-Service Teacher Symposium
- 12:30 pm – 2:00 pm  Keynote #1 (Great American Hall)
  - Chris Lehman, Sci. Tech High School
- 2:15 pm – 4:30 pm  Small Group Sessions
- 5:00 pm – 6:00 pm  Reception
- 6:00 pm – 8:30 pm  Vendor Reception Dinner Rotations
- 7:30 pm – 10:00 pm  Bingo Activities / Silent Auction / Scholarship Activities
Monday Morning

- 8:00 am  Registration / Check In
- 8:00 am  Breakfast
- 8:30 am – 9:00 am  Business Meeting
  - Awards
- 9:00 am – 10:00 am  General Session
  - ASCD “Whole Child”
- 10:00 am – 10:30 am  Dedicated Vendor Hall
- 10:30 am – 11:30 am  Small Group #3
- 11:30 am – 12:00 pm  Vendor Presentations
- 12:00 pm – 1:00 pm  Lunch (provided)
- 1:00 pm – 1:30 pm  General Session:  PDE Hot Topics Update
- 1:45 pm – 2:45 pm  Hot Topics Sessions
- 2:45 pm – 3:30 pm  Closing Session / Vendor Raffle
  - Chris Lehman Wrap Up

Conference Request for Proposals – Deadline: April 1, 2013
Applicants Available at: www.pascd.org

The Conference Committee is hard at work developing a conference program and needs your help. We are looking for conference presentations that can be applied to the following conference strands.

**Whole Child Conference Strands**

- Each student enters school healthy and learns about and practices a healthy lifestyle.
- Each student learns in an environment that is physically and emotionally safe for students and adults.
- Each student is actively engaged in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is supported by qualified, caring adults.
- Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.

Small Group Presentations will be held on Sunday, November 3rd and Monday, November 4th. The Primary Conference Presenter will receive a $30 discount on full conference registration.
Chris Lehmann is the founding principal of the Science Leadership Academy, a progressive science and technology high school in Philadelphia, PA. Chris has returned to his native Philadelphia after nine years as the Technology Coordinator at the Beacon School in New York City, one of the leading urban public schools for technology integration. In 2001, Chris was honored by MOUSE as a Champion of Technology and Education for his work on building the portal at the Beacon School. Chris has spoken at educational conferences all over the world, including the International Conference on Technology and Education in 1998 in Edinburgh, Scotland and at LinuxWorld 2000 in San Jose, California. In November of 2012, Chris was named one of Dell’s #Inspire100 - one of the 100 people changing the world using Social Media. In April of 2012, Chris won the Lindback Award for Excellence in Principal Leadership in the School District of Philadelphia. In September of 2011, Chris was honored by the White House as a Champion of Change for his work in education reform. In June 2010, Chris was named as one of the “30 Most Influential People in EdTech” by Technology & Learning Magazine. In 2009, Chris was a honoree for the Association of Supervision and Curriculum Development’s Outstanding Young Educator Award. Chris was named as one of “40 Under 40” by Philadelphia Business Journal in 2009. In 2006, the National School Board Association named Chris one of “20 to Watch” among American administrators. In 2001, Chris was honored by MOUSE as a Champion of Technology and Education for his work on building the portal at the Beacon School. Chris received his B.A. in English Literature from the University of Pennsylvania and his M.A. in English Education from Teachers College, Columbia University.