



PASCD Update



“Educators impacting teaching and learning through leadership”

SEPTEMBER 8, 2014

IN THIS ISSUE

President’s Message

by Dr. Lori Stollar



Labor Day has come and gone; another school year is upon us. As a classroom teacher, a new school year brought a promise of things to come—a fresh start, new students walking through my classroom door, a

chance to implement a new strategy or incorporate a new resource into my lesson.

As PASCD President, the new school year brings the promise of things to come for our membership. Over the summer months, the PASCD Executive Board worked diligently to expand member benefits. We made a conscientious decision to increase communication with our members. You are reading our first effort—a monthly newsletter! The newsletter will be published on the first Monday of each month and will include updates and information from our ten regions and committees. PASCD members will share their PASCD story of what the organization means to them.

Another member benefit will be weekly Policy eBlasts. The PASCD Policy eBlast will feature timely information regarding educational issues. Our own PASCD Executive Director, Dr. Richard Nilsen, will compile the blast. Rich’s experience and knowledge of education allow him to provide

unique insights into educational policy. Watch for this eBlast on Fridays.

And of course you will still receive PASCD’s award-winning journal—Pennsylvania Educational Leadership (PEL)—twice annually.

Membership in PASCD also means access to digital ASCD resources through the PASCD Gale library. PASCD has acquired all 2013 ASCD titles for online access. As a PASCD member, you have 24-hour access to these titles for your own use. Titles may be accessed anywhere you have internet accessibility. Read books on your desktop, iPad, tablet, or phone. Or, choose the audio option and listen to a book being read to you. The ASCD titles are available by visiting our website at www.pascd.org.

Welcome to the new school year! We hope you enjoy your new and expanded PASCD membership benefits!

Warm regards,

Lori

Lori J. Stollar, Ed.D.
PASCD President

Using Data to Inform Curriculum and Instruction

The yearly data we collect on our students is an invaluable tool to help teachers and administrators, at a more granular level, review the curriculum and monitor student progress..

Page 2

PASCD Announces Inaugural Emerging Leader Class

PASCD, state affiliate of ASCD, the leading international nonprofit education leadership association has named its 2014 class of emerging leaders.

Page 3



Using Data to Inform Curriculum and Assessment

by Laurie Heinricher, Curriculum Committee Co-Chair

The yearly data we collect on our students is an invaluable tool to help teachers and administrators, at a more granular level, review the curriculum and monitor student progress. The two-pronged approach to using PSSA, Keystone, PSAT, and other local data sets allows the information to play a role in the daily interactions with curriculum and how to best deliver it to better meet students' needs.

Student Achievement

There are three different kinds of students represented in our data; the Movers, the Bubble students, and the Unchanged. The Movers are those students who have moved among the proficiency levels. Best case, they move up from one level to another. For the purpose of using the data, the Movers are those who have moved from a higher proficiency level to a lower proficiency level. The Bubble students are those students whose cut scores sit on the verge of moving to the next proficiency level. Finally, the Unchanged are those students who have stayed at the same level of proficiency.

In order to best review these three groups, either have someone in your district pull the student data by grade level (by class roster would be best), and sort the group by cut scores. When referencing the cut score information provided on the PDE website, create a new column for this information. Use Excel or another spreadsheet tool to make the manipulation of the data easier. This task is made even simpler if your district has access to a data-aggregating tool to create reports. The data-aggregating tool will also help individuals look back over the previous two years data to judge student movement. Refer to the Individual Learning Plan worksheet. This is the data collecting tool teachers, RtII specialists, and support teachers will utilize throughout the year to determine areas of instructional focus.

Complete the Individual Learning plan with the data indicated that is most reflective of the grade level the students have just entered. Talk about each of the students who fall into the one of the three categories and determine a plan to help them to become a

Positive Direction Mover, a Bubble student in a higher proficiency level, or a Bubble student who scores at the more appealing proficiency level, or an Unchanged student who has moved his/her scores in a more positive direction.

The individual learning plan is most effective with students in grades four and up. If analyzing benchmarking data or common assessment data for students entering grades 1-3, this process can be replicated with those data sets.

Assessment Anchors Audit

But what if the data reveals that many students did poorly on the same assessment anchors? This information could be indicating that the curriculum is not aligned to the standards or the curriculum does not require the teachers to teach the content at the same depth as the standards and anchors are asking.

In a grade level or department level meeting, have the teachers review the data through the lens of the assessment anchors. Using the Assessment Anchor Audit Sheet, identify those anchors with lack-luster performance and determine how to better approach this content for the coming school year. If using a data-aggregating tool, this is a much easier task. One approach might be to have teachers take a portion of the data, review the anchors for that portion and bring that information to a meeting of a larger number of teachers. Assessment Anchor Audit sheets should be completed and distributed to all teachers who have the potential of teaching that anchor.

Adopt an Anchor

One additional activity for this data collection is to meet with Music, Art and Physical Education specialists at the elementary level and review those anchors that need additional attention. Many can be reinforced in these classes. The adopted anchors and standards should be documented in the curriculum so they become a permanent part of the teaching in those classes. At the secondary level, the new PA Core Standards for Reading and

Writing in Science, Technical Subjects, History and Social Studies, more intentional application of common standards is required.

2014 PSSA Data

The challenges in preparing for the 2014 PSSA's were numerable. If finding that the anchors were not well accomplished, then use the cross walk documents on the SAS site and use those anchors as the targets for the coming year. We have much to learn from the 2014 data to help our students be better able to tackle the 2015 PSSA's.

Data Teams

If your district does not currently engage data teams on a regular basis, the change in the PSSA might be a good reason to create such teams. With the greater influence placed on reading and writing across Science, Technical Subjects, History, Social Studies and ELA, data teams could review the data provided from this year's testing and help all teachers be more thorough in providing non-fiction reading and writing opportunities. Data teams can provide insights for necessary professional development. They can also keep teachers to the individual learning plans, asking for updates prior to meetings and discussing continued, deliberate work to better meet the needs of the Bubble, Movers, and Unchanged students. The initial discovery of these students and creating plans is actually the easy part. Consistent monitoring and adjusting for those three types of students will help improve their success and ultimately the teachers' and schools' success.

Thank you to Dr. Eric Stennett, Principal and Mrs. Marlynn Lux, Assistant Principal at Hampton Middle School for sharing their work for our annual Data Day.



PASCD Announces Inaugural Emerging Leader Class

by Lori Stollar, PASCD President

PASCD, state affiliate of ASCD, the leading international nonprofit education leadership association has named its 2014 class of emerging leaders. The PASCD Emerging Leaders program recognizes and prepares young, promising educators to influence education programs, policy, and practice at the state level.

PASCD emerging leaders have typically been in the profession between 5 and 15 years, have a marked interest in making a positive contribution to education policy and practice, and have invested in professional growth opportunities aimed at improving student outcomes. The 2014 class is both professionally and regionally diverse, ranging from classroom teachers to administrators, hailing from across the state, and educating students from Erie to Philadelphia.

As PASCD President, I am pleased to welcome this fine group of educators to the PASCD Emerging Leaders Program. The emerging leaders are a passionate group of educator from around the state dedicated to providing the best educational experience for Pennsylvania's students.

The emerging leaders will assemble prior to the PASCD 64th Annual Conference in Hershey, November 22nd. Leading the PASCD Emerging Leaders program will be ASCD Emerging Leaders, Krista Rundell, Brianna Crowley, Rebecca Kelly, and Allison Rodman.

For more information on PASCD's Emerging Leaders program or to learn more about PASCD membership, visit www.pascd.org

15

Members of the Inaugural PASCD Emerging Leaders Class

INAUGURAL EMERGING LEADER CLASS

Nicole Avon, Mars Area School District, Physics Teacher

Melanie Berlin, Mastery Charter School Mann Elementary, Kindergarten Teacher

Kristen Craig, Mariana Bracetti Academy Charter School, English Curriculum Coordinator, K-8 and Reading Specialist

Christian Ehrhart, Spring Grove Area School District, Teacher

Christine Fleming-Hirshka, Hatboro Horsham School District, Gifted Support Specialist

James Gallagher, Northwest Tri-County Intermediate Unit, Director of Curriculum, Instruction, and Assessment

Colleen Hinrichsen, Mars Area School District, Elementary Teacher

Lisa Hoffman, Quakertown Community School District, Supervisor of Curriculum and Professional Development

Rebecca Hoffmann, Mars Area School District, English Teacher

Megan Howard, Girard School District, Elementary Teacher

Concetta Lupo, Wissahickon School District, Director of Educational Programs, K-12

Jessica Shupik, Bensalem Township School District, Curriculum Coordinator and English Teacher

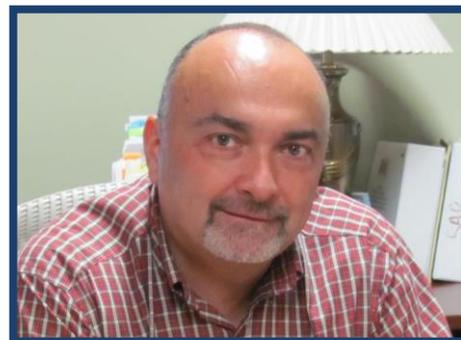
Jennifer Ward, Haverford Township School District, English Teacher

Geri Capreri Wilkocz, Souderton School District, Teacher/Literacy Specialist

Felix Yerace, South Fayette Township School District, Teacher

PASCD Member Spotlight

Dr. Dean Maynard



I have been an active member of PASCD for over twenty years. As a former building principal, director of elementary education, superintendent of schools, and most recently as the assistant executive director of a PA intermediate unit, PASCD has provided me with countless opportunities to improve my skills as an educational leader. Through regional and statewide networking efforts on the part of NWPASCD and PASCD, the resources provided me as a member are the best. PASCD's slogan: "Educators impacting teaching and learning through leadership" says it all.

In appreciation of all PASCD has done for me and the profession,

Dean C. Maynard, EdD



PASCD Seeking Award Nominations

by Dr. Mary Wolf, PASCD Past President

PASCD is seeking nominations for our annual awards program to honor members who have made a significant contribution to the field, specifically:

Supervision and Curriculum Development Award

Recognizes leadership in the areas of supervision and/or curriculum development

Robert V. Flynn Memorial Distinguished Service Award

Recognizes a member who has demonstrated a commitment to serving and enriching PASCD

Outstanding Research and Publication Award

Recognizes research that has been published within the past two years

Please consider nominating someone for each award. The deadline was September 1st and the response has been extremely poor.

The deadline to submit nominations has been extended to October 1, 2014. Nomination packets may be found at the PASCD website at

<http://www.pascd.org/?page=awards>.



PASCD 64th Annual Conference: *Leading an Innovative Culture for Learning* powered by *Blendedschools.net*

by Bryan O'Black, Conference Chair

Registration is now open for the 64th Annual PASCD Conference, *Leading an Innovative Culture for Learning* powered by *Blendedschools.net*. Take advantage of our early bird pricing by registering today!

This year's conference will be held will begin on Sunday, November 23rd and end on Tuesday, November 25th. Additionally, we will have several pre-conference sessions this year starting on Saturday, November 22nd, covering a number of relevant topics such as the Pa Core standards.

You can register for this year's conference online with a credit card payment or have an invoice sent to you. Additionally, you can download a registration form and submit the form with a payment or purchase order.

Register at www.pascd.org

Keynote Speakers:

David Burgess

Author of *"Teach Like a Pirate: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator"*

Bill Sterrett

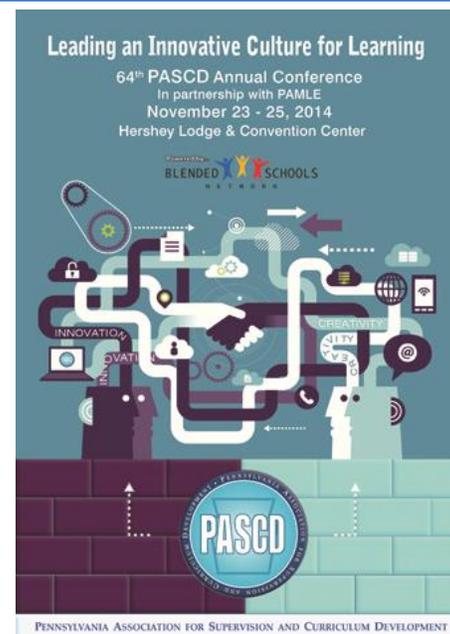
ASCD Author, *"Short on Time: How Do I Make Time to Lead and Learn as a Principal?"*

Dr. Bart Rocco

Award-winning superintendent for the Elizabeth Forward School District
Led the first school district in Pennsylvania to a K-12 1:1 iPad program

Ron Cowell

President, Educational Policy and Leadership Center



Location: Hershey Lodge and Convention Center

Date: November 23-25, 2014

Conference Act 45 Opportunities

PASCD Curriculum Leadership Academy
PASCD Supervision Academy
PASCD Evaluation Academy