

# South Dakota Education Service Agency Region 6 & 7 Newsletter

*Serving 30 school districts in western and central South Dakota*

Fall 2006

## Region ESA 6 & 7 Educators of the Year



**T**racy Scott, Agar-Blunt-Onida, was named the **Region 6** Teacher of the Year for 2007. After graduation from Lake Preston High School, Tracy attended South Dakota State University where she earned a Bachelor of Arts degree in English Education.

Tracy has been with the Agar-Blunt-Onida School District since 1997. She has taught middle school reading and English, English I, and high school Spanish. Tracy coached track and field for three years and has been the assistant volleyball coach for ten years.

As an active member of ABOEA, the local education association, and SDEA/NEA, she has served on the negotiations committee. To assist with the NCA accreditation process for the school district, Tracy has chaired the local North Central Accreditation survey committee and participated as a member of an NCA peer review team.

Tracy states, "As an educator, sometimes we take on more than just the role of a teacher. I welcome this role and enjoy being involved in students' lives here at Sully Buttes. I plan to continue many more years."



**N**icole Swigart, 2006 Rapid City Teacher of the Year, was selected as the **Region 7** Teacher of the Year for 2007. She has been teaching for 16 years at Stevens High School in the Rapid City Area School District.

Graduating from Sturgis Brown High School, Ms. Swigart earned her bachelor's degree from Rocky Mountain College in Billings, Montana. She is working on her master's degree in literacy from the University of Sioux Falls.

Ms. Swigart has focused her teaching on English, reading, and drama. She has been active in extracurricular activities including cheerleading, drama, and serving as a class advisor. She has also taken a leadership role at Stevens by serving on the school's Building Leadership Team 2002.

Her 2006-07 duties include serving as a Literacy Coach at Stevens High School. In her new role, she will work with both teachers and students in various content areas.

## 2006 South Dakota High School Principal of the Year



**L**eroy (Mike) Fugitt is the principal at T.F. Riggs High School in Pierre, SD. He is a graduate of the University of Nebraska where he earned his B.S., M.S., and Education Specialist degrees. He has been an educator for 40 years, serving as a teacher, coach, elementary principal, and

superintendent in Iowa. He worked for three years in the SD Department of Education prior to serving as junior high principal in Pierre. He became the high school principal at Riggs High School in 1997.

## 2006 SD Superintendent of the Year



**J**ames Heinert is a lifetime resident of South Dakota. He is currently in his sixth year of service to Meade School District 46-1 as Superintendent of Schools. Prior to that, he served as Superintendent in the Milbank

and Wessington Springs School Districts. He began his career in Todd County School District as a classroom teacher and building-level administrator. He is married to Irene, a language arts teacher at Sturgis Williams Middle School. They have two adult children Joseph, an associate at General Mills in Minneapolis, Minnesota, and Danielle, a sophomore at the University of Denver, La Mont School of Music, in Denver, Colorado.

## South Dakota Counts

by Marcia Torgrude

### SOUTH DAKOTA COUNTS

South Dakota Counts Teacher Leaders and ESA Math Specialists arrived at their first training voicing varying degrees of enthusiasm ranging from,

“I’m really excited about this opportunity” to “I am not quite sure why I am here.” By the end of the week-long July experience, participants expressed eagerness to try the teaching strategies they had practiced.

The teachers and specialists began implementing those strategies this fall with the goal of improving mathematics achievement among K-5 students. The comprehensive SD Counts professional development initiative focuses on best practices in teaching mathematics. Each teacher leader



will develop a demonstration classroom for their peers to observe. They will also train and sustain professional growth and development for their co-workers. The summer training was the first step in the three-year process. Sessions focused on Strands of

Mathematical Proficiency, Introduction to Cognitively Guided Instruction (CGI), and Children’s Mathematical Thinking, NCTM Principles and Standards, Relearning to Teach Arithmetic, and Five Dimensions and Core Features of Classrooms that Promote Understanding. Effective implementation of the strategies and concepts studied during the training is not dependent upon any specific math curriculum or program.

Math specialists are located in each ESA region and the Sioux Falls School District. Lucy Atwood, ESA 6, and Marcia Torgrude, ESA 7, work with 30 teacher leaders during monthly training sessions. The emphasis is on cognitively guided instruction (CGI), a research-based teaching method. CGI helps students develop their mathematical understanding. The method focuses on developing student skills by building on their prior knowledge while also integrating mathematical concepts and problem solving in meaningful contexts.

SD Counts training is not limited to teachers. Principals also develop a deeper understanding of how children learn math through Lenses on Learning training. Lenses on Learning helps the principals support and encourage math instructors throughout their schools.

ESA 6 Teacher Leaders are Jackie Carlon, Becky Kitts, Ronda Wollman, and Doreen Miller, Pierre; Lisa Hancock, Onida; Bobbie Kilber, Blunt; Shirley Gunhammer, Mark Jakopak, Trish Knox, Erin McCloskey, and Summer Streeter, Todd County.

ESA 7 Teacher Leaders include Colleen Hardesty and Julie Hatling, Belle Fourche; Linda Norman and Lorri Schleuning, Douglas; Doreen Schultz, Edgemont; Nancy Mulcahy, Hot Springs; Pamela Gunner, New Underwood; Samantha Weaver, Oelrichs; Connie Berg, Piedmont; Angela Heltzel and Brandy Vavruska, Spearfish; Cari Frasier, Sherry Gettemy, Pam Heltbridle, Mary Cook, and Cindy Stofferahn, Sturgis; Samra Trask, Wall; and Carol Halter, Whitewood. ESA 6 Teacher Leaders are Jackie Carlon, Becky Kitts, Ronda Wollman, and Doreen Miller, Pierre; Lisa Hancock, Onida; Bobbie Kilber, Blunt; Shirley Gunhammer, Mark Jakopak, Trish Knox, Erin McCloskey, and Summer Streeter, Todd County.

For more information, go to: <http://www.sdesa6.org/content/sdcounts/default.htm>

The SD Department of Education, the Center for the Advancement of Mathematics and Science Education (CAMSE), and Technology and Innovation in Education (TIE) are project partners for SD Counts.

## Curriculum Mapping in Haakon School District

by Micky Wienk

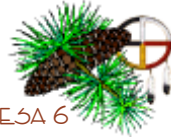


K-12 teachers in Haakon School District, Philip, SD have committed to using TechPaths© to map their mathematics curriculum. They participated in a three day curriculum mapping seminar

provided by ESA 7. During that time, the teachers worked diligently to complete, review, and edit the maps for the 2006-07 school year. By comparing the mapping data with the testing data, teachers in Haakon School District will be able to make curricular decisions aimed at improving student performance in mathematics.

## ESA 6 Activities

by Coly Blake



- Agar-Blunt-Onida (ABO) is participating in professional development based on Dr. Robert Marzano's, *Building Academic Vocabulary*. \* Teachers will also be enhancing their professional practices in reading by participating in classroom-based SD READS strategies.
- The Pierre School District is examining their ongoing professional development efforts with a PD mapping project. The district is gathering input from K-12 staff to determine initiatives, trainings, programs, and professional development opportunities that have occurred during the last three years. Grade level/department teams and K-12 teams will look at the results to determine priorities and establish the focus for future professional development.
- Todd County School District is offering the staff at He Dog school district the opportunity to enhance their professional practices in reading by participating in classroom-based SD READS\* strategies. Fourteen teachers are involved in the training.
- Lyman School District is continuing with curriculum mapping in their district. They are examining the merits of TechPaths as the technological tool for developing the maps.

\* fee service through TRSSC

## Update on ESA 6 Schools

by Roxanne Everhard



### Data Retreats

The MAPLE Data Reports available to ESA 6 and 7 schools are being used by many school districts in Region 6 to analyze student performance.

- Kadoka used early release time on September 28 for an all-staff data analysis meeting.
- White River scheduled a Data Retreat Day on October 27. The student achievement data included in the MAPLE Reports provide a portion of the data analyzed by the district.
- Winner scheduled a Data Retreat/Curriculum Mapping Day on October 20. School staff analyzed data from the MAPLE reports, CRT Reports, and District Curriculum Maps.

The MAPLE Data Reports assist school staff in determining performance trends in Reading and Math. The reports are used to analyze positive trends and determine areas in need of improvement. The analysis of data is an important step in developing school improvement plans and identifying strategies that can assist in planning for instruction, assessment, and student learning.

### Curriculum Mapping Work Sessions

More than 60 teachers in Jones County, Kadoka, Midland, and Winner School Districts participated in Curriculum Mapping work sessions in September. The work sessions took place after school and on Saturdays.

All four districts use TechPaths© and had upgraded to Version 4.0 prior to the work sessions. Many of the teachers attending expressed excitement about the new and improved features on Version 4.0. They particularly liked the sub-units feature that can make the maps more readable through the horizontal alignment of elements.

### ESA 6

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**Program Director**  
**Sandra Gaspar**

**Executive Director**  
**Randy Morris**



# Program Updates

## South Dakota Parent Resource Network

by Lori Laughlin



Three decades of research have demonstrated that parent/family involvement significantly contributes to improved student learning and school success. The benefits to children when parents are actively involved include higher grades and test scores, better school attendance, and greater enrollment in post secondary education. Because of the link between parent involvement and increased student success, family and community partnerships are being identified as a component of successful schools.

The South Dakota Parent Resource Network has tools to help schools work collaboratively with the families. These tools include brochures:

- Parent Guides to Reading and Mathematics Standards for parents of students in kindergarten through 5<sup>th</sup> grade;
- Building Blocks for Reading Readiness;
- Be the Power in Your Child's Education;
- A Parent's Guide to Test Taking;
- A Parent's Guide to the No Child Left Behind Act, Content Standards, School Choice, and Supplemental Educational Services; and
- A NEW brochure titled Regular Attendance is the Key to School Success.

New print materials are coming soon – Reading and Math Standards for Parents of Middle School Students; A Parent's Guide to School Report Cards; and High School Graduation Requirements. A new guidebook for schools will also be available – Parent Involvement from Policy to Practice.

Professional development opportunities are available for educators and parents:

- Family Leadership Institute (Educators and Parents)
- School, Family, Community Partnership Training (Educators and Parents)
- Be the Power (Parents)
- Building Capacity for Parent Involvement (Educators only)
- A Parent's Guide to Reading and/or Math Standards (Parents)
- Teachers Involving Parents in Schoolwork (Educators only)
- Parent's Guide to No Child Left Behind (Parents)
- Parent's Guide to Choosing a Supplemental Educational Service Provider (Parents)

Available this fall will be information for parents on how to interpret school report cards and training for administrators on developing and designing effective parent involvement policies.

For more information call Lori Laughlin at 800-219-6247.

## Mountains of History - Year Three

by John Swanson

The Mountains of History project is continuing to serve history teachers from ESA 7. Approximately 30 more teachers have registered for two, one-credit courses focused on Mt. Rushmore and Crazy Horse Memorial during the fall of 2006. Seventy-five history teachers in ESA 7 have participated in this program since it began in 2004.



Funded with a federal grant from the Teaching American History program, the Mountains of History project strives to improve the teaching of American History by placing teachers in the role of historians. Teachers learn quickly that historians do large amounts of reading and writing in order to understand history in a critical and more authentic manner.

Participating teachers use primary sources of historical information to write research papers. They also utilize those primary sources as the foundation of instructional units they develop for their students.

To examine samples of the work these teacher/historians have produced to date, please visit the Mountains of History website at [www.tahbh.org](http://www.tahbh.org).

A design team for Mountains of History meets regularly to continue charting the course for the project. Team members come from the partner organizations involved in the grant including Black Hills State University, the Chiesman Center for Democracy, Mount Rushmore National Memorial, Crazy Horse Memorial, and Technology and Innovation in Education. For more information about the Mountains of History project, please contact June Preszler ([jpreszler@tie.net](mailto:jpreszler@tie.net)) or John Swanson ([jswanson@tie.net](mailto:jswanson@tie.net)).



AIMS II

by Roxanne Everhard

The third and final year of the AIMS II grant is off to a strong start with school teams and individual teachers in ESA Regions 6 and 7. The AIMS II team offers a variety of professional development opportunities for teachers. The primary focus is students' mathematical thinking and how to use that knowledge to improve instruction. *(continued on next page)*

# Program Updates

## Project Enrich

by Jamie Morris



Project ENRICH will be offering three on-line book studies based on the work of Robert Marzano beginning in November. The courses, *Building Background Knowledge*, *Classroom Instruction That Works*, and *Classroom Management That Works* will be offered for graduate credit from the University of Sioux Falls. In order to receive the graduate credit, participants will need to take two book studies or attend the ESA 7 Regional In-service.

Registration will be available on the ENRICH website at [enrich@tie.net](mailto:enrich@tie.net) beginning the latter part of October.

There were many requests from teachers for additional coursework in differentiated instruction. As a result, Differentiated Instruction II is being offered this fall. The course, *Struggling Readers Can Comprehend*, is offered this fall; and both courses will be available again in the spring. Participant reviews have been highly favorable for both courses.

Project ENRICH is sponsoring the Cognitive Coaching Foundation Seminar in November to a cohort of teachers from ESA 6 and 7. For more information on Cognitive Coaching, contact Jamie Morris, Three Rivers Coop ([jmorris@tie.net](mailto:jmorris@tie.net)) or MaryLou McGirr, TIE ([mmcgirr@tie.net](mailto:mmcgirr@tie.net)).

## AIMS II (continued)

This summer more than 200 teachers attended workshops on Cognitively Guided Instruction (CGI) – Children’s Mathematics, CGI 2 – Algebraic Thinking, Algebra by Inquiry, Algebra with Technology, Tracking the Space Station, College Preparatory Math (CPM), and Private Universe Project Math. These courses were held on campus at BHSU, SDSM&T, and at TIE, as well as on-line.



We are currently offering four on-line courses – Teaching Math K-2, 3-5, 6-8, 9-12 and one DDN course – Fostering Algebraic Thinking, Module 1 with a total of 140 participants. In November, Lenses on Learning and Considering New Math Curricula will be offered.

For more information and to register visit <http://aims.tie.net> or contact one of our AIMS II team members Marie Ritten, ([mrritten@tie.net](mailto:mrritten@tie.net)); Roxanne Everhard, ([reverhard@tie.net](mailto:reverhard@tie.net)); Marcia Torgrude, ([mtorgrude@tie.net](mailto:mtorgrude@tie.net)); Marlene Rothermel, ([mrothermel@tie.net](mailto:mrothermel@tie.net)); Dr. Ben Sayler, ([bensayler@bhsu.edu](mailto:bensayler@bhsu.edu)); or Vicki Kapust, ([vickikapust@bhsu.edu](mailto:vickikapust@bhsu.edu)).

## First Cognitive Coaching<sup>SM</sup> Seminar Offered In South Dakota

by MaryLou McGirr & Jamie Morris

A cohort of ESA 6 and 7 teachers will participate in the first Cognitive Coaching<sup>SM</sup> Foundation Seminar offered in South Dakota beginning in November, 2006. This unique experience will allow teachers to complete the eight-day seminar with a nationally certified trainer from the Center of Cognitive Coaching<sup>SM</sup>.

The mission of cognitive coaching is to produce self-directed persons with the cognitive capacity

*Coaching experience will inspire new thinking with educators.*

for high performance both independently and as members of a community. As a result of the training, individuals will become more resourceful, effective, and skillful at contributing to the educational system.

A coach is equipped with maps and tools which s/he uses to assist the person being coached in “navigating” the territory of his/her thinking. Participants will learn to use the three maps of Cognitive Coaching<sup>SM</sup> in planning, reflecting, and problem solving.

The principles of coaching are grounded in research on effective professional development and professional learning communities. Coaching enhances professional development programs by providing targeted supports to build knowledge. Effective professional development programs are intentionally designed to include coaching to ensure follow-up and sustainability.

Several diverse methods of delivery are designed to better serve educators’ needs and schedules.

1. Complete Institute – 8-session training scheduled over a one or two-year period.
2. First Half Institute – 4-session trainings
3. Second Half Institute – 4-session trainings
4. Half-day Presentation and Awareness Presentation

For more information contact Agency Support Trainers: Jamie Morris, Three Rivers Cooperative ([jmorris@tie.net](mailto:jmorris@tie.net)) or MaryLou McGirr, TIE ([mmcgirr@tie.net](mailto:mmcgirr@tie.net)).

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## ESA Priority Activities for 2006-2007

The SD Department of Education identified the priority activities for ESA staff for the 2006-2007 school year. Those priorities are the basis of ESA 6 and 7 activities this year. Basic services supported with ESA grant funds from DOE include:

### School Improvement

- **Data Retreats** – Training on how to analyze test scores and other data to identify areas of strengths and weakness in school improvement
- **School Improvement Planning** – Assistance in developing a comprehensive school improvement plan
- **Improvement of Instruction** – Assistance in identifying effective instructional strategies to help schools and districts reach improvement goals
- **Consolidated Application** – Assistance in completing the annual consolidated application for federal programs

### Professional Development Planning and Coordination

- Assist schools to identify professional development needs
- Coordinate effective professional development at the school, district, area, or regional level
- Identify professional development service providers when district's needs exceed the capacity of the ESA to provide customized service

### Curriculum, Instruction and Assessment

- **Curriculum Mapping** – Training and support in the use of curriculum mapping software and group processes to achieve standards-based curriculum coherence
- **6+1 Writing Assessment Training**
- **Classroom-based Assessment Training**

## Response to Intervention

by Barb Boltjes

Response to Intervention (RtI) is the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals and applying child response data to important educational decisions. RtI should be applied to decisions in general, remedial and special education, creating a well integrated system of instruction/intervention. (NASDSE)

The Department of Education Special Education Programs is in the process of expanding the learning disability taskforce for eligibility to develop a Response to Intervention model. This model will be one of the options school districts may consider when determining eligibility for special education (specific learning disability).

The following are core RtI principles referred to in developing a model:

- We can effectively teach all children
- Intervene early
- Use a multi-tier model of service delivery
- Use a problem-solving method to make decisions within a multi-tier model
- Use research-based, scientifically validated interventions/instruction to the extent available. (required by NCLB and IDEA 2004)
- Monitor student progress to inform instruction
- Use data to make decisions
- Use assessment for three purposes. (screening, diagnostics, and progress monitoring)

The large-scale implementation of any professional practice requires an understanding of the core principles that guide practice as well as **the components that define practice.**

The principles on which RtI is based are supported both by research and common sense. Research provides the evidence demonstrating the general effectiveness of RtI **practices.** Common sense keeps our attention focused on what is most important – student learning. (NASDSE)



## Scantron Achievement Series

by Julie Mathiesen

The Achievement Series, a powerful web-based testing platform, is currently available for use in South Dakota schools. This on-line assessment tool has nearly 2,000 items in reading, mathematics, and science, all of which were developed by South Dakota teachers and aligned to our content standards. The Achievement Series is a Scantron product. Scantron also supports the DACS testing platform which has been in use for several years in the state.



Teachers may use the Achievement Series to deliver preformatted tests that cover one South Dakota standard or an entire set of standards. These tests are already

*This powerful tool offers great opportunities to help teachers make good*

designed and available for teachers to utilize. If given on-line, the results will be made available to them immediately.

With this direct access to formative assessment data, teachers can instantly gauge the achievement level of their students for a particular standard or set of standards and adjust the next lesson in order to better meet student needs.

Preformatted tests come in an A or B version. This gives the classroom teacher the option of using the A test for formative assessment during the teaching process and reserves the B version for a summative assessment at the end of a unit or course of study.

Classroom teachers can also use the platform to create and deliver their own unique on-line tests. Additionally they have access to the thousands of items in the Scantron Item Bank which contains over 25,000 test questions in Language Arts, Mathematics, Reading, and Science.

This powerful tool offers great opportunities to help teachers make good decisions based on current assessment data. It is another means to help educators work toward increasing student achievement to meet accountably needs.

ESA 6 and 7 will deliver training to school districts via a “train-the-trainer” model. Training dates and locations will be announced.

For more information about the Achievement Series go to [www.achievementseries.com](http://www.achievementseries.com).

## DOE Highlights



### Changes at the SD State Library

The South Dakota State Library will be transitioning services from a “brick and mortar” facility to an electronic service provider. Beginning approximately one year from now, the majority of the collections of the State Library will be gradually relocated to local libraries that have their collections listed on the internet.

State Library services will be available electronically, including access to numerous expensive on-line databases.

In order to access the full range of electronic services, South Dakota residents need to apply for a State Library Card. Go to <http://www.sdstatelibrary.com/forms/orderlibrarycard.htm>.

For more information, contact Julie Ericson, Electronic Services Coordinator. ([julie.erickson@state.sd.us](mailto:julie.erickson@state.sd.us)).

### K-12 Accreditation and District Improvement

On March 22, 2005, the South Dakota Board of Education approved new administrative rules for District Accreditation and Improvement. The new Administrative Rules **24:43** have outlined the process for required school improvement plans for all public and private school districts that wish to seek school state accreditation.

All South Dakota school districts/systems wishing to remain or become accredited by the Department of Education must have school improvement plans in place, in addition to the annual accreditation checklist that is currently submitted. The accreditation process will also include the requirement of an on-site visit to each district, in 5-year cycles.

For more information, go to the SD Department of Education website at: <http://doe.sd.gov> and click on Administrators or contact Jennifer Neuhauser at ([jennifer.neuhauser@state.sd.us](mailto:jennifer.neuhauser@state.sd.us)) or by phone at 773-4774.

## Events Spotlight



### **ESA 7 Regional In-Service: Research in Education: What Works**

November 17, 2006 at the Rapid City Ramkota Inn Convention Center

Keynote Address by Dr. Brian McNulty and Afternoon Book Talk Sessions

Brian McNulty, Ph.D. will speak about the implications and applications of educational research at the school and classroom level. Dr. McNulty has over 30 years of experience in education.

He has lectured extensively on leadership development and school improvement.

He recently co-authored *School Leadership that Works* with Robert J. Marzano and Timothy Walters.

On-line registration is required by November 6: <http://sdesa7org>

### **Systems Change Conference 2006**

November 12, 13, 14 at the Sioux Falls Best Western Ramkota Hotel



Conference participants gain a valid “big picture” of the value and importance of comprehensive systems change. The conference offers an excellent opportunity for leaders to network with other leaders engaged in systems work.

Featured speakers: Denny Chandler – Roland Barth – Kent Meyers

To register go to: <http://systemschange.midwestmaple.org/active/reg/register.aspx>



### **TIE Conference 2007**

April 22, 23, 24 – Rapid City Rushmore Plaza Civic Center

TIE's 21<sup>st</sup> regional conference for educators, TIE 2007 – Together in Excellence, is the largest event South Dakota holds with the specific focus of presenting teaching materials, instructional practices, and technology applications to school administrators, teachers, computer coordinators, librarians, and media specialists. In addition to the conference sessions, the event will include over 85 exhibitors.

### **Save the Dates**

**ESA 6 Regional In-Service – Todd County High School – February 16, 2007**

**ESA 6 Advisory Council Meetings – Pierre, SD**

October 25, 2006

January 24, 2007

April 4, 2007

**ESA 7 Advisory Council Meetings – Rapid City, SD**

October 27, 2006

January 26, 2007

April 27, 2007