

# South Dakota Education Service Agency Region 6 Newsletter

*Serving school districts in central South Dakota*

March, 2005

## ESA 6 Advisory Board

The Advisory Board for ESA 6 met in Pierre on February 9, 2005. In attendance were:

Larry Jaske and Merry Bleeker - Stanley County  
John Pedersen and Mary Ellen Johnson - Pierre  
Jill Olson - Agar-Blunt-Onida  
Don Kraemer - Midland  
Ward Thelen - Harrold  
Dottie LeBeau - Todd County  
Janell Millian - Wood  
Tom Cameron and Cord Angier - White River  
Gary Knispel - Jones County  
Lynnelle Anderson - Winner  
Steve Heilman and Roger Jensen - Kadoka  
Betty Jean Mertens - Lyman

Also in attendance: Craig DeTample - ESA 6; Jamie Morris, - Project Enrich; Barb Rownhorst - SD Reads; Sandy Gaspar, ESA 6 & 7 Director; Randy Morris, Director of TRSSC and BHSSC; and Micky Wienk, ESA 6 & 7.

The Advisory Board is very instrumental in determining the goals and objectives of ESA. Three items were identified for discussion at the February meeting:

- Inform about ESA projects and activities
- Revisit ESA 6 school's professional development needs by participating in a formal needs assessment.
- Discuss the logistics and offerings of a regional inservice program

The next meeting for ESA 6 Advisory Council is slated for April 27, 2005.

## Regional Inservice for ESA 6 Schools

August 22, 2005 - Kathy Nunley - A Student's Brain and Layered Curriculum - Pierre Riggs Auditorium (Confirmed)

Feb 17, 2006 - Bob Marzano - What Works in Schools and Classroom Management (Pending)

Mary Ellen Johnson is providing leadership in contacting presenters and determining logistics. She will send details to schools.

Planning for future regional inservices will be done through an ESA 6 Advisory Council Planning Committee. Committee members:

Mary Ellen Johnson, Pierre  
Gary Knispel - Jones County  
Dottie LaBeau - Todd County

## DOE Confirms ESA Objectives for 2005-2006

The Department of Education has confirmed the following five objectives for ESA work for 2005-2006 fiscal year. In addition to these five, each individual ESA will be able to choose one or two other areas of focus, depending on local school district needs.

1. Provide technical assistance to all school districts identified for school improvement and encourage all school districts to adopt the school improvement model.

2. Continue to provide professional development opportunities for all public school districts:
  - a. Curriculum mapping training
  - b. 6 + 1 writing assessment
3. Provide a system of professional development strategies in reading and writing using the SD READS model
4. Provide school districts training in best practices/instructional teaching model
5. Provide professional development opportunities in classroom-based assessment

Each ESA will also have the opportunity to choose from a menu of leadership development programs through MAPLE.

## **New Science Standards Open for Comment**

South Dakota's newly revised science standards were opened for public comment on Jan. 26 by the SD Board of Education. A group of nearly 50 K-16 educators, under the facilitation of Dr. Jan Sheinker, developed the standards. The public may review the new science standards and submit public comment at: [www.state.sd.us/deca/OCTA/contentstandards/index.htm](http://www.state.sd.us/deca/OCTA/contentstandards/index.htm). The standards will be presented to the Board of Education for approval later this spring. Questions regarding the new standards can be directed to Jennifer Neuhauser at (605) 773-2533 or [jennifer.neuhauser@state.sd.us](mailto:jennifer.neuhauser@state.sd.us).

Read More At:

<http://www.state.sd.us/deca/Secretary/AdminMemo/2005/February/sciencestandards.htm>

## **Midland School District**

Midland School District teachers have begun the process of mapping their curriculum. The teachers met with ESA 6 staff members on December 8, 2004, to review the steps in the process and begin filling in their individual maps. The curriculum mapping process will continue through the initial stages over the coming months at Midland.

## **Winner School District**

Winner leadership team members met and worked with ESA 6 staff members to plan their first curriculum mapping session which was held on February 9th. The leadership team has taken a very proactive approach to the curriculum mapping process and is very enthusiastic about beginning the process with their K-12 teachers.

## **Pierre School District**

The ESA 6 staff has been busy helping the Pierre School District. On February 18 ESA 6 staff was involved with the NCA in-service. We assisted the staff in planning a meeting structure that balances the need for open staff conversations and the district's need to have a productive in-service. We also provided facilitators for some of the breakout sessions.

Pierre is one of the districts in which we provided technical assistance in preparing the curriculum mapping grant for the DOE. We have also been providing technical assistance to the district in applying for a NASA Explorer School grant. ESA 6 can help school districts in defining grant projects as well as grant preparation.

## **Todd County School District**

The Todd County School District is currently proceeding with a curriculum mapping plan for math that the entire district will take part in K-12. Training will begin this summer and continued during pre-school in-service and in-service days throughout the year. Curriculum director, Dottie LeBeau will be meeting with each building principal and school improvement team members to determine what work has taken place on the School Improvement Plan. Jamie Morris from Project ENRICH visited Todd County. The purpose of her visit was to determine the needs of Todd County.

## ESA 6 Staff Ready to Assist with Consolidated Application Process

ESA 6 staff were involved with the consolidated application training February 7th in Chamberlain. Department of Education officials focused on the general narrative and needs assessment sections of the application. ESA 6 staff members are now available to assist ESA 6 schools in completing their applications.

## Project ENRICH in ESA 6

We have held meetings with Project ENRICH staff and some district administrators about how Project ENRICH can best help the district when working with IEP students. The goals of Project ENRICH are to:

- \* Enrich the professional development of staff who work with children and young adults with disabilities
- \* Improve the learning opportunities and achievement of children with disabilities
- \* Increase the collaboration among all groups who work with children with disabilities

We look forward to assisting the district and Project ENRICH in meeting these goals.

## Jamie Morris



Jamie Morris has worked for Three Rivers Special Services Cooperative for the past three years. She is currently the Curriculum Director for the 21st Century after school and summer programs. She is

also the Project ENRICH Coordinator for ESA 6.

Before coming to work for the cooperative, Jamie taught 6th grade at Pierre Indian Learning Center for four years. Jamie earned her BS in Elementary Ed. from Montana State University and has a MS in Curriculum and Instruction from BHSU. Jamie is also certified to teach Special Ed. K-12. She lives in Pierre with her husband Toby. They are busy parents with a new set of twin girls and a 3 year old daughter.

## Dr. Tammy Bauck



Dr. Tammy Bauck joined the Three Rivers/ESA 6 staff on March 1st. Tammy will work with both ESAs 6 & 7. Some of her primary responsibilities will be: grant writing, curriculum mapping, assessment, and ESA website development.

Tammy was with the Department of Education for 7 years, serving most recently as the Director for the Office of Curriculum, Technology, and Assessment. While at the department she worked extensively with standards development, distance learning and the DDN, TTL academies, and curriculum mapping.

She started her career in St. Thomas, U.S. Virgin Islands teaching 4th grade. She then taught 5th/6th grade at Crazy Horse School in Wanblee for one year and 1st grade for two years. She served as the elementary computer teacher and elementary librarian for 4 years, and bilingual program director for 3 years before moving to the DOE.

She has an Ed. D. in Instructional Technology and Distance Education from Nova Southeastern University, a M.A. in Curriculum and Instruction from Black Hills State University, and a B.A. in Elementary Education from Concordia College in Moorhead, Minnesota.

She has a daughter who is a fourth grader in the Pierre school district. Tammy enjoys a number of crafting activities such as rubber stamping and scrap booking.



## Robert Marzano's *What Works in Schools: Translating Research into Action*






Robert Marzano's *What Works in Schools: Translating Research into Action* challenges schools to become more effective by confronting the factors that affect student achievement the most. He focuses primarily on three factors: school-level, teacher-level, and student-

level. Within each of these factors he has outlined areas that affect achievement. For instance the areas he indicates under school-level factors are: a guaranteed and viable curriculum; challenging goals and effective feedback; parent and community involvement; a safe and orderly environment; and collegiality and professionalism.

Under teacher-level factors he indicates instructional strategies, classroom management and classroom curriculum design as those areas affecting student achievement the most.

Finally, under student-level factors he suggests home atmosphere, learned intelligence and background knowledge, and motivation as being key factors.

Based on over 35 years of research, Marzano provides some concrete answers and action steps to improve student achievement. While there is no magic bullet, *What Works in Schools* offers valid information to teachers and administrators. It is recommended reading for all educators.

 <b>School</b>	<ol style="list-style-type: none"> <li>1. Guaranteed and Viable Curriculum</li> <li>2. Challenging Goals and Effective Feedback</li> <li>3. Parent and Community Involvement</li> <li>4. Safe and Orderly Environment</li> <li>5. Collegiality and Professionalism</li> </ol>
 <b>Teacher</b>	<ol style="list-style-type: none"> <li>6. Instructional Strategies</li> <li>7. Classroom Management</li> <li>8. Classroom Curriculum Design</li> </ol>
 <b>Student</b>	<ol style="list-style-type: none"> <li>9. Home Environment</li> <li>10. Learned Intelligence/ Background Knowledge</li> <li>11. Motivation</li> </ol>

### Effects on Student Achievement of School and Teacher Effectiveness with Student Entering School at 50th Percentile

	Percentile Entering	Percentile Leaving
Average School/ Average Teacher	50th	50th
Highly Ineffective School/ Highly Ineffective Teacher	50th	3rd
Highly Effective School/ Highly Ineffective Teacher	50th	37th
Highly Ineffective School/ Highly Effective Teacher	50th	63rd
Highly Effective School/ Highly Effective Teacher	50th	96th
Highly Effective School/ Average Teacher	50th	78th

Adapted from Marzano, RJ (200a)

