

OVEC **NEWSBYTES**

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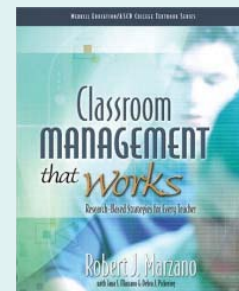
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Head Start/Early Head Start PD: Providing Excellent Staff Training

It is highly important that Head Start staff members have the expertise and professionalism to work effectively with children and families. Appropriate professional development empowers staff and increases the trust families place in Head Start, resulting in quality services for children and families.

All professional development is designed to support the understanding and implementation of the Head Start Performance Standards, Head Start Core Values, OVEC's mission, and important trends in the field of early care and education. OVEC provides ongoing professional development to 79 staff.

Each school year we begin with a five-day intense preservice and continue with multiple training days set throughout the year. The topics and training that are offered are based on individual goals that staff members have set for themselves during yearly evaluations, as well as topics that have been recognized during our program self-assessment.

Once each staff member, along with his or her supervisor, has completed an individual professional development plan, the plans are reviewed and topics are developed for the upcoming year based on the staff's needs and results from the program self-assessment. In addition to the five-day preservice, four additional days of professional development and mandated training (such as CPR and First Aid) are planned.

A sampling of the topics for this year's first two days of professional development for all teaching staff (September 4 and October 30) included the following: "Behavioral Challenges and Strategies in the Early Childhood Classroom," "Diversity--Does Your Classroom Reflect and Honor Diversity?" "Math for Three-Year-Olds," "Experiences and Activities for Infants and Toddlers," and "Planning for Transition." Two more days of professional development are scheduled for the spring (March 5 and May 18).

In addition, this year we reinstated the "New Teacher Staff Academy." On November 20, we held the second of four "New Teacher Staff Academy" days that are designed



The professional development day on October 30 was held at the Shelby Christian Church to provide adequate space and multiple rooms. Teaching staff worked in small groups to discuss behavioral strategies.



Mary Lou Horn and Amy Walker share ideas with their group on helping children transition from one activity to another.



Thirteen new teachers attended the "New Teacher Staff Academy" on November 20.

HS/EHS PD (Continued)

for first-year teaching staff. Thirteen new teachers were able to attend.

Each teacher spent the morning completing an observation while cross visiting another classroom. The afternoon was spent at OVEC reviewing and discussing the completed observations. The observations were focused on "Interactions Between the Child and Teacher." The tool the staff used was a section from either the Infant and Toddler Environmental Rating Scale (ITERS) or the Early Childhood Environmental Rating Scale (ECERS), depending on the age group observed.

Professional development is a catalyst that empowers staff and in turn families, increases staff and family trust, creates a positive work environment, increases productivity, improves the quality of services, and decreases staff turnover. By participating in a variety of professional development opportunities, the Head Start staff will be better prepared to provide quality services for children and families.



Rachel Klingenfus, Katie Norris, and Alisha Greathouse brainstorm during a small group discussion on the importance of relationships and interactions in the classroom.

iClasses.org:

Adapting for the Future

When the iClasses.org curriculum began serving students almost ten years ago, online education was just beginning to come into its own. Computers and Internet access were not available in all classrooms and teachers were still learning how to integrate the new technology into their lesson plans. Ten years later, technology is everywhere and students and teachers alike are integrating it into their lives and the classroom in innovative ways. The use of online curriculums is one of those ways.

In a typical classroom, you will find students with all kinds of learning abilities and styles. Megan might need to see a video or demonstration on volume to fully understand it; Tommy needs to hear the language of Shakespeare to grasp its nuances; and Jill needs to have her language assignments read to her because of her vision disability. These are all scenarios found in classrooms across the state, and more and more teachers are using iClasses.org to help.

The online curriculum, which is geared to Kentucky Standards, can become almost anything the student or teacher needs it to be. iClasses.org has been able to adapt the courses for individual IEPs, for homebound students in need of a full range of middle and high school courses, or for students needing gifted services. For as little as \$25, a student who needs a course in Biology can have access to a comprehensive curriculum that is self-paced and includes testing and support.

That leaves us to ask, what will the next ten years look like? Over the last several months, iClasses.org has been integrating Web 2.0 ideas into the curriculum and making changes to help learners of all types. We hope to build upon the courses using ideas and suggestions from teachers and students from all over the state. We hope you will help us. lcheak@ovec.org



The iClasses online curriculum provides comprehensive courses that are self-paced and include testing and support.



The online courses are designed to meet the needs of students with different learning abilities and styles.

Closing the Gap Through Student Engagement

“How can I get my students to proficient when they won’t behave during class?!”

This burning question is asked by our least experienced to our most experienced teachers from all grade levels and academic subject areas. The answer is to make each instructional moment count, but how do teachers help students choose to behave appropriately?

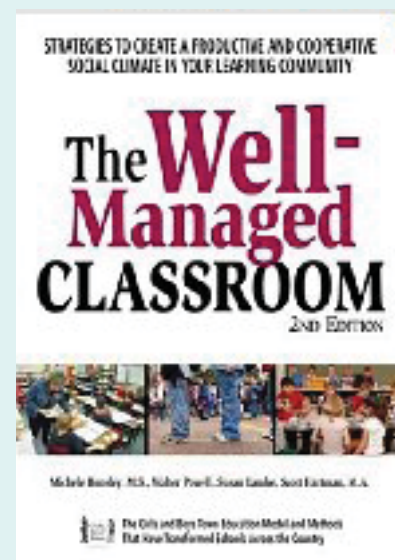
Effective, research-based instructional strategies must be partnered with effective, research-based classroom management strategies to create the optimal learning environment for our students.

OVEC’s Management Group, with teachers from many districts, provides an opportunity for teachers to work together to explore positive, proactive, and instructional behavior management strategies. The teachers are supported as they implement new ideas and revise existing practices to positively impact their students’ performance. The group will meet three more times this school year, as well as work together through an online discussion.

The Management Group uses *The Well-Managed Classroom: Strategies to Create a Productive and Cooperative Social Climate in Your Learning Community* as a resource. The book, published by Boys Town Press, is by Michele Hensley, Walter Powell, Susan Lamke, and Scott Hartman.

Each teacher focuses on his or her own classroom needs. Together, teachers discuss issues they are currently experiencing in their classrooms, exchange ideas, and report on progress. As these teachers continue to work together, they form a support network to brainstorm, celebrate, and problem solve. This network brings a wealth of knowledge and support to all members, preventing them from feeling isolated or helpless in addressing the diverse learners in their classrooms.

A second Management Group, consisting of teachers who participated in the Management Group last year, has chosen to continue to explore and refine their management practices in an attempt to meet the ever changing needs of their students.



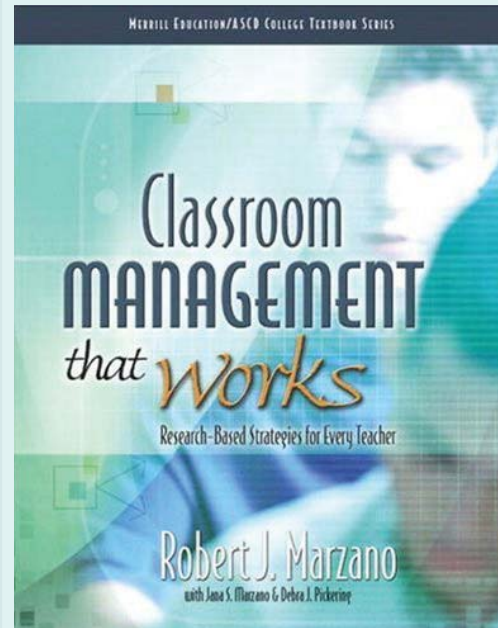
The Management Group is using the book *The Well-Managed Classroom* to focus on classroom management strategies that create an optimal learning environment.

Closing the Gap (Continued)

Building on their experiences from last year, this group is using *Classroom Management That Works: Research-Based Strategies for Every Teacher* by Robert Marzano, Jana Marzano, and Debra Pickering. This valuable resource is published by ASCD. These teachers are focusing on very specific aspects of their classroom management skills. Some of the topics are school-wide, while other topics are student-specific.

The quote, "Learning cannot be accomplished in an undisciplined environment," by Watson, reminds us that in order for teachers to move our students to proficiency and beyond, they must partner effective, research-based instructional strategies with effective, research-based management strategies. Teachers need support and time to create that partnership. OVEC's Management Group can provide teachers with a source of support and time as they develop that partnership.

If you have any questions about OVEC's Management Groups or are interested in participating, please contact Jodee Slone, Behavior Consultant, at 502-647-3533, Ext. 222, or email at JSlone@ovec.org.



Last year's Management Group continues to meet, and is focusing on the book *Classroom Management That Works*.

KYPIRC & Partners:

Gaining Momentum Across the State

The partnership between Kentucky PIRC and the Kentucky FRYSCs has flourished this year through joint meetings and brainstorming sessions with Michael Denny, the FRYSC State Director.

KYPIRC staff made presentations at the annual FRYSC Conference and our field staff made presentations at regional FRYSC meetings throughout the year. In addition, KYPIRC set up an informational booth at the FRYSC Conference, which facilitated great networking opportunities with FRYSC staff located throughout the state.

KYPIRC and FRYSC staff are sharing materials, information, and ideas for collaboration. Together with schools, we are utilizing best practices and research to reach out and involve the most at-risk parents in the educational process.

Parent Involvement Proclamation

In an effort to bring increased awareness about the importance of parents being involved in their children's education, KYPIRC teamed with Kentucky PTA, FRYSC, and the Kentucky Department of Education and the Governor to have November proclaimed as Parent Involvement Month in Kentucky.

A wide variety of parent trainings were scheduled in November to showcase the focus of the month, and a statewide parent involvement calendar was produced. The initial calendar was published in November to help highlight Parent Involvement Month in the State.

The feedback from this calendar was so strong that KYPIRC staff determined there was a need to publish this calendar on a monthly basis. KYPIRC staff members utilize the calendar in their work, and it is emailed to the State FRYSC Director who in turn sends the calendar out to regional and school-based FRYSC staff for distribution to local parents. Schools without a FRYSC receive their monthly parent involvement calendar through the local PTA. The parent involvement calendar is also available each month on the KYPIRC web site located at www.kypirc.org.



A student and his mother receive helpful materials at a KYPIRC informational booth at a FRYSC Conference.



OVEC CEO Leon Mooneyhan speaks at an October meeting proclaiming November as Parent Involvement Month in Kentucky.

KYPIRC & Partners (Continued)

Parent Involvement Standards

Cathy Barnard, the KYPIRC Project Director, is a member of the Commissioner's Parent Advisory Committee that has developed the Missing Pieces document that has set standards for parent involvement in Kentucky.

Cathy is also a member of the C-PAC workgroup which recently developed a survey for schools to help them understand how the school is doing related to parent involvement. Schools will be rated into the following categories: Distinguished, Proficient, Apprentice, and Novice.

Once schools have the information from the surveys, the standards document will guide them towards achieving the next level. KYPIRC staff is prepared to support this process through program staff located throughout the State.

Lowest Performing Schools

At the most recent PIRC Conference in Washington, PIRCs were strongly encouraged by the U.S. Department of Education staff to return home and focus 100% of our parent involvement services on the 5% lowest performing schools in our State. The KYPIRC Director returned home and immediately set up a meeting with the Kentucky Department of Education to obtain the State list of the 5% lowest performing schools. The Kentucky Department of Education also shared with KYPIRC what resources the State is providing to these districts and how KYPIRC can partner with KDE's efforts and FRYSC's efforts in the area of parent involvement.

The low performing schools in each KYPIRC region have been identified and our Regional Coordinators have communicated in writing to superintendents and principals regarding the services KYPIRC can provide within their districts. KYPIRC Regional Coordinators are now in the process of following up the letter with personal visits to the identified superintendents and principals to discuss how KYPIRC can collaborate with Title 1, FRYSC, PTA, and other parent involvement providers to partner in the local initiative to reach the parents who are most difficult to engage.



Cathy Barnard, KYPIRC Project Director, is actively involved on the Commissioner's Parent Advisory Committee and on the C-PAC workgroup.



KYPIRC staff is focused on providing parent involvement services to the lowest performing schools in Kentucky and reaching the parents who are the most difficult to engage.

KYPIRC & Partners (Continued)

KYPIRC Curriculum Revisions

KYPIRC staff is revising the Core Curriculum to better align with our goals and objectives which target services to the lowest performing schools in Kentucky. The Core Curriculum is based on the NCLB Standards for Parent Involvement. KYPIRC staff plans to revise the Supplemental Curriculum modules once the core modules are revised.

The curriculum is being revised so that it will better align with the Kentucky Assessment program and meet the USDOE's requirement for PIRC's to focus parent involvement services on the schools that are performing in the lowest 5% statewide. Both the Core Curriculum and the Supplemental Curriculum modules will be available on the KYPIRC website (www.kypirc.org) for download and utilization.



The sky's the limit for student achievement when parents are involved!

333 and Counting!

Since 2000, an impressive 333 OVEC-region teachers have been awarded National Board Certification. OVEC, in partnership with the University of Louisville, has provided support to those teachers for the certification process and continues to do so. This support covers a wide range of activities—from assigning Candidate Support Providers and mentoring sessions, to New Candidate Seminars, Writing Workshops, information sessions, and Assessment Center preparation seminars.

Candidate Support Providers meet monthly with candidates to broaden their depth of knowledge regarding the teacher standards, deepen their understanding of research-based instructional strategies, analyze student work, and provide feedback on portfolio entries. They also support candidates in such areas as videotaping and the three types of writing required in portfolios.

With the application for certification window for the 2010-11 school year opening in January, OVEC provided five information sessions occurring out in the districts. OVEC also hosted a Writing Workshop to provide writing tips and feedback for this year's candidates. A Candidate Support Provider training was held in Bullitt County.

In February and March OVEC will be sponsoring portfolio review and feedback sessions. OVEC is also hosting a Recertification Workshop in February. In May, there will be Assessment Center preparation seminars. In the summer New Candidate Seminars and additional Candidate Support Provider trainings will occur.

As you can see, OVEC provides support for National Board Certification throughout the year. If you would like more information or are interested in pursuing National Board Certification, please contact Sara Monarch at smonarch@ovec.org or 502-647-3533, Ext. 229.



National Board candidates attend an information session in Gallatin County.

**Sara Monarch
is OVEC's
coordinator
of support for
National Board
Certification.**

