

# News notes

October 2007  
Volume 3 Issue 3

**Congratulations to the schools who made AYP. You have been working hard to identify problems and teach skills.**

**BACK UP BACK UP BUCK UP!** We have heard it many times regarding computers. I did and I didn't back up things. The things I backed up I have and the things I didn't I don't have. My computer actually died due to an electrical problem in the wiring of the building; none the less I lost all email addresses, saved emails among other things. Please help me build a new address book. Send me email!

**MEETING MONTHLY WITH TEAMS:** Elementary are meeting monthly and it is useful. There are materials out there that could improve student performance and as a group we could implement them and check to see what is working. Progress Monitoring is a skill that special education teachers are always doing and general education teachers are searching for strategies that work. We can share. The book I shared last year, Results NOW! and other research such as work by Marzano would be of benefit. If you have regular collaboration times we could use one a month for this meeting.

**Your test data is ready.** You can look at indicators in special education within your building and see where the problems are. IEP goals for academics should be planned around the indicators that students need or that they failed on the assessment test. There is a rich source of indicators for conduct in the counseling standard section. Use MAPP testing data, state assessment data as well as assessments you give to arrive at baselines on the IEP.

**Discipline:** Do you know that for three decades polls identify lack of **discipline** as one of the biggest problems in public schools? In fact lack of discipline is cited as the number one problem more often than any other. Classroom management strategies (another phrase for discipline) are clearly needing some attention. The three tiered model (which is in the spot light now) addresses discipline too. Teachers must create or find and implement a discipline model that honestly works within the framework of the reality of the students in class and the ideology of the teacher in terms of expectations for students. I tend to be a W. Glasser fan. The phrase "emotional intelligence" has been around for almost a decade now. It is used in discussions of business administration, comparative

religion, philosophy and even athletics. But perhaps it's most important relevance is within the field of education. To give just one example of a remarkably detailed and comprehensive curriculum, in the early elementary years students should learn to recognize and accurately label their emotions and how they lead them to act. By the late elementary years lessons in empathy should make children able to identify the nonverbal clues to how someone else feels; in junior high they should be able to analyze what creates stress for them or what motivates their best performance. And in high school the skills include listening and talking in ways that resolve conflicts instead of escalating them and negotiating for win-win solutions. I believe we should all practice these skills. I wonder how much instruction time is lost to arguing.

**MENTOR LOGS: Please send me mentor logs to date. Electronic is preferred.**

**PARA SUB LIST:** We are creating a list of sub paras. These are the people we will interview first for open positions.

**In-service planning 2008-09:**

**Pictures:** We are collecting pictures of each staff for the fall in-service in 08-09. You may submit them to Margo or choose to let her pick from pictures that may be taken throughout the year.

**Ideas:** What would you like to hear/see/do at in-service next fall? Send your ideas to Margo.

**Computer training:** Do you need training on any computer programs we use? Web KIDSS?

**JUST DO YOUR JOB!!** Several weeks ago I was in a doctor's office with a child. The doctor said, "If everyone would just do their job, there would be no need for 90% of the police..." He said it several times to make a point with the child. Just do your job and then there is very little trouble. His words have come to mind many times since then. Just do your job! Do what you were hired to do. Be that great role model for the students. Treat all students with dignity and respect. Plan and execute good lessons. Come to work ready for the day. Just do your job! Get your IEPs done in a timely fashion. Communicate with parents often. Just do your job! That phrase goes for students too. They need to do their job. What do you expect from them? Do they know? It is hard to do a job when you don't know what it is.

**INFORMATION FROM KSDE:**

**In 2007 mathematics assessment information nation wide...**

- IN MATH:Fourth and eighth-graders scored higher than in all previous assessment years.
- White, Black, and Hispanic students at fourth and eighth grades demonstrated better understanding of mathematics compared to all previous assessment years.
- The White-Black score gap narrowed at grade four when compared to 1990 and at grade 8 when compared to 2005.
- Fifteen states (14 States and DC) improved at both grades, with fourth-graders in an additional eight states, and eighth graders in 11 states scoring higher.
- In READING- fourth graders scored higher than in all previous assessment years.
- Eighth graders scored higher than in 2005 and 1992.
- At both graders, White, Black, And Hispanic students all scored higher than in 1992. However, only the White-Black gap at fourth grade was smaller compared to 2005 and 1992.
- Four states had higher scores at both grades, with 14 additional states (13 states and DODEA) improving in just fourth grade and two states scoring higher in just eighth grade/ Two states had lower scores at grade 8 in 2005.

For complete results visit:

<http://nces.ed.gov/nationalreportcard/pubs/main/2007/2007496/asp> for reading or

<http://nces.ed.gov/nationalreportcard/pubs/main/2007/2007494/asp> for math