

BOARD OF EDUCATION MEETING
October 4, 2010

ISSUE: Personnel Appointments and Adjustments

BACKGROUND:

Routine personnel matters, as outlined in attachment, are recommended for approval.

THE RECOMMENDATION IS:

“The Board of Education approve the personnel items as listed.”

PERSONNEL APPOINTMENTS & ADJUSTMENTS – 10-4-2010

<u>BLDG./SUBJECT</u>	<u>REASON</u>	<u>EFF. DATE</u>
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CERTIFIED STAFF

CLASSIFIED STAFF

COACHING/EXTRA-CURRICULAR

Jack Leighty	Fall Weight Room Coordinator .25 (Athletic Booster funded position)	October, 2010
Joe Beadle	Winter Weight Room Coordinator .25 (Athletic Booster funded position)	January, 2011

RESIGNATION

Michael Capron	Bus Driver	September 23, 2010
Shelley Herren	Health Paraeducator – WMS	October 10, 2010

**BOARD OF EDUCATION MEETING
October 4, 2010**

ISSUE: Board Member Resignation

CONTACT: Brian Ney, Superintendent

BACKGROUND:

Brian Bieber has resigned so he may be considered for the position of Transportation Mechanic. This is based on the advice of our school attorney.

THE RECOMMENDATION IS:

I recommend we accept the resignation.

**BOARD OF EDUCATION MEETING
October 4, 2010**

ISSUE: Construction Management Firms - Presentations

CONTACT: Brian Ney, Superintendent

BACKGROUND:

Presentations from up to three firms about their specific construction management services will occur. I have informed them that the Board understands the basics of Construction Management and are interested in a presentation that tells you why the District should hire them. I asked for a brief presentation of about 15 minutes. I also contacted Estes to see if they wanted to come back and present again. The other two firms are Septagon and Durrant.

UPDATE – Durrant’s representative is unable to be present Monday due to a Conference out of state. He has asked to be allowed to present at the next meeting, 10/18/10.

BOARD OF EDUCATION MEETING
October 4, 2010

ISSUE: Traffic Study Bids

CONTACT: Brian Ney, Superintendent

BACKGROUND:

I have one quote for a Traffic Study from the firm that is working with the City on their traffic needs. I will try to get a couple more before Monday's meeting.

**BOARD OF EDUCATION MEETING
October 4, 2010**

ISSUE: Middle School Updates

CONTACT: Brian Ney, Superintendent

BACKGROUND:

a) The soil boring report is complete. I have asked the architect for his recommendations based on the results.

b) Garland Roof provided me with some recent bid prices for EPDM (rubber membrane) roof as well as the RMerLite metal roof. Bids show that the two prices are very close IF the RMerLite roof design does NOT have parapet walls that are required by the EPDM roof. Internal drains with EPDM and gutters with RMerLite are about the same cost. I've contacted the architect to see if the alternate bid with RMerLite will be presented to contractors without parapet walls. If he cannot do that, the RMerLite will definitely be more expensive.

**BOARD OF EDUCATION MEETING
October 4, 2010**

ISSUE: Student Built Home – Realtor Contract Renewal

CONTACT: Brian Ney, Superintendent

BACKGROUND:

The realtor (Warren Wortman) is asking us to renew the Residential Sales Contract and to consider the price we are asking. Since a contract requires the Board President's signature and therefore Board action, this agenda item is here. If an offer comes in, we will have to meet again to consider the offer. We also must have a Public Hearing to sell the property as is the requirement to sell any school-owned real property. We can do that when we get an offer.

THE RECOMMENDATION IS:

My recommendation is to approve the Residential Listing Contract with Warren Wortman Realty through March 31, 2011, and at the asking price of \$209,000.

**BOARD OF EDUCATION MEETING
October 4, 2010**

ISSUE: Set Public Hearing Date and Time for Sale of Highway 64 Property

CONTACT: Brian Ney, Superintendent

BACKGROUND:

We must have a Public Hearing to consider the sale of real estate property. We will not have any discussion about the offer or the price at this time. I do not have any offer in writing.

THE RECOMMENDATION IS:

I recommend that we set the Public Hearing for Monday, November 1, at 6:30 PM in the HS Library.

**BOARD OF EDUCATION MEETING
October 4, 2010**

ISSUE: EdJobs

CONTACT: Brian Ney, Superintendent

BACKGROUND:

The potential for additional staff reductions at the end of this school year is very real, given the condition of state finances and the potential for reduced funding from the state. The EdJobs funding is available now to hire people for positions to help students. The principals have suggestions on how they could see some of the funds used immediately. The funds available might be enough to keep any new hires in place through the 2011-12 school year, depending on how many are hired. However, these same people might be staff-reduced (seniority) at the end of this year if State funding is cut.

Our school attorney is recommending that we not rush to hire people right now. Instead, it makes sense to hold the money and use it to pay the salaries of any current employees next year that might be subject to staff reduction at the end of this year, retaining jobs.

If the administration sees a serious need that is not being met, a request for approval to hire can be brought to the Board.

THE RECOMMENDATION IS:

“that we not hire any new employees at this time and use EdJobs money to retain current employees that potentially would need to be staff reduced at the end of this school year.”

**BOARD OF EDUCATION MEETING
October 4, 2010**

ISSUE: Out of State Field Trip Approval

CONTACT: Steve Goodall, High School Principal

BACKGROUND:

According to Board Policy 603.7, any field trip outside the state must have the approval of the Board.

Please see attached details of the 2010 Art/Music/Business field trip to Chicago, Illinois. 51 students and 6 chaperones will travel to Chicago on Wednesday, Nov. 17. Art/Music students will attend the Chicago Art Institute. Business students will visit Emmis Interactive. All students will attend the matinee performance of The Lion King. Students will also visit Watertown Place to experience downtown Chicago.

Students will cover the cost of their trip expenses and all money has been collected.

THE RECOMMENDATION IS:

“Approve Anamosa High School Art/Music/Business field trip to Chicago.”

'10 Art/Music/Business Chicago Trip

We are pleased that 51 Art/French/Business students and 6 chaperones are going to Chicago on November 17. (The only date available to a school group for **The Lion King**.) Art/Music students will attend the **Chicago Art Institute**, a million square foot building, that has a new **Modern Wing** that cost **\$300 million**, making it the 2nd largest US museum. The Business

Department will have the opportunity to visit **Emmis Interactive** in downtown Chicago. We will then attend a matinee performance of **The Lion King!** We will then go to the **Watertower Place** for a short time to experience downtown Chicago and eat dinner.

Students will be required to attend school the next day.

ITINERARY

6:30 - Leave Anamosa

10:30 - Arrive in Chicago

10:30- 1:00 - Art Institute/Emmis Interactive (Eat there)

2:00-3:30- Attend Lion King at the Cadillac Theater

4:00- 6:30 - Watertower Place (Eat there)

6:30-10:45 - Drive back to Anamosa

TOTAL COST TO STUDENTS

Charter Bus, Admission to Art Institute, Lion King Tickets; \$54 or \$62
(\$27.53 Charter, \$8 Art Inst., \$26.47 Lion King)

All money is collected.

Permission Slip to Be Signed By Parent

I fully understand that my child _____
will be attending the November 17, 2010 Art/Music/Business trip to
Chicago. I also understand that if my child chooses to engage in
inappropriate behavior during the trip, I will be called and will have to pick
up my child in downtown Chicago.

Signed _____

Date _____

**BOARD OF EDUCATION MEETING
October 4, 2010**

ISSUE: Building Professional Development Plans

CONTACT: Brian Ney, Superintendent

BACKGROUND:

The Administrative Team has been working with our Cadre, District Leadership Team and individuals in their buildings to design easy to understand aligned and accountable plans for each of their buildings. These plans will be focused on the identification of a goal to improve student achievement. The collection of a researched based program, the identification of data that would demonstrate improvement is occurring and opportunities to dialogue throughout the year about the professional development and its impact on teaching and learning in each building are all part of these plans.

Each building principal has developed a plan that they will be sharing with you along with their professional development and data collection plans for the early dismissals and professional development days of the year.

Enclosed you will find Professional Development plans or information from each building.

INFORMATION ONLY

Strawberry Hill Professional Development

Strawberry Hill Elementary 2010-2011 Topics

Lesson Study

Learning Targets (formative assessment)

Intervention Time or “I” time initiative

This fits into the Instructional Decision Making Model or General Education Intervention plan

Technology

Projectors

Document Cameras

Orchard Software (the \$25,000 award)

Google site or Apps

There will be a Power Point presentation the night of the meeting with much more information provided.

West Middle School Professional Development

Professional Development calendar, WMS 2010-2011

Aug 25 – early dismissal

- Committees will meet
- Staff meeting @ 1:30
- Iowa Core committee will explain the process that will be used for data teams this year
- Content area teams will meet to highlight areas from the Iowa Core
 - Use one color to highlight what you are already instructing
 - Use another color to highlight areas of the core that are missing from your instruction
- Mary Jo will make copies of the core curriculum sheets for the staff
- Data teams will form based on essential skills from the Iowa Core
 - Teams will report to the Iowa Core / Data Teams committee

Sept 10 – early dismissal

- Committees meet
- Staff meeting @ 1:30, reports from:
 - Rdg/Wtg across the curriculum
 - Middle level learners
 - Olweus
- Curriculum Mapping ?
- Data teams could meet

Oct 8 – early dismissal

- Data teams

ITBS tests: October 18th – 22nd

Oct 29 – full day

- AM – Curriculum Mapping
- PM - Building
 - Colors training from Debra Brokaw
 - Committees meet
 - Data teams

Nov 12 – early dismissal

- Meet by grade level Raider Roundup advisors
 - prepare for student led conferences
 - Olweus follow-up
 - Service project updates

WMS Conferences: Monday, Nov 29 and Thursday, Dec 2

Dec 10 – early dismissal

- Reports of data teams – including student work samples
- Feedback from staff on fall student-led conferences, including Iowa Core
- Curriculum Mapping

Jan 14 – early dismissal

- Iowa Core committee presents info on the 21st Century Skills
- Data teams will form at this time
 - Expectation is that teams will again focus on something from the Iowa Core
 - Expectation is that the team will have some component from PD360
 - The focus may be on 21st Century Skills, but is not required

Feb 11 – early dismissal

- Reading committee will present to the staff about writing across the curriculum
- Middle Level Learners committee will update the staff about spring conferences

WMS Conferences: Monday, March 7 and Thursday, March 10

Mar 11 – early dismissal

- Curriculum Mapping
- Fatigue and Compassion Training from Debra Brokaw

Spring MAP testing: April 4th – 8th

Apr 8 – early dismissal

- Committees will meet
- Committees will present
- Data teams will meet

Apr 22– full day

- AM – Curriculum Mapper
- PM - Building
 - Report of data teams

May 13– early dismissal

- Staff members will report on how the essential skills of the Iowa Core have been addressed in their classes

June 1– half day

-

Committees and goals:

Building Goals, 2010=2011

- ✓ The data team/Iowa Core committee will (Hamre, Michels, Schulz, Fairbanks, Reck)
 - a. Identify all goals already addressed in each curricular area
 - b. Tie in curricular goals to Mapper reporting
 - c. Identify all goals already addressed in 21st Century literacy areas
 - d. Using information from Iowa Core curricular areas have each faculty member establish goals to be explained and monitored using the Data Teams process
 - e. Provide forms for sign up and reporting
 - f. Each semester collect data from each faculty member/may be individual classroom goals to be tested or team goals
- ✓ The middle level learner committee will (Vaughn, Warner, Oliver, Stamm, Knuth, Hovey)
 - 1. provide **study skills** strategies and materials to the staff to be used on some Think About it Thursdays
 - 2. organize building-wide sharing events to celebrate the **service learning projects** that all students will participate in
 - 3. organize activities that will empower students with the knowledge and skills they need to take responsibility for their lives, ie: **Red Ribbon Week, Field Day**
- ✓ Our reading committee (Nie, Mineart, Neofotist, Mazunik, Shindelar, Dinger, O'Brien) for the 2010-2011 school year has a goal of promoting reading with events for student that will engage them in a variety of reading activities in order to promote reading as a life-long activity. Teachers will implement writing in their curriculum to increase student achievement.
- ✓ Olweus Team (Brokaw, Johnson, Oltrogge, Bucklin, Walker, Ditch)
 - a. Decrease cyber-bullying to 5% through increased lessons on topic.
 - b. Decrease bullying behaviors in the hallways to below 55% through improved supervision in hotspots.
 - c. Improve reporting procedures by making the Olweus check as part of the daily team notes

Anamosa High School Professional Development

**2010-11 AHS Building Initiative Committees
(Cross-Curricular Collaboration)**

Formative Assessment – Meet in Nemmers room

Julie Frankfurt Angie Lawrence Sarah Nemmers Amanda Christenson Carol Reilly Cheri Francik Kris Farrar	Diane LaBarge Kate Audsley Erin Fishell Len Weaver Wes Wilson Jan Henik
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Olweus – Meet in Barnes' room

Kevin Barnes Christina Ditch Dawn McLaughlin	Trent Jeffrey Mary Nosbisch Carla Wosoba
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21st Century Skills – meet in Kula's room

Kim Persons Janet Burke Dean Miller Emilee Szawiel Emily Wrobel	Letitia Ceynar Nancy Kula Dan Kiley Amanda Allard
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Iowa Core – Meet in Husmann's room

Dan Husmann Darcy Wagner Steve Hameister Venessa Nelson	Mary Sue Vernon Gary Otting Carl Achenbach Kelly Devore
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**PLEASE NOTE: COLLABORATION BEGINS AT 7:30. EXPECTATION IS THAT
ALL STAFF WILL BE ON TIME.**

STUDENTS WILL NOT BE ALLOWED IN THE ACADEMIC WING DURING
COLLABORATION FOR ANY REASON. DO NOT SCHEDULE STUDENTS TO BE IN
YOUR ROOM DURING THIS TIME.

AHS 2010-11 Thursday Collaboration Schedule
7:30 – 8:25 AM
PLEASE POST AND REFER TO EACH WEEK

August

26th No collaboration – Portfolio Schedule

September

2nd Departments

9th Formative Assessment (All)

16th Homecoming – no collaboration

23rd Formative Assessment (Depts.)*

30th Building Initiative Teams

October

7th Departments

14th Formative Assessment (All)

21st Formative Assessment (Depts.)*

28th Finals

November

4th Building Initiative

11th Departments

18th Guidance Scheduling

25th No School

December

2nd Building Initiative

9th Formative Assessment (All)

16th Departments

23rd No School

January

6th Building Initiative

13th Formative Assessment (All)

20th Formative Assessment (Dept)*

27th Departments

February

3rd Building Initiative

10th Formative Assessment (All)

17th Formative Assessment (Depts.)*

24th Departments

March

3rd Building Initiative

10th Formative Assessment (All)

17th Finals – no collaboration

24th Spring Break

31st Building Initiative

April

7th Formative Assessment (All)

14th Formative Assessment (Depts.)*

21st Departments

28th Building Initiative

May

5th Formative Assessment (All)

12th Formative Assessment (Depts.)*

19th Departments

26th Done – unless there are snow days!

NOTE: Building Initiative teams will present information as needed during Professional Development Time

*Departments = English, Math, Science,
 Social Studies, Career Tech,
 PE/Fine Arts/Health, Foreign Language,
 Special Ed

**Parent/Teacher Conferences 1pm – 8pm – September 23, November 23,
 February 15, April 19.**

2010-2011 Anamosa High School and District Professional Development Schedule

August 20th – New Staff Orientation

Morning

1. District information with Linda VonBehren
2. Lunch at Winery with mentors

Afternoon

3. Staff handbook – *Steve Goodall*
4. High School with *Steve and BLT members (Carol Reilly & Dan Husmann)*
 - BLT
 - Wong
 - Building Initiatives
 - Schedules
 - Class Jump
 - Olweus
 - Power School
 - Word of the Day
 - Portfolio
 - Formative Assessment
 - Rigor & Relevance

August 23th

7:30 – 9:15

All Staff meeting-Strawberry Hill Continental Breakfast

9:30 at the High School

Topic

1. Welcome & Ice Breaker
2. Introduction of New Staff
3. Handbook Information
(**Staff- Bring teacher handbook to add updates**)
4. Wong – First Days of School

Facilitator(s)

Steve Goodall & Diane LaBarge
Steve Goodall
Steve Goodall

Nancy Kula

Noon - Lunch at the high school and socializing

Afternoon

5. START (Effective Teaching) & staff survey
(Small group jig-saw – 5 groups)
6. Iowa Core
7. Formative assessment for Learning testimonial

Sarah Nemmers & Dan Husmann

(Liz H Configuration Map – google doc survey – grad assistants)

Steve Goodall

Diane LaBarge & Jan Henik

August 25th-Early Dismissal- Building PD

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Facilitator	Research/Rationale For Activity (Explain how best practices and research justify this activity) + CORE Outcome addressed	Results (What will be the evidence of completion of the activity?)	Resources (Funding Source & Cost)
1. Learning Goals (All Staff) Formative Assessment And effective teaching	Erin and Mandy	Iowa Core – Outcome 2, 3, 5, 6 <i>Classroom Assessment for Learning - Stiggins</i>	ITED, MAP, ACT, and COMPASS – improved student achievement Effective Implementation of Iowa CORE	Century 21 Institute Grant Wood AEA10
2. Intro to AHS PD Website	Dan and Mandy			
3. Introduce PD 360	Kelly DeVore			

September 10th-Early Dismissal- Building PD

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Facilitator	Research/Rationale For Activity (Explain how best practices and research justify this activity) + CORE Outcome addressed	Results (What will be the evidence of completion of the activity?)	Resources (Funding Source & Cost)
1. PK-12 Mapping-Remaining Departments-two sessions per bldg-1 for New/ 1 for Current mappers	Mary B	Iowa Core – Outcome 4 & 5	ITED, MAP, ACT, and COMPASS – improved student achievement Effective Implementation of Iowa CORE	Curriculum Mapper software - online

October 8th-Early Dismissal- Building PD

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Facilitator	Research/Rationale For Activity (Explain how best practices and research justify this activity) + CORE Outcome addressed	Results (What will be the evidence of completion of the activity?)	Resources (Funding Source & Cost)
Technology – Using Google Docs – Tony Amsler present? – hands-on learning	C21 Team (Erin, Carol, Sarah, Mandy, Dan) – contact Tony	Iowa Core – Outcome 5 & 6 21 st Century skills	Effective Implementation of Iowa CORE	Century 21 Institute Grant Wood AEA10 Tony Amsler

October 29th-Professional Development/School Improvement/data Analysis-PD

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Facilitator	Research/Rationale For Activity (Explain how best practices and research justify this activity) + CORE Outcome addressed	Results (What will be the evidence of completion of the activity?)	Resources (Funding Source & Cost)
PK-12 Mapping –AM - District ITED information & plan PM – Teachers in rooms working on grades & prep for term 2 – end of term 1	Administration Guidance All Staff	Iowa Core – Outcome 4 & 5	ITED, MAP, ACT, and COMPASS – improved student achievement Effective Implementation of Iowa CORE	Curriculum Mapper software - online

November 12th– Early Dismissal – Building level-PD

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Facilitator	Research/Rationale For Activity (Explain how best practices and research justify this activity) + CORE Outcome addressed	Results (What will be the evidence of completion of the activity?)	Resources (Funding Source & Cost)
1. Formative Assessment – sharing of learning goals progression START review (staff share progress & examples of progress toward achieving formative assessment & effective teaching goals established August 25 th) 2. Formative Assessment Training 3. PD360 (Use if needed)	Steve and Kelly All Staff Phyllis Anderson AEA10	Iowa Core – Outcome 2, 3, 5, 6 <i>Classroom Assessment for Learning</i> - Stiggins	ITED, MAP, ACT, and COMPASS – improved student achievement Effective Implementation of Iowa CORE	Iowa Core site Grant Wood AEA10 (Steve will contact Phyllis Anderson to set up her session) PD 360

December 10th—Early Dismissal-Building Level-PD

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Facilitator	Research/Rationale For Activity (Explain how best practices and research justify this activity) + CORE Outcome addressed	Results (What will be the evidence of completion of the activity?)	Resources (Funding Source & Cost)
1. Celebrate success (Holiday celebration and contest?)	Julie and Carol			
2. Iowa Core a. Web site review b. Individual gap analysis – highlighter activity	Steve	Iowa Core – Outcome 1, 4, 5, 6	ITED, MAP, ACT, and COMPASS – improved student achievement Effective Implementation of Iowa CORE	Iowa Core site Iowa Core training resources

January 14th - Early Dismissal-Building Level-PD

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Facilitator	Research/Rationale For Activity (Explain how best practices and research justify this activity) + CORE Outcome addressed	Results (What will be the evidence of completion of the activity?)	Resources (Funding Source & Cost)
1. ITED and Map analysis – all staff	Steve, Trent and Carla + all staff	Iowa Core – Outcome 3	ITED, MAP, ACT, and COMPASS – improved student achievement	ITED & MAP reports

January 17th - Professional Development/School Improvement/data Analysis-PD

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Facilitator	Research/Rationale For Activity (Explain how best practices and research justify this activity) + CORE Outcome addressed	Results (What will be the evidence of completion of the activity?)	Resources (Funding Source & Cost)
1. Staff Breakfast	Angie and Steve	Iowa Core – Outcome 5 & 6	ITED, MAP, ACT, and COMPASS – improved student achievement	
2. Staff work on grades end of term 2 and prep for term 3	All Staff		Effective Implementation of Iowa CORE	

February 11th—Early Dismissal-Building Level-PD

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Facilitator	Research/Rationale For Activity (Explain how best practices and research justify this activity) + CORE Outcome addressed	Results (What will be the evidence of completion of the activity?)	Resources (Funding Source & Cost)
1. 4 or 5 Technology Breakout sessions to be determined at a later date (All staff choose 1 to attend) LOTS of hands on activities	C21 Team (Erin, Carol, Sarah, Mandy, Dan) or AEA 10	Iowa Core – Outcome 5 & 6 21 st Century skills	Effective Implementation of Iowa CORE	Century 21 Institute Gant Wood AEA10
2. Differentiation ELP and Special Needs	Linda Mazumik & Kelly DeVore		ITED, MAP, ACT, and COMPASS – improved student achievement	

March 11th -Early Dismissal- Building PD

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Facilitator	Research/Rationale For Activity (Explain how best practices and research justify this activity) + CORE Outcome addressed	Results (What will be the evidence of completion of the activity?)	Resources (Funding Source & Cost)
Repeat from February 11 - 4 or 5 Technology Breakout sessions to be determined at a later date (All staff choose 1 to attend, different than February 11) LOTS of hands on activities	C21 Team (Erin, Carol, Sarah, Mandy, Dan) or AEA 10	Iowa Core – Outcome 5 & 6 21 st Century skills	Effective Implementation of Iowa CORE	Century 21 Institute Gant Wood AEA10

April 8th —Early Dismissal-Building Level-PD

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Facilitator	Research/Rationale For Activity (Explain how best practices and research justify this activity) + CORE Outcome addressed	Results (What will be the evidence of completion of the activity?)	Resources (Funding Source & Cost)
1. Oelweus – follow up 2. Review START and Formative Assessment Learning Goals Where are we on our learning goals & implementation? All staff share examples.	Trent and Dawn BLT & All Staff	Safe Schools Iowa Core – Outcome 2, 3, 5, 6 <i>Classroom Assessment for Learning - Stiggins</i>	ITED, MAP, ACT, and COMPASS – improved student achievement Effective Implementation of Iowa CORE	Iowa Core site Stiggins book Liz Hollingworth, U of IA

April 22nd - Professional Development/School Improvement/data Analysis-PD

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Facilitator	Research/Rationale For Activity (Explain how best practices and research justify this activity) + CORE Outcome addressed	Results (What will be the evidence of completion of the activity?)	Resources (Funding Source & Cost)
PK-12 Mapping –AM <i>Afternoon AHS</i>	Administration	Iowa Core – Outcome 1, 2, 3, 4, 5, 6 <i>Classroom Assessment for Learning</i> - Stiggins	ITED, MAP, ACT, and COMPASS – improved student achievement Effective Implementation of Iowa CORE	
1. All staff complete for second time - Liz's Configuration Map – google docs survey taken on August 23 rd .	BLT & Staff			
2. Staff feedback for PD plans and building goals for 2011-12	BLT & Staff			
3. Individual Career Development Plans	All Staff			

May 13th - Early Dismissal-Building Level-PD

Description of Proposed Action/Activity (What is going to be done to address this goal?)	Facilitator	Research/Rationale For Activity (Explain how best practices and research justify this activity) + CORE Outcome addressed	Results (What will be the evidence of completion of the activity?)	Resources (Funding Source & Cost)
1. Prioritization feedback and to know what we need to work on for next year	BLT & Staff	Iowa Core – Outcome 1, 2, 3, 4, 5, 6 <i>Classroom Assessment for Learning</i> - Stiggins	ITED, MAP, ACT, and COMPASS – improved student achievement Effective Implementation of Iowa CORE	

June 2nd - Data Analysis-PD - Teachers work day to wrap up the school-year.

FORMATIVE ASSESSMENT

A Characteristic of Effective Instruction
and an Essential Component of the Iowa
Core

Two Purposes for Assessment

1. **Summative = Assessment *OF* Learning:**

Way to determine the total SUM of what
students have learned at a particular point in
time.

2. **Formative = Assessment *FOR* Learning:**

How can we use assessment information
to help students learn more.

Formative Assessment

A **planned process** in which
assessment-elicited evidence of
students' status is used by teachers to
adjust their ongoing instructional
procedures or by students to adjust
their current learning tactics.

Popham, 2008

RESEARCH

- Student achievement improves dramatically when assessment **FOR** learning practices become a matter of routine in classrooms.

1984 - Bloom

Mastery learning research: reported
gains in student test performance of
one or two standard deviations.

1998 – Black and William

Synthesis of over 250 studies:
reported gains of ½ to a full
standard deviation with the largest
gains being realized by low
achievers.

2003 – Meisels, et. al.,

Reported gains of over 1 ½ standard deviations on performance assessments.

2004 - Rodriguez

Reported similar gains on the U.S. TIMSS.

What does this research really mean?

.7 Standard Deviation Equals:

- 25% points on ITEDS (middle of score range)
- 4 grade equivalents
- 75 SAT score points
- 5 ACT score points
- U.S. TIMSS rank from 23rd to top 5

Keys to Quality Classroom Assessment

Key 1: Clear Purposes

- Why assess?
- Who will use the results?
- What will they use the results to do?

Keys to Quality Classroom Assessment

Key 2: Clear Targets

- What are the learning targets?
 - Knowledge
 - Reasoning
 - Performance
 - Products
- Are they clear to students?
- Are they good?

Keys to Quality Classroom Assessment

Key 3: Sound Design

- What method?
- Quality questions?
- Sampled how?
- Avoid bias how?

Keys to Quality Classroom Assessment

Key 4: Effective Communication

- How to manage information?
- How to report? To whom?

Keys to Quality Classroom Assessment

Key 5: Student Involvement

- Students are users, too.
- Students need to understand targets, too.
- Students can track progress and communicate, too.
- Students can assess, too.

Quality Classroom Assessment

- Is accurate.
- Is used to maximize student achievement, not merely measure it.
- Results in a productive response regardless of level of achievement.

Productive Response

- I know what to do
 - I can handle this
 - I choose to keep trying
- VS. Unproductive response
- I don't know what to do
 - I don't get it
 - I'm probably too stupid
 - I give up

1989 – Royce Sadler

Review of research:

"A key premise is that for students to be able to improve, they must have the capacity to monitor the quality of their own work during actual production. This in turn requires that students:

Students must:

1. Know what high quality work looks like.
2. Be able to objectively compare their work to the standard.
3. Have a store of tactics to make their work better based on their observations.

To simplify:

For students to take control of their learning, they need to be able to answer three questions:

1. Where am I going?
2. Where am I now?
3. How can I close the gap?

Assessment FOR Learning Strategies

Where am I going?

1. Provide a clear statement of the learning targets
2. Use examples and models

Where am I now?

3. Offer regular descriptive feedback
4. Teach students to self-assess and set goals

How can I close the gap?

5. Design focused lessons
6. Teach students focused revisions
7. Engage students in self-reflection, let them keep track of and share their learning.

Features of Assessment FOR Learning

- Students become consumers of assessment information, using evidence of their own progress to understand what comes next for them
- Reliance of standards-based curriculum maps

The teacher's role is

1. To become a competent master of each of the standards his/her students are to master
2. To understand how those standards transform into the curriculum that forms the scaffolding students will climb on their journey up to each standard

cont.

The teacher's role is

3. To transform classroom-level achievement targets into student friendly versions
4. To transform the classroom targets into high-quality classroom assessments capable of accurately reflecting student achievement

cont.

The teacher's role is

5. To use those assessments over time in collaboration with their students to help motivate them to keep learning



2009-2010 Learning Goals

- Writing learning targets in student friendly language connected to the Iowa Core Curriculum
- Matching formative and summative assessments to learning targets
- Developing a toolbox of formative assessments to use during instruction
- Having grades that reflect student learning



Ending thoughts

What we choose to evaluate and how we choose to evaluate delivers powerful messages to students about those things we value. Students view their learning and their sense of worth through the lens we help them construct unless they cannot bear to look through it.

Staytor and Johnson, 1990

**BOARD OF EDUCATION MEETING
October 4, 2010**

ISSUE: Mentoring Contracts

CONTACT: Brian Ney, Superintendent

BACKGROUND:

The state provides funding for a Mentoring and Induction Program for teachers in their first and second years of teaching. These dollars, which are part of the Teacher Quality program, fund a mentor for each of these teachers. Each mentor has completed training through Grant Wood AEA.

Please find attached a copy of the mentors included in this program.

THE SUPERINTENDENT'S RECOMMENDATION IS

“to approve the mentor contracts for the 2010-2011 school year as printed.”

MENTOR ASSIGNMENTS FOR 2010-2011

MENTOR	BUILDING	MENTEE	GRADE/SUBJECT	YEAR
Andreesen, Barb	Elementary	Wrobel, Emily	HS Vocal	1
Bierbrodt, Jolene	Elementary	Callahan, Jeanette	Preschool	1
Conney-Miller, Julie	Elementary	Neverman, Betsy	3 rd Grade	2
Fellinger, Carrie	Elementary	Klaassen, Sara	Kindergarten	2
Houstman, Kathy	Elementary	Hungate, Jennifer	Elementary BD	1
Barnes, Kevin	High School	Audsley, Katie	Language Arts	1
Frankfurt, Julie	High School	Nelson, Vanessa	French	2
Henik, Jan	High School	Svawiel, Emilie	FCS	1
Kula, Nancy	High School	Hameister, Steven	Ag	1
Stamm, Sue	Middle School	Nie, Marissa	Special Ed	2

Other new staff:

Janet Burke, High School Business/Student Success – informal mentor, Dan Husmann
Steven Hovey, Middle School Band – informal mentor, Lori Knuth

2010-2011
Board of Education Committees

Policy Committee	Brian Bieber, Anna Mary Riniker, Rich Crump
Negotiations Committee	Brian Darrow, Jean Sellnau, Anna Mary Riniker
PPEL & Facilities Committee	Brian Darrow, Rich Crump, Anna Mary Riniker
CADRE	Connie McKean, Rich Crump
Jones Co. Conf. Bd.	Lowell Tiedt
IASB Delegate Assembly Representative	Jean Sellnau
Ad Hoc Building/Long Range Planning	Brian Darrow, Lowell Tiedt, Connie McKean