

Consortium Minutes

December 16, 2005

Welcome: Mark Riding – Mark welcomed the audience. He said he could always tell educators by their festive holiday attire.

Mark did the folder browse by. He mentioned that the logic of the consortiums has been: September focused on literacy. November focused on RtI in special education. Today the focus is on RtI in regular education on state, secondary and elementary levels. Two new members will be added to the CSPD board. Jan Whimpey, representing charter schools and Kathryn McCarrie from Granite (large district) will be joining the board.

Leadership report: Bruce Schroeder announced additions to the USOE. **Lisa Arbogast** is the new state compliance officer. There is a position open for a severe disability person and will be open until the end of the month. Information on highly qualified teachers was in the folder. Elementary education teachers need to demo content knowledge with elementary education major or take a test or a transcript review showing course work in area. For severe level, same standard applies. For secondary teachers: degree major in core academic subject, test score, or experience. There are options for multiple subject areas to receive accreditation. There is a little bit more flexibility here. Part of the discretionary money is being made available to help teacher become highly qualified.

Literacy report: Amber Landward introduced the model sites for three tiered instruction: 1) Discovery Elementary, Box Elder School District, Brigham City. Principal: Sharon Brown. 2) Salina Elementary, Sevier School District, Salina. Principal: Selena Terry. 3) Hurricane Middle School, Washington County School District, Hurricane. Principal: Brad Christensen. 4) Eisenhower Junior High School, Granite School District, Taylorsville. Principal: Nancy Jadallah. Amber also announced a literacy link on UPDC website (www.updc.org).

Math report: Julie Mootz focused on the Core Academies for this summer. Registration forms are in folder. Special education teachers are encouraged to attend. Registration has already started.

CEC Report: Terri Mitchell announced preschool topic seminars. CEC volunteer opportunity for the conference. There will be 40% off the normal conference rate for volunteering at the conference. Volunteers need to have at least 8 hours of volunteering to qualify for the discounted rate. Registration will be available in January.

Presentation: Brett Moulding, Curriculum & Instruction Director for USOE – What is Instruction? Fundamental theorem of learning: four subsets (curriculum/instruction/assessment/learning)

- Students learn what is taught
- Knowledge builds upon previous knowledge and experiences
- Learning objectives have value

- All students have unique learning needs
- Aligning instruction to intended learning outcomes increases the chance of students learning the intended learning outcomes
- Assessing target objective will improve instruction, hence learning

Learning model in Utah

- What is the learning model?
- What is the power of this model?
- What are the weaknesses?
- What subtle components are essential for all children to learn?

98% of all effort for learning in Utah should be under the title of instruction.

What does research tell us

- Target essential concepts
- Connect learning
- Align instruction to learning objectives
- Information available to learner and teacher
- Create individual relevance
- Quality feedback improves learning
 - Nature of effective feedback
 - Meaningful and specific
 - Prompt
 - Detailed
 - constructive

Attributes of knowledge that is retained and used

- logical
- memorable
- applicable
- connected to prior knowledge
- used as part of thinking
- big ideas

What is important knowledge?

Identify the three essential concepts/ skills that you want students to know and be able to do (write them down).

Select one – circle

What evidence would you accept that your students know or can do the skill?

Attributes of quality instruction

Aligned to core curriculum standard and objectives

Focused on intended learning outcomes

Why differentiated instruction?

No two children are alike;

No two children learn in the identical way

Provides an enriched environment.

Four ways to differentiate:

Differentiation may occur in the content, process, product or environment in the classroom.

Inspired teachers cannot be ordered by the gross from the factory. They must be discovered one by one, and brought home from the woods and swamps like orchids. They must be placed in a conservatory, not in a carpenter shop; and they must be honored and trusted. (John Jay Chapman)

Presentation: Dr. Nancy Jadallah, principal, Eisenhower Jr High, Granite District – “Junior High School Perspective” (Amy Burgon, Jill Bailey and Joy Jamison) – They have focused on three-tiered reading instruction. 60% of their students were reading below grade level. Surveys said that teachers should water down their programs to meet students’ needs. Instead they turned it around and gave the most help to the third tier. Class structure was changed: 20 minutes reading 20 minutes word study. The total cost to implement their program this year is \$101,000 all from various sources. Cost is high to do this program. (50% of their students have jumped at least one grade level so far this year.

Presentation: Sharon Brown, principal, Discovery Elementary school “Elementary School Perspective” (with Suzy Sanders). The reward for a job well done is the opportunity to do more work. Every element of the school works. They have 425 students and are a title one school. Title one funds have helped. A district model plan has been put into place. Every school has a reading coach. The special education department has participated in the literacy plan and they have used their resources wisely. They communicate with students about what they are doing. Their theme is “we are family;” they put a comprehensive plan together. They saw that there were a few holes – areas for them to work on. Suzy Sanders said everything you do must be based on what you think is important. Each student has different needs and ways to learn. Teaching must be based on how they learn. They have based their programs on the core and what their students need. Assessment is another important part of their program.

“Teaching is like keeping 30 corks under water at the same time.”

Willow Canyon Elementary Choir, Jordan District, performed for the Consortium.

The Consortium had a drive for food and money for the Utah Food bank. Food was brought and donations were taken. The challenge this year was to top the amount of money collected last year, which was \$787. This year we ended up with **\$908** to donate to the Utah Food Bank. Thanks to all who donated to this worthy cause.

Adjourned at 11:20 am. Merry Christmas!

Those in attendance:

DiAnne Adams

Vicki Ahlstrom

Gail Albrecht

Carol Anderson
Morgan Anderson
Joyce Barnes
Nanette Barnes
Marcy Belnap
Catherine Benitz
Sharon Brown
Leslie Buchanan
Wendy Carver
Dawnne Casey
Tony Done
Shannon Dulaney
Sally Dyches
Bruce Farrer
Pat Frandsen
Gordon Gibb
Janet Gibbs
Nancy Glomb
Lynda Golding
Jane Golightly
Barbara Graves
Michael Herbert
Catherine Hoelscher
Tom Johnson

J Lynn Jones
Ted Kelly
Karen Kowalski
Amber Landward
Anna Lefevre
Denise Lefevre
Susan Loving
Dori Mann
Patricia Matthews
Kathryn McCarrie
Pam McKinney
Ann Miller
Peggy Milligan
Terri Mitchell
Julie Mootz
Carma Mordecai
Dan Morgan
Nancy Morgan
Tamra Morgan
Calvin Newbold
Pam Norton
Susan Ord
Linda Otte
Jim Payant

Doelene Pitt
Helen Post
Mark Riding
Amy Roan
Suzy Sanders
Randy Schelble
Bruce Schroeder
Ann Smith
Cheryl Smith
Jill Stacy
Ellen Stantus
Vonnie Steele
Nicole Suchey
Jocelyn Taylor
Margo Thurman
Tanya Toles
Mar Vele Tycksen
Brenda Van Gorder
Jennifer Weese
Jan Whimpey
Marilyn Williams
Karl Wilson
Peggy Wittwer