

UPDATE

Volume 33, Number 1 Fall 2013



Twice International ASCD Award-Winning Newsletter.

President's Message



Dr. Mary Wolf

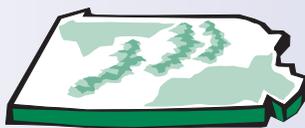
They will walk through the door any day now... they are the reason you are in education. They represent our future! While most of us are preparing for the arrival of our students, our focus is also on the impact of the requirements on the institutions that serve them. All eyes will be on the public release of the PA School Performance Profiles in late September. Meanwhile, schools are planning ways to use the educator effectiveness model, implement the Common Core, and deal with continuous budget cuts that are impacting campuses across the Commonwealth. It is clear that we are fully immersed in the age of educational accountability.

As you move forward with your planning, keep the resources of PASCD in mind. Rich Nilsen continues to update our members through his blog and his involvement in many statewide advocacy groups, and our annual conference is right around the corner! These changes and more will be addressed as we offer numerous sessions and resources focused on the Whole Child theme. Keep in mind the shift in conference date to an earlier time, and visit the website at www.pascd.org to register.

I wish you success with the start of a new school year, and hope to see you November 3rd and 4th at the Hershey Lodge!

Mission Statement

PASCD, educators impacting teaching and learning through leadership.



www.pascd.org

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**A Message from the 2013
PASCD Conference Chair...
*Bryan O'Black, Shaler Area School SD***

MARK YOUR CALENDARS AND REGISTER FOR THIS MUST ATTEND ONFERENCE!

Please join us for PASCD's 63rd annual conference, A Whole Child Education powered by Blendedschools.net, on Sunday, November 3rd and Monday, November 4th, 2013 at the Hershey Lodge and Convention Center. This year's conference is slated to be one of the best conferences ever held!

To register for the conference visit: www.pascd.org/conference

Sunday's Keynote Presentation:

Chris Lehmann

Founding principal of the Science Leadership Academy, Philadelphia, Pa

Creating School 2.0: Building the Schools We Need

What is School 2.0? What are the pedagogical ideas that form it? Examine ideas of constructivist pedagogy and the use of 21st Century tools to create schools that are engaging, caring, and relevant places of learning for everyone involved. The history of the formation of the Science Leadership Academy will form the backdrop for this conversation.



Monday's Keynote Presentation:

Dr. Connie Moss

ASCD Author, Learning Targets: Helping Students Aim for Understanding in Today's Lesson



Helping Students Aim for Understanding in Today's Lessons

Improving student learning and achievement happens in the immediacy of an individual lesson or it doesn't happen. After all, that's how kids live their learning and that's how effective teachers plan for their students. This keynote address entitled, "Learning Targets: Helping Students Aim for Understanding in Today's Lesson" from Connie M. Moss will show how learning targets help teachers create daily lessons and learning experiences that amount to something enduring and meaningful over time.

Visit www.pascd.org for additional information on Dr. Moss and Chris Lehmann

PA COMMON CORE STATE STANDARDS FOCUS OF PASCD PRE CONFERENCE

The PASCD Conference Committee has developed a pre-conference experience that will run on Saturday, November 2nd and Sunday, November 3rd prior to our Annual Conference. Understanding the need for professional development as schools implement the new PA Common Core, PASCD is offering the following sessions. (*Please note: that Pre-Conference sessions are in addition to the Annual Conference registration fee and can be selected when registering either online or on paper*).

A Closer Look at the PA ELA Common Core State Standards:

Presented by: Bobbie Pflingstler

Audience: K-12 Teachers, Superintendents, Assistant Superintendents, Curriculum Directors and Principals (Act 48 Eligible)

When: Sunday, November 3rd: 8:30am to 11:30am

Cost: \$45

Receive an overview of the PA Common Core State Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects. The presenters will explain some of the major constructs of PA ELA Common Core. Participants will deconstruct the document and learn the major components, content and organization with a brief explanation of: Reading, Writing, Listening and Speaking, and Language.

A Closer Look at the PA Math Common Core State Standards:

Presented by: Dr. Jane M. Wilburne

Associate Professor Mathematics Education , Penn State Harrisburg

Audience: K-12 Teachers, Superintendents, Assistant Superintendents, Curriculum Directors and Principals (Act 48 Eligible)

When: Sunday, November 3rd: 8:30am to 11:30am

Cost: \$45

This hands-on workshop will provide an overview of the key changes needed to implement the PA Core Standards in Math across grade levels. Information pertaining to the mathematical standards of practice, core knowledge skills and learning progressions will be shared as well as the challenges and successes teams of PA mathematics teachers experienced when they began promoting the common core content and practices. The presenter will assist teachers, administrators, and leaders of kindergarten through high school in building an understanding of the PA Core Standards in mathematics and ways to promote in-house professional development.

Curriculum Leadership Academy:

Presented by: Jean Dyszel

Audience: Superintendents, Assistant Superintendents, Curriculum Directors and Principals

Credit: 28 Act 45/Act 48 Hours

When: Saturday, November 2nd: 1:00pm to 4:00pm; Hershey, PA

Sunday, November 3rd: 8:30am to 11:30am; Hershey, PA

Monday, January 15th: 8:30am to 3:00pm; Carlisle Area SD

Monday, February 25th: 8:30am to 3:00pm; Carlisle Area SD



**EARN 28
ACT 45
CREDITS**

Cost: \$350 for PASCD Members : \$415 for Non-PASCD Members

Curriculum Leadership Academy is a program designed to provide in-depth learning and networking opportunities that develop curriculum leadership. Curriculum design, development, implementation, and evaluation have become complex processes in today's schools. New and veteran school leaders assigned curriculum leadership duties are often placed in such roles without all the prerequisite knowledge and skills. The PASCD Curriculum Leadership Academy was designed to help these educators gain a deeper understanding of how to get started. Strategies and techniques to be successful, resources that are available, and how to continue to improve in a variety of areas of curriculum leadership will be addressed.

Supervision Academy:

Audience: Superintendents, Assistant Superintendents, Curriculum Directors and Principals

Credit: 40 Act 45/Act 48 Hours

When: Saturday, November 2nd: 1:00pm to 4:00pm; Hershey, PA

Sunday, November 3rd: 8:30am to 11:30am; Hershey, PA

Monday, January 15th: 8:30am to 3:00pm; Carlisle Area SD

Monday, February 25th: 8:30am to 3:00pm; Carlisle Area SD



Cost: \$350 for PASCD Members :\$415 for Non-PASCD Members

The **PASCD Supervision Academy** targets educators who have an interest in promoting teacher growth through the supervisory process. The program is very beneficial for building administrators, central office administrators, teacher leaders and anyone contemplating an administrative position.

Participants will unpack beliefs and assumptions about supervision and evaluation, discuss the essential ingredients that must be present to foster a climate of inquiry, practice using classroom observational tools, analyze data to improve instruction, understand and apply supervisory practices when dealing with novice teachers, seasoned teachers and marginal teachers, and discuss evaluation practices and implementation.

NEARLY 35 SMALL GROUP SESSIONS TO ATTEND

Visit www.pascd.org/conference for a complete list of small group sessions and presenters!

Conference Strands for the 2013 PASCD Conference include:

Online learning – Education in which instruction and content are delivered primarily over the Internet

Blended learning – Blended learning is any time a student learns at least in part at a supervised brick-and-mortar location away from home and at least in part through online delivery with some element of student control over time, place, path, and/or pace; often used synonymously with Hybrid Learning.

Healthy - Each student enters school healthy and learns about and practices a healthy lifestyle.

Safety - Each student learns in an environment that is physically and emotionally safe for students and adults.

Engaged - Each student is actively engaged in learning and is connected to the school and broader community.

Personalized - Each student has access to personalized learning and is supported by qualified, caring adults.

Challenged - Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment

MONDAY HOT TOPIC SESSIONS INCLUDE:

Teaching Thinking Skills in the Common Core*

Presenter: Brian Pete, President, Robin Fogarty Associates
Conference Track: Challenged

Quaker Valley School District: Exemplary Award for Teacher Supervision and Evaluation*

Presenter: Dr. Joseph H. Clapper, Superintendent, Quaker Valley School District
Co-Presenter: Dr. Jillian Bichsel, Mr. Sean Aiken
Conference Track: All

Collaborative Learning Management System Uses in the Quakertown Community School District

Presenter: Todd Silvius
Co-Presenter: Nicole Hazelwood
Conference Track: Blended Learning

Moving Forward with PA Common Core

Presenter: Jean Dyszel, Pennsylvania Department of Education Consultant
Co-Presenter: Rita Perez, Pennsylvania Department of Education
Conference Track: Challenged, Engaged, Individualized

PDE Assessments: Project Based Assessments or Classroom Diagnostic Tools or Keystone Assessments

Presenter: Pennsylvania Department of Education
Conference Track: Challenged, Engaged, Individualized

Whole Child Education: Implementing Social, Emotional Learning for Academic Achievement

Presenter: Melissa Boas Counselor, Eastern Lancaster County School District
Co - Presenter: Thom Stecher
Conference Track: Healthy, Engaged, and Personalized

The Blob: A Multiplayer Classroom Model.

Presenter: Michael Reynolds, Teacher, Titusville Area School District
Conference Track: Blended Learning, Online Learning

The Pennsylvania School Performance Profile

Presenter: Dr. Michelle Sellitto, Pennsylvania Department of Education
Conference Track: Challenged, Engaged, Individualized

**** Sessions will be part of the virtual conference package and streamed for conference participants.***

SEE REGISTRATION FORM ON NEXT PAGE



2013 PASCD CONFERENCE REGISTRATION FORM

Follow the Conference Registration link at www.pascd.org to register online or complete this form and mail it to:
 PASCD (c/o Sheri Border, PASCD Conference Blendedschools.net; 2527 US Highway 522 South, McVeytown, PA 17051
 or Fax 814-542-2569.

Name: _____
 Name as it should appear on name-tag: _____
 School District/Institution: _____
 Mailing Address: _____
 Telephone (Daytime): _____ Email: _____
 Occupational Title: _____

If enclosing a check, make it payable to **PASCD Conference**.

If check is not enclosed, please provide a P.O. # for billing the district: District PO #: _____

Are you a PASCD member? Yes No Is this your first PASCD Conference? Yes No

Please check the box that best indicates your status:

- Employed Retired – Apply 50% discount to registration fee(s) below. Full-time Student

PASCD Pre-Conference & Conference Registration Options 11/2/13-11/4/13

Registrations must either be mailed or completed online by **October 14, 2013**. After October 14, 2013, participants must register on-site at the daily rate.

<i>Pre-Conference Options (separate registration fees apply):</i>	PASCD Member	NON-Member
1. Pre-Service Teacher Symposium for Students (11/3/13 11:30 a.m. - 5:30 p.m.)	<input type="checkbox"/> \$15	<input type="checkbox"/> \$25
2. Curriculum Academy (Registration includes November 2-3 and two additional Academy dates: January 15 & February 25). Designed for administrators responsible for district curriculum. Act 45.	<input type="checkbox"/> \$350	<input type="checkbox"/> \$415
3. Supervision Academy (Registration includes November 2-3 and two additional Academy dates in January and February). Designed for building/central office administrators and teacher leaders. Act 45/48.	<input type="checkbox"/> \$350	<input type="checkbox"/> \$415
4. Pa Common Core ELA <i>or</i> Math Session (11/3/13 8:30 a.m. - 11:30 a.m.) Designed for teachers or administrators interested in meeting the demands of PACCSS in Math or ELA classroom. Act 48.	<input type="checkbox"/> M \$45 <input type="checkbox"/> ELA \$45	<input type="checkbox"/> M \$45 <input type="checkbox"/> ELA \$45

CONFERENCE OPTIONS:

5. Full Conference – 12:30 p.m. on Sunday 11/3/13 through 3:30 p.m. on Monday 11/4/13. Includes all programs (General Sessions by Keynote Speakers, Hot Topic Sessions, Small Group Sessions, Admission to Vendor Hall, Sunday Dinner/Social, and Monday Breakfast/Lunch). Also includes archived access for six months to sessions streamed virtually.	<input type="checkbox"/> \$254 - In addition to the Full Conference, this option also includes membership in PASCD. <input type="checkbox"/> \$189 - Current PASCD Member (Membership must remain active and current through conference dates). * This does NOT include PASCD membership or membership renewal. If you want to register AND renew your PASCD Membership, select the \$254 option above. <input type="checkbox"/> \$159/\$224 - (Member/Non-member) Presenter Discount (Limit two presenter discounts per session).
6. Daily Rate – Includes all programs for the day (General Sessions by Keynote Speakers, Hot Topic Sessions, & Small Group Sessions, as applicable) and daily meals.	Check the desired day(s) and appropriate rate(s) below: Sunday: <input type="checkbox"/> \$105 (PASCD Members) <input type="checkbox"/> \$125 (NON-Members) Monday: <input type="checkbox"/> \$105 (PASCD Members) <input type="checkbox"/> \$125 (NON-Members)
7. Daily Rate for Full-time Students – Includes all programs for the day (General Sessions by Keynote Speakers, Breakout Sessions, & Small Group Sessions). Does not include meals or Pre-Service Teacher Symposium.	Check the desired day (s) and appropriate rate(s) below: Sunday: <input type="checkbox"/> \$25 Monday: <input type="checkbox"/> \$25 * Register for Pre-Service Teacher Symposium separately (See Conference Option 1)
8. Virtual Conference – Includes General Sessions by Keynote Speakers and selected Small Group Sessions.	<input type="checkbox"/> \$49 - Includes discussion questions and archived access for six months to virtually streamed sessions. <input type="checkbox"/> \$114 - In addition to the Virtual Conference, this option also includes membership in PASCD.

IMPORTANT! This registration does NOT include lodging! See information listed below.

Hershey Lodge & Convention Center conference rate: \$135.00/night, plus tax (currently 6% PA State occupancy tax and 5% local tax); same rate for single or double room. Reservation deadline: **October 14, 2013** (reservations cannot be guaranteed after this date).

Any requests for special room arrangement should be noted when making the reservation. All reservations will be taken on a space-available basis until the block of rooms reserved by PASCD has been filled. Reservation requests received after the block has been filled or less than 30 days before the arrival date will be accepted on a space available basis only. Check-in: After 4:00 p.m.; check-out: By 11:00 a.m.. All rooms for the conference are smoke-free. Please reconfirm your date of departure as there is a \$50 fee for early departures.

- **Online Room Reservation:** https://resweb.passkey.com/Resweb.do?mode=welcome_ei_new&eventID=10585632. You must use this link to receive the conference rate.
- **Phone-In Room Reservation:** Call 1-800-HERSHEY (437-7439); use Reservation Code **998552** (indicates reservation is part of the PASCD room block, in order to receive the conference rate); and provide guest name, type of room, check-in and check-out dates.

IT'S NOT ALL BAD!!

by Dr. Robert L. Williams, Supervision Committee Chair

I would like to take a few minutes of your time and hope you will not stop reading after the next sentence. Teacher Effectiveness, Act 82/Title 22 has many positive attributes. First, the state has needed a common tool in order to make teacher evaluation consistent among the 501 school districts of the Commonwealth. Prior to this, teacher evaluation was based on the PDE 5501 and it was totally subjective with the administrator as the critic and judge. Within the Teacher Effectiveness system of evaluation, there are rubrics in order to place the teacher performance in one of four categories according to a description of the teacher instruction, management, or behavior. This takes much of the subjectivity out of the evaluation process if the administrator is willing to take the time to study and understand the domains as crafted for the purpose of teacher supervision, professional growth, and increasing teacher capacity as crafted by Danielson.

This process that involves a cycle of supervision including a pre-conference, observation, and REFLECTIVE post-conference is a GREAT tool to engage teachers in professional conversation. The teacher performs a self-evaluation of the lesson at the same time the administrator is completing the evaluation from his or her perspective. The post-conference then becomes a tool for professional discussion concerning teacher planning, classroom management, and instructional delivery. WHERE DO I FIND THE TIME? If you as an administrator are not finding time for professional conversation concerning teacher craft with those you supervise, there is little to no chance of increased student achievement.

Let me dispel a few myths of the Teacher Effectiveness system. First, you as an administrator are not expected to gather evidence in all four domains during one 30-40 minute observation. When you go into the classroom, take notes as you would in any observation. You should be conscious of taking notes on the classroom environment, student engagement, and teacher instruction and behavior. When you are finished, leave the room and then begin to put the observation statements into the domains of category two and three. You should have taken your notes on domain one, planning and preparation during the pre-conference. Once you have finished, notate the two most positive domain performances you observed on the last page of the observation document and then the TWO most important areas for improvement. Discuss the observation in detail however in order to promote self-reflective behavior on the part of teacher, rather than tell, ask reflective questions. Allow the teacher to explain how he or she felt about the different domains of the observation. Myth number two, one must notate all deficiencies from the observation and develop a plan for working on all deficiencies at the same time. WRONG!! No one can fix everything at once. You must PRIORITIZE! I am not saying that you should ignore the other behaviors but rather continue to have reflective conversations based on what you observe in walk-throughs.

If you want your teachers to grow in planning, classroom management, ability to instruct, and professional behavior, it takes valuable time! Yes, your time! However, when you leave with that briefcase of paperwork to take home at the end of long day, you can have self-professional satisfaction that you made a difference in the professional growth of a teacher and in turn student learning. Watch for more in future PASCD publications and academies as we offer professional development for making Teacher Effectiveness a positive tool for raising the professional development bar in the Commonwealth.

Why Should You Attend the PASCD Supervision Academy

by Dr. Robert L. Williams, Supervision Committee Chair

I am going to give you six excellent reasons for attending the PASCD Supervision Academy:

- First, it will give you a blueprint for developing a system of differentiated supervision in your school district
- Second, if you have a differentiated supervision program, it will promote teacher professional development and growth and in turn increase student achievement
- Third, if you have a differentiated supervision program that follows the PDE guidelines, you DO NOT have to evaluate every teacher every year in all four domains
- Fourth, your teachers will have an opportunity to decide where they need to grow and develop a plan for achieving the growth
- Fifth, with satisfactory, production, and experienced teachers in a self-directed professional growth plan, it gives you as an administrator more time to work with your Instructional I teachers
- Sixth, you will receive 40 Act 45 PIL credits upon successful completion of the academy assignments and culminating project

Two school districts, Armstrong and Tunkhannock, have scheduled private sessions of the PASCD Supervision Academy for their district administrators this year. You might want to consider this for your administrative team and then work as a total team in developing your differentiated supervision plan. We also had a large group of administrators participate in the academy at CSIU 16. We have an upcoming academy at IU 18 and one scheduled to begin at the PASCD conference. Please see the ad in this newsletter for details on how you can register for the conference academy that will have the second and third sessions in the Carlisle School District. We have a staff of knowledgeable, experienced, and professional facilitators that present the PASCD Supervision Academy that present all hours of instruction in a face-to-face collegial atmosphere. I hope you will consider this exceptional academy as part of your Act 45 professional development. IN CASE YOU HAVE NOT HEARD, the moratorium on Act 45 ended on June 30. During the next five years, all principals and superintendents must earn 180 PIL approved Act 45 hours. Please contact Dr. Richard Nilsen, PASCD Executive Director, for registration or booking information.



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Ms. Laurie Heinricher, Hampton Twp SD

Influence

Dr. Dean Maynard, Northwest Tri-County IU 5

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Strategic Planning

Ms. Elaine Sautner, Selinsgrove Area SD

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Dr. Robert Williams, Williamsport Area SD

Technology

Dr. Jeff Taylor, North Hills SD

Conference Committee 2013

Mr. Bryan O'Black, Shaler Area SD

Diversity, Equity & Access

Mr. Bryan O'Black, Shaler Area SD

Outstanding Young Educator

To be announced

Publications

Dr. Kathleen Proinzano, Wilkes University
Dr. Erin McHenry, Wilkes University

Scholarship

Dr. Colleen Lelli, Cabrini College

ASCD Liaison

Mr. Kevin Scott

Connected Educator Month 2013

by *Mary Beth Hertz*

Many educators use the Internet to find resources for their classroom. They may find lesson plans, read blogs, or find videos and reference information for their students to use. Many other educators use the Internet for all of these things, as well as various social media tools like blogs, wikis, Twitter, Facebook and Google+ to connect with other educators all over the world. They share not only lesson plans, but also links to blog posts and articles of interest. They connect across subject area and grade levels to share resources and ideas. They meet virtually on Twitter using “hashtags” to discuss big ideas in education. Many of these educators claim that connecting to other educators and finding other voices in their grade level or subject area has been a career-changing experience.

This October, the Department of Education is coordinating Connected Educator Month, a month-long collaboration between the Department of Education and various educational organizations to celebrate educators who use social media and other online tools to connect with each other. The initiative will also provide support for other educators to navigate these online communities to find and connect with educators around world.

To learn more about the planned events and ways to get involved, go to: <http://connectededucators.org/>.

Mary Beth Hertz is a Technology Coordinator and Art/Tech Teacher at the Science Leadership Academy at Beeber in Philadelphia. She was PAECT’s 2013 Outstanding Teacher of the Year and was named a 2013 ASCD Emerging Leader.

Slow Down – Take A Moment For Yourself

by *Jay H. Burkhart, D.Ed., Assistant Superintendent*

As you start another school year I am sure you find yourself running in many different directions at a hectic pace. You tend to overlook the little things that help you lead a balanced life. This is mostly because you are just too busy. In thinking about this I did a quick web search about ways to take some time for yourself, manage your stress. Hopefully this small bit of information will help you manage this challenging time – please share it with your colleagues and enjoy a wonderful start to another exciting school year.

The following suggestions are from the Mayo Clinic – the full article can be found at:

<http://www.webmd.com/balance/guide/blissing-out-10-relaxation-techniques-reduce-stress-spot>

10 Stress Reducing Behaviors:

1. Meditate
2. Picture Yourself Relaxed
3. Breathe Deeply
4. Look Around You
5. Drink Hot Tea
6. Show Some Love
7. Try Self Massage
8. Take a Time Out
9. Try a Musical Detour
10. Take and Attitude Break

Some Musings on the History of PASCD

by Dr. Dixie Winters

At the annual meeting of the Pennsylvania State Educational Association (PSEA) conference in the John Harris Ballroom, the agenda included the following items:

1. What is effective supervision from the point of view of pupils, teachers, supervisors, administrators?
2. What are some of the most helpful ways, means, or devices toward the accomplishment of more effective supervision?
3. What are the values of the personal conference of teacher and supervisor?
4. How may teachers' meetings be made most valuable as supervisory aids?
5. Can the "State Rating card" be made an aid to more effective supervision?

Does this agenda sound familiar? Actually, this meeting occurred on December 28, 1940. At that time, Miss Mabel Eleanor Kirk was the president of the *Supervisors and Directors of the Elementary Instruction* section of the Pennsylvania State Education Association's Department of Classroom Teachers. Though her term of office ended at this meeting, Kirk has been considered the first president of modern day PASCD, the successor to the earlier Supervisors and Directors of Elementary Instruction.

My foray into the history of PASCD has uncovered for me some intriguing facts about the early state of affairs in education in the Pennsylvania. A case in point is the agenda of the 1940 meeting and its relationship to the recent revamping of the teachers' evaluation system. Currently, each year teachers are evaluated predominantly on classroom observation (reflecting the direction of the early PSEA group lead by Miss Kirk), which includes teacher preparation, instruction and overall classroom atmosphere, and they receive a score of either pass or fail, according to the Pennsylvania Department of Education website. The new teacher evaluation system will factor both classroom observation and student performance, including test scores, graduation rates, and attendance. Has it really been 70 years since the evaluation system changed dramatically?

As I peruse the PASCD archival material I will be looking for these relationships. I owe Dr. Robert Nicely a debt of gratitude for his articles relating to the history of PASCD and to PEL- the Pennsylvania Educational Leadership Journal. He has provided a clear and succinct commentary about aspects of PASCD.



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Online Learning: Which Blend is Best?

by Laurie Heinricher, Curriculum Director, Hampton Township School District

Many school districts across the Commonwealth offer online opportunities for their students. Typically the manner by which students become online learners varies from full-time online learning to blending the online courses in the midst of a bricks-and-mortar school experience. What's most fascinating is the range of potential experiences for students in Pennsylvania. Thus the focus of a personal investigation, "Which blend is best?"

There are a variety of definitions of "blended learning." In the midst of the definitions provided by iNACOL, United States Distance Learning Association and the Pennsylvania Distance Learning Association, it is important to look at the best practices that have emerged from local school districts. Allegheny and Westmoreland County online students may not be a reflection of national trends.

In the search for the optimum learning environment which includes online classes, teachers and administrators from two Pittsburgh area Intermediate Units were asked to participate in a survey. Data from the survey revealed two pieces of information vital to future recommendations for blending online learning. First, it appears that providing online learning with a combination of locations is the best scenario for student success. In addition, the kinds of students who become online learners are not necessarily in the best condition to be in school, regardless of the vehicle through which the curriculum is delivered.

Of the seventeen school districts that provided responses, 42% have full-time online students working from solely home, 5% had their full-time online students coming into schools, 11% had a portion of students coming into the building, 16% were a combination of taking classes in-house and online from home. 26% had another definition of blended learning. Additional information on student achievement yielded a trend that students who came in to a more structured environment were more successful. In most cases, this was reserved for students who were not being successful. In terms of online learning this could fall into three categories, amount of time online (attendance), not keeping pace with the course or simply not earning good grades. Being able to provide additional supports; be that guiding the amount of time the students are online or providing tutoring beyond the online teachers, appears to insure the potential for greater success. This may not be possible or appropriate if the student has a condition that precludes them from coming to school. In this case, combining online learning, with homebound support appears to be the most logical solution.

Flexibility appears to be the key in creating a district-based online schooling opportunity. School Districts that create a three-tiered system for blending learning, have the potential to have students experience the greatest success. The first tier encompasses those students who are full-time online learners away from school. In this tier, students receive a laptop and complete all of the courses from home, or another location determine by the families. Students are in contact with their teachers and the online learning liaison via the internet, email and phone. They are able to be successful at home and don't require the additional structure.

Tier two would be the option of coming into school. At the start of the school year an orientation time would be required. The in-house, monitored classroom would be utilized when the student achievement levels indicate that additional supports, beyond the online teacher, are necessary. For some students this tier will not be possible. For those students who are online learners due to a medical or emotional issue, homebound instruction would be provided.

The third tier is more about blending the educational experience, rather than simply blending the

Online Learning: Which Blend is Best? *(continued)*

locations. Student would be provided the opportunity to take online courses that are not currently part of the district's program of studies. Students would be in school taking the their courses in the classroom. Student would also be afforded the opportunity to take online classes during study hall or at home in the evenings. Tier three allows for those students with unique interests or high academic abilities to continue to be intellectually and/or creatively challenged in school.

The largest and most impacting implication is the increased cost of the three-tiered approach for providing online learning. Districts pay large sums of money, defined by the Commonwealth as the tuition rate, for every student who leaves the district for charter or cyber-charter opportunities. Locally, we are able to offer a variety of solutions at a rate much less that the tuition amount defined by the Commonwealth. This is a huge motivator for incorporating online learning opportunities within the district.

The most important focus has to be on students' success regardless of what brought them to on-line learning. Approaching the school boards with the three-tiered approach is the right thing to do regardless of how the data informs their decision-making. Districts in the Commonwealth of Pennsylvania strive to provide students opportunities that will lead to excellence. All students, regardless of the academic pathway, deserve to have a taste of that excellence.

References:

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ASCD's Emerging Leaders

by Ms. Brianna Crowley

The National ASCD chapter announced its 2013 class of Emerging Leaders in May 2013. Out of twenty-five educators from around the globe, four represent different school districts in Pennsylvania. This makes a total of five active Emerging Leaders from PA when including last year's class of 2012. Go Pennsylvania educators!

As described by ASCD's press release: "The Emerging Leaders program recognizes and prepares young, promising educators to influence education programs, policy, and practice on both the local and national levels... Emerging leaders have typically been in the profession between 5 and 15 years, have a marked interest in making a positive contribution to education policy and practice, and have invested in professional growth opportunities aimed at improving student outcomes. The 2013 Emerging Leaders Class is both professionally and regionally diverse, ranging from technology specialists to academic services administrators."

Of the PA Emerging Leaders, two are classroom teachers with leadership roles within their districts, two are involved in administration and coaching of teachers, and one is a doctoral student as well as a private educational consultant. Over the next year, these five ladies will be contributing to PASCD by publishing a variety of pieces through a new blog to be hosted on the PASCD website. Additionally, they will be working with President-Elect Lori Stollar and Executive Director Richard Nilsen on how to best use the website and social media to connect PASCD members and promote the quality content they generate.

The Emerging Leader blog will focus on topics such as the following: integration of Common Core standards, implementation of new teacher evaluation models, and leveraging technology for today's 21st century classroom. The past and present Emerging Leaders are excited to engage with PASCD members, so please stop by the blog to leave a comment, question, or insight to further the conversation! To find out more about the women selected for the class of 2013, visit the ASCD website and search for "Emerging Leaders Directory." <http://www.ascd.org/programs/Emerging-Leaders/Emerging-Leaders-Directory>.



Rebecca Kelly
Administrative Liaison/Principal Intern, Quakertown Freshman Center
Quakertown, Pa.



Allison Rodman
Director of Teaching and Learning, Mariana Bracetti Academy Charter School
Philadelphia, Pa.



Brianna Crowley
English Teacher and Instructional Technology Coach, Hershey High School
Hershey, Pa.



Mary Beth Hertz
Art & Technology Teacher, Science Leadership Academy-Beeber
Philadelphia, Pa.



Krista Rundell
Educational Consultant, Social Emotional Learning, Curriculum Development, & Instructional Technology Upper Perkiomen, PA

Also our 2012 PASCD Emerging Leader can be found at <http://edge.ascd.org/service/displayKickPlace.kickAction?u=29923038&as=127586>

Hook, Line and Sinker: The Three Parts of a Legislative Meeting

(taken from The One Hour Activist by Christopher Kush)

by Dean C. Maynard, EdD, Assistant Executive Director

Before the Meeting

Arrive ten to fifteen minutes before your appointment and meet with your group. Review your talking points and your request, and then review what each person will contribute to the meeting. Assign one person to begin the meeting and one person to end it.

Hook (who you are)

Everyone should briefly introduce themselves at the start of the meeting. This is your chance to remind the legislator that you are constituents. Consider sharing a few unique personal details to underscore the fact that your group represents a broad cross-section from the district.

Line (why you care-local stories and statistics)

Provide the legislator with local stories or a strong argument. Lawmakers especially appreciate real-life examples that put a face on an issue.

Sinker (your request or ask)

Stay on message! Make a clear request of the legislator or of the staff member. Ask for a commitment, and then listen carefully to the response. Legislative offices often need some time to consider supporting or opposing legislation, but they will often share important insights into their decision-making process. Remember to thank them before you leave the office.

After the Meeting

Briefly meet with your group outside the office to compare impressions and identify any follow-up work that needs to take place such as sending requested information to the office or reporting the results of your exchange back to the group that scheduled your meeting. Get business cards from any staff members that you meet with, and send a thank-you note soon after your visit. Such notes help you form long-term, business-like relationships with these offices.

ESEA Reauthorization: From NCLB to Student Success Act (proposed)

The link below will take you to an up-to-date look at the final pieces of the Republican efforts to reauthorize ESEA. More on this will develop and will be shared by the Influence Committee.

http://edworkforce.house.gov/uploadedfiles/the_student_success_act_summary.pdf

Stand Up; Take Action; Be the Change; Shake the World

by Krista Rundell

Education can be a daunting and lonely profession. We spend most of the day in a single room doing our best to make a difference in our students' social, emotional, and academic lives. The limited time that we do have is spent data teaming, copying, lesson planning, devising formative assessments, creating summative assessments, remediating, enriching... remembering to breathe.

We wonder: How can I make an impact? Where do I start? Who can help me?

We struggle to find ways in which to connect with others who are experiencing the same thoughts, the same feelings... those wanting to find, to experience, to enact new and better ways reach our goals.

During my first nine years teaching high school History, I tried to make a difference within my classroom, so I created my Professional Learning Network (PLN) comprised of World Language, English Language Arts, Communications teachers and a technology specialist.

For the next four years, as I worked to effect positive change throughout my district as a Curriculum and Instructional Technology Coach, I expanded my PLN to Twitter and began to follow the "agents of change" in surrounding districts and states.

As I approached my 14th year, my quest for ways to improve the educational experience of students grew exponentially. After choosing Education, I made the *second* best decision of my professional life by actively becoming involved in PASCAD and ASCD. I applied for the Emerging Leaders program; I presented at conferences; I attended meetings; I volunteered. Very quickly, my PLN came to life before my eyes. The "agents of change" I had been following on Twitter became great friends in my "real" life.

Ten years ago, the idea of doing "MORE" outside of my classroom would have seemed draining – where would I find the time? But, I found out that the more you give, the more you receive.

I found out that there are amazing educators out there fighting for what is best for our children, leading a revolution to ensure that all children are Healthy, Safe, Supported, Engaged, and Challenged. I found cutting-edge educational knowledge, ideas, and research shared at meetings and conferences. I found out that my ASCD family was among the first to answer my questions when I needed advice, the first to provide resources when I was lacking, and the first to encourage me on when I needed support.

I wish I had become involved in ASCD and PASCAD earlier. I would have felt even more connected, even more supported, even more empowered to effect change.

If you are reading this article, we might have had similar stories; you already know the rewards of membership and involvement in PASCAD. PLEASE, share that experience with someone else: Encourage your colleagues to become members. Invite to attend the PASCAD annual conference in November with you. Introduce them to others who share their passion for education.

Stand up; take action; be the change; shake the world... GET INVOLVED. And bring a colleague with you. Start by contacting your regional leadership. Reach out to one of the Emerging Leaders.

Together, as a unified organization, WE can be the "agents of change" in our state and do what is in the best interest of our students.

Regional News

A Message From MWPASCD

by *David P. McCommons, Ed.D.*

The start of a new school year always brings new challenges to those of us in the profession of education. No matter if you are a classroom teacher or administrator, know that the Midwestern Region is there to support you. The purpose of our organization is to improve teaching and learning through leadership. MWPASCD provides several avenues professional enhancement plus collaborates with many organizations with the same goals.

This past May, MWPASCD partnered with the Northwest PA STEM Network, at Grove City College, to sponsor the STEM teacher award recognition at this year's STEM for Life conference. Three teachers from NWPA schools (elementary, middle and high school levels) who have modeled Inspiration, Innovation, and Leadership in STEM education within their classrooms were selected, with special consideration given to those who have created partnerships with higher education and/or business. Congratulations to Caroline Badger, Harry Rorhacher, and Julie Smith for their accomplishments and providing STEM opportunities for our students!

We are always looking to expand our membership. If you have a colleague, friend, or mentee who would like to join, membership information is available at pacsd.org or you may contact me directly at david_mccommons@fcasd.edu.

Our goal as a region is to meet your local needs.

North Central Region Update

by *Brian Griffith*

The North Central Region of PASCD held a retreat last Friday, August 9th at Toftrees Resort in State College.

The meeting began with a meeting of the Executive Board inclusive of committee reports as well as a review of the strategic planning goals.

The afternoon session included the Executive Board along with 10 additional members of the NC Region to discuss strategic planning action plan development. The afternoon session ended with a presentation by Apple on improving instruction through technology followed by a reception for all attendees

Eastern Region Plans "Tweets and Eats"

Social Media Networking Series

by *Beth Bosold*

"Tweets and Eats" is the theme for a series of after-work sessions being planned by the Eastern Region Executive Board for the upcoming school year. These social media networking sessions will provide an opportunity for educators to network with others, to enhance their skills, and to explore effective ways to use social media platforms, such as *Twitter* and *Facebook*, to communicate school district and educational information with expanded audiences.

Eastern Region Plans “Tweets and Eats”

Social Media Networking Series *(continued)*

Consultants experienced with these tools will differentiate instruction and assist participants to increase their skills, whether they are beginner, intermediate or advanced users. The sessions will be informal -- held in a casual, after-work environment with an opportunity to share and to learn, while enjoying appetizers and beverages and meeting colleagues from other educational settings.

Three sessions are being planned in different areas to accommodate educators in the Eastern Region, which covers Berks, Schuylkill, Carbon, Lehigh, Northampton and part of Monroe Counties. The first session, scheduled for Fall 2013 will be held at the Copperhead Grille on Airport Road in Allentown, near the Lehigh Valley International Airport. A second fall session is being planned in the Jim Thorpe area, and a spring session in the Schuylkill/Berks region.

The Board is planning these activities to address PASCD’s goals of improving the use of technology to communicate with members, increasing the organization’s visibility, and to provide services to members and those who may be interested in joining. Watch for more details soon and plan to join us for these great opportunities to learn and network with colleagues from around the region.

PASCD Welcomes Our New Members!

Pat Gavin

Melissa Day

Cynthia Ajemian

Joseph Kondisko

Janet Toner

Lisa Wolf

Leanne Lawson

Lindsay Jones

Rebecca Moyes

Tamara Smith

Helen Hazi

Jillian Bischel

Allyn Roche

Matthew Conner

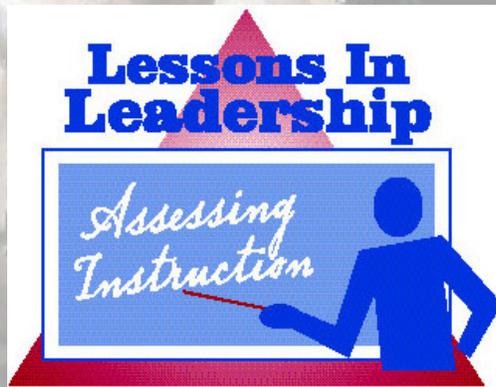
Lisa Stenz

Jaime Castellano

Kathleen Kennedy-Reilly

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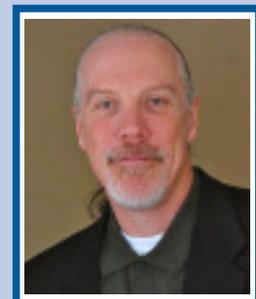
Charlotte Danielson

Internationally-recognized expert in the area of teacher effectiveness, specializing in the design of teacher evaluation systems (**The Framework for Teaching**).



Dr. Todd Whitaker

He has spent his life pursuing his love of education by researching and studying effective teachers and principals. Author of What Great Principals Do Differently.



Will Richardson

Former public school educator for 22 years and co-founder of Powerful Learning Practice. Author of Blogs, Wikis, Podcasts and Other Powerful Web Tools for Classrooms.

To register go to **www.paessp.org** and click on State Conference/Register Now or download and print a conference registration brochure.