

# January 2010



NMACD Ensures that Successful  
Teaching and Learning are  
a Priority for All New Mexicans

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**ASCD Book  
Spotlight:  
Implementing the  
Framework for  
Teaching in  
Enhancing  
Professional  
Practice**

*by Charlotte Danielson,  
Darlene Axtell, Paula  
Bevan, Bernadette  
Cleland, Candi McKay,  
Elaine Phillips and  
Karyn Wright*

Dear NMACSD Member,

Welcome to 2010! NMACSD celebrates the new year by going green with our electronic newsletter. This new format will allow us to deliver news about New Mexico education and educators to you and the other NMACSD members more frequently and effectively. In this issue we are taking a look at how community impacts education. ASCD's Whole Child Community Conversations Project offers tools and support that can enhance community involvement. Two local projects highlighted demonstrate how Colleges of Education and local educational agencies can work together to improve education opportunities for children and pre-service teachers.

### **Whole Child Community Conversations Project**

[http://ascd.org/programs/The\\_Whole\\_Child.aspx](http://ascd.org/programs/The_Whole_Child.aspx)

Today's educational practice and policy focuses overwhelmingly on academic achievement. This achievement, however, is but one element of student learning and development and only a part of any complete system of educational accountability. Communities, schools, and teachers must all support the development of a child who is healthy, safe, engaged, supported, and challenged. ASCD's whole child initiative advocates a comprehensive approach to learning and teaching. We recognize that successful young people must be not only knowledgeable when they graduate from school, but also emotionally and physically healthy, civically engaged, responsible, and caring. We believe every child deserves a 21st century education that fully prepares him or her for college, work, and citizenship.

To help answer these questions and inspire conversations, ASCD has launched the Whole Child Community Conversations Project, which will allow all stakeholders to explore and discuss the best ways to support the whole child. Two versions of a facilitator's guide are available for local community and student engagement.



## An Action Tool for the Framework for Teaching

Since the framework for teaching was originally published in 1996, educators in hundreds of schools around the world have adopted it either formally or informally. They use the framework in a number of settings for a wide range of purposes: professional preparation, recruitment and hiring, mentoring and induction, professional development, and performance appraisal.

This action tool for the framework for teaching is designed to permit educators to focus on the different domains, components, and elements of the framework in analyzing and assessing their own practice and in devising techniques to strengthen that practice. The principal tools consist of structures for self-assessment and activities—for teachers to use themselves and for teachers to use with students—that address the different elements of the framework.

The unique contribution of this



## University Methods Classes Partner with Classroom Teachers

*Dr. Kathleen Pittman, Coordinator for the Eastern New Mexico University Professional Development School (PDS) in Roswell*

The most valuable experiences a pre-service teacher can have take place in the regular classroom. At Monterrey Elementary School in Roswell, Eastern New Mexico University methods students have ample opportunity to learn to teach by teaching. Students are assigned to a classroom for 3 hours per week. In methods, they write a unit and then teach it in their classroom for three hours per day for one week. Since our classroom is located on the campus of the school, interaction between classes is convenient and very beneficial.

This fall, the ENMU Elementary Education methods classes partnered with Monterrey (Roswell) classroom teachers in new ways. The students in Dr. Gail Gruber's math and science class helped with after school math tutoring during part of their class time. Everyone...pre service teachers, Monterrey teachers and students...benefitted from the extra help. My language arts and social studies methods students worked with 2nd grade reading students weekly during the reading intervention time. Their teacher recorded unusual gains in reading achievement. The pre service teachers learned from experience about the diverse readers they will have in their own classes in the future. In their reflections about this experience, they mentioned over and over how surprised they were to encounter the varied reading levels in 2nd grade. Of course, they had covered this in reading classes, but until they actually experienced this in the classroom, they did not understand.

Another opportunity for hands on learning was provided by a 4th grade teacher who has extensive training and experience in teaching creative writing. We participated in her class's writing workshop for 45 minutes each week. Our pre service teachers were paired with her class. They wrote together, read their writings to each other, and asked questions about the other's writing. My language arts/social studies students not only gained in pedagogical skills, but also improved their own writing skills.

In all these activities, the pre service teachers got valuable experience working one on one with many students. They honed their own skills in teaching math, reading, and writing. Fundamental understandings of good teaching were established as the pre service observed excellent classroom teachers working with students. After these experiences, a reflective discussion was held in the ENMU classroom at Monterrey. During this time, specific teacher behaviors (praise, behavior management, routines, for example) were analyzed by professor and students.

At the end of the semester, students wrote an "Ah Ha" paper about what they had learned during the semester. In every paper, the students mentioned that most of their learning had taken place in the elementary classroom. One student said that it seemed the ENMU classes "prepared" him to learn in the elementary classroom. We took that as a high compliment for the methods teachers.

action tool lies in the fact that the strategies have been contributed from resources from around the United States. Thus teachers, as they consider how best to strengthen their teaching, are not limited to ideas from their own experience or even those of other teachers in their school. Teachers can adopt the strategies, approaches, and examples as they are presented or, more likely, adapt them for their classrooms.

Student teaching comes, for most students, during the semester following methods classes. The extensive classroom experience students have during the methods semester prepares them to get the most from student teaching.

**Full-Circle of Service Learning: Course Option Leads to Civic Engagement**

*Denise Rodriguez-Strawn, NMSU Service Learning Coordinator*

In the Fall of 2007, the Service Learning Office opened in the Educational Management and Development (EMD) Department at New Mexico State University (NMSU) funded by a grant from The Corporation for National and Community Service. The Aggie Tutor Program (ATP) was piloted with 19 education majors, 5 Las Cruces Public Schools (LCPS) elementary schools, and 27 LCPS teachers. ATP is committed to providing tutors who will have a positive impact on public school children as measured by state test scores in reading and mathematics. The program strives to provide NMSU teaching majors with a meaningful service learning experience so that their knowledge of teaching is enhanced.



Service Learning is an instructional method that integrates service to the community into academic instruction through reflective thinking about both the academic learning and civic responsibility. Secondly, Service Learning is a teaching and learning method that connects meaningful community service with academic learning through guided reflection.

Field experience students participating in the Service Learning Program provide 10 to 16 hours of reading and/or mathematics tutoring to elementary students over the course of a semester. The process for assigning these undergraduate students incorporate the elementary teacher's assessment of the length and frequency of tutoring needed by each child. The teacher provides the tutor with specific lessons and structured tutoring activities based on the NM standards and benchmarks. Tutors are encouraged to provide individualized tutoring objectives and/or activities for each elementary student selected for tutoring.

As of December 2009 the Service Learning Office has provided placement of over 400 education majors with 318 LCPS teachers. Over 5000 hours of Service Learning Tutoring have been completed. In addition to the Aggie Tutor Program, the Service Learning Office also partners with non-profit community agencies to provide students with course-based experiential educational opportunities through placement in government agencies, civic organizations, and advocacy groups. For information about these and other service learning options, please contact Denise Rodriguez-Strawn, Service Learning Coordinator 575-646-3593 or [servicelearning@nmsu.edu](mailto:servicelearning@nmsu.edu).

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