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THE NEW MEXICO NEWS

Summer 2009

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N M A S C D 2009 Spring Conference

Educating the 21st Century Learner

By Peggy Brewer, Educational Consultant and Retired Principal (RISD)

The NMACSD Spring Conference was held recently at the ENMU-R campus. The conference theme highlighted the three components of effective classroom instruction. These included the use of effective instructional strategies; the use of effective management strategies; and the use of effective classroom curriculum design strategies drawn from the book: *The Art and Science of Teaching* by Robert J. Marzano.

"Becoming the Best Teacher," "How Will I Communicate Learning Goals," and "Unlocking the Mystery Behind Effective Instruction" were just a few of the titles of sessions. The sessions, presented by practitioners from across New Mexico, provided examples of practical application of Marzano's effective strategies.

Sessions were built around the themes of assessment, classroom management, best instructional practices and instructional technology.

In addition, conference participants enjoyed the keynote speaker, Dr. Jim Kerns, who relayed stories of his personal life illustrating the importance of developing the relationship between the student and teacher. "It is the kid in you that touches the child" said Dr. Kerns. Students aren't interested in your degrees, but they do want to know you care about them. When we pay attention and listen to them, we communicate to the students, said Dr. Kerns that "I am loved, I am important, I have something to offer, and I feel safe." Dr. Kerns is the author of the book *Build the Fort Today*.



Mission

NMACSD ensures that successful teaching and learning are a priority for all New Mexicans

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ASCD Changes

Brian Peterson

In an attempt to refine its mission and image, ASCD's got a new bag.

For the past year, ASCD has worked to improve upon its logo and tag line. The organization wanted to distance itself from the terms "supervision" and "curriculum" as the task force felt that the organization offers more than that. ASCD Executive Director Gene Carter said that, "We now provide expert and innovative solutions in professional development, capacity building, and educational leadership. This led to our decision to now be known simply as ASCD.

Now, the term Association for Supervision and Curriculum Development will be replaced with the phrase **Learn, Teach, Lead**. Dr. Carter stated that, "We help educators learn, teach, and lead beyond boundaries. It made sense to be more deliberate in our use of those definitions of our work on behalf of educators worldwide".

Another exciting change is ASCD's move toward a more digital, interactive Educational Leadership experience. All ASCD members receive the flagship Educational Leadership magazine and have monthly updates on current trends, hot topics and research based opinions. The magazine is poised to roll out a truly digital experience which expands upon its current searchable article database. It seems that with a slight cost increase, ASCD members will have the option of receiving EL in their inbox in addition to their mailbox.

Having previewed the digital edition,

I can share that it is a revolutionary experience for ASCD. The online version offers all the tools that power users would expect while making it accessible to newbies. It has rich content, linked



articles, archive ability, high quality images and a search that rivals Google. Video and audio are also embedded in the Educational Leadership e-zine, providing a multi-sensory experience. How-

ard Gardner would be proud.

It seems clear that ASCD is aware of its role in today's education. The organization understands the changing dynamic of the membership population and constantly challenges itself for continued improvement. ASCD has its finger firmly planted on the pulse of the membership and, with these improvements has officially entered the 21st Century. I say, "Welcome!".

Brian Peterson,
NMASCDC Board
Member, ASCD
Emerging
Leader Class of
2007.



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Excellence in Education Awards

Each year NMASCD sponsors the Excellence in Education Awards to honor educators in their respective fields. Nominated by NMASCD members, the award is given for educators who are recognized for being innovative in spirit and practice and dedicated to educating New Mexico's children. This year we are honoring 3 educators.

Wendi Hammond: Principal of Sonoma Elementary Las Cruces Public Schools.

In a large, active school, Wendi models effective instructional leadership on a daily basis, understands how to use data to address achievement of all children, and guides and supports best instructional practices. Ms. Hammond has been invited to present to various school districts and PED trainings on successful supervisory techniques, PLCs classroom walk-through techniques, and Marzano's High Yield Strategies. She is recognized in her school, district, and statewide as an instructional leader, current on best practices to improve and sustain student achievement. But most of all, Wendi Hammond loves children and is passionate about their success.



Joan Accardi, Principal of Monterrey Elementary for Roswell Independent Schools.



Joan is truly an innovative educator in many areas. Her faculty are encouraged to try new and innovative teaching strategies while being held to highest standards. Joan's schools is a Professional Development School. Joan teaches a required class for ENMU, encouraging pre-service teachers. Monterrey Elementary also hosts several student teachers each semester. Joan empowers her teachers as they work with pre-service teachers to develop into excellent teachers. She is an innovative principal who empowers others to address student success.

Christie Graham, 3rd grade teacher, Laguna Elementary for Laguna Department of Ed.

Ms. Graham uses cutting edge research and breaks it down to effective teaching strategies for her classroom. The environment is engaging and positive with inclusiveness, team work, and enthusiasm. She makes the content accessible and challenging for all learners. Ms. Graham rarely has discipline issues as the students would not want to disappoint her. Christie shows respect for Laguna culture while preparing students for the other worlds they will walk in.

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Early Childhood Education Center- A Place Where a Child Celebrates Learning

Kim Arrington, Kindergarten Teacher

As you walk into the Early Childhood Education Center in Carlsbad, NM you are greeted with smiles, hugs, giggles, and a positive hum of excitement about learning. This inviting atmosphere is a direct result of ECEC's community and family working towards a purposeful, meaningful mission that provides an equitable, excellent education for our students. The mission of ECEC is:

"The Early Childhood Education Center is an 'I Can, Golden Rule' School that teaches the importance of the Six Pillars of CHARACTER COUNTS! In this inviting and nurturing environment, we encourage high behavioral and academic standards to instill a natural love for life-long learning. Our goal is to collaborate with families, community, and staff to accomplish our mission."

To accomplish this mission, ECEC consistently and persistently addresses the following areas: the culture or "hidden curriculum", community and parents, instruction, and the Developmentally Delayed Preschool Program.

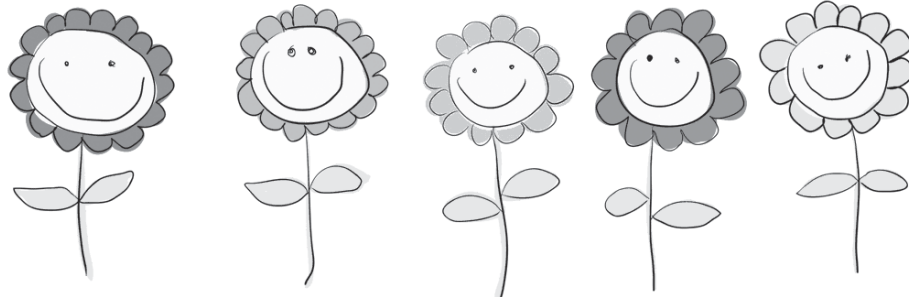
ECEC's family includes 558 total students (Kindergarten and DD Preschool), 24 Kindergarten teachers, 1 transitional Kindergarten teacher, 6 DD Preschool teachers, principal, 4 OTs 6 speech therapists, one PT, audiologist, nurse, and counselor, 39 educational assistants, Kindergarten facilitator, preschool facili-

tator, special education facilitator, 3 special education teachers, music teacher, librarian, OLE teacher, 2 secretaries, 2.5 custodians, cafeteria staff, parent/grandparents and Carlsbad businesses.

ECEC's day begins with the foundation that directly affects the culture of the school community...the CHARACTER COUNTS! pledge and the "I CAN Golden Rule" school song. Teachers, administrators, and staff reinforce positive behavior with Caught Being Good, Pizza Inn Certificates for Attendance, and Six Weeks Assemblies honoring classes and kids of character.

ECEC is a visually attractive facility which adds to the culture. Animals adorn hallways outside each classroom which helps children know where their classroom is located. In addition, each classroom has bathrooms, sinks, and faucets that are appropriately sized for little ones. ECEC has a trike trail for developing gross motor skills and the Outdoor Learning Environment is a favorite as children experience hands-on science with snakes, parakeets, and gerbils.

ECEC offers Parent Trainings in conjunction with our Parent Council meeting forming a Parent Power Hour. This hour empowers parents to help their children succeed by



developing positive relationships with the school.

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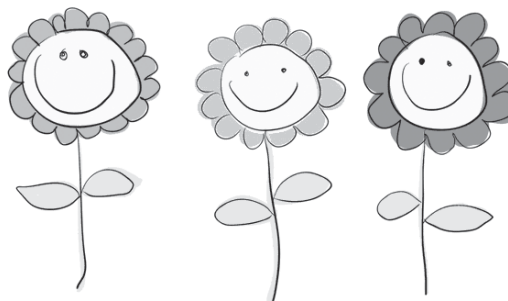
The Educational Plan for Student Success (EPSS) at ECEC has a parent involvement strand that was formulated with the help of parents. ECEC encourages an open, inviting place for parents to help their children become lifelong learners.

Instruction at ECEC is driven by two main items, NM State Standards and Benchmarks and data. Teachers used the NM State Standards and Benchmarks to formulate the Kindergarten Six Weeks Checklist. Each checklist lists the skills and objective taught each six weeks. The National Council of Teachers of Mathematics (NCTM) calls for a balanced classroom, one that builds a solid foundation of basic fundamentals that provides opportunities for problem solving, communicating, verifying, and constructing. This statement illustrates what staff at ECEC try to do in all areas: provide developmentally appropriate instruction that crosses all levels of Blooms Taxonomy to create higher order thinking skills in students by addressing different modalities and learning styles.

The second item that drives ECEC instruction is data. Using Measurement of Academic Progress (MAP) reading and math data, DIBELS, Six Weeks Report Card/Checklists, and curriculum tests, teachers adapt their instruction to the needs of the students. Small group instruction is seen in each classroom to provide opportunities for interventions as identified by the SAT teams of each quad and challenge those students who are functioning at higher levels. To insure ECEC is meeting the need of the **whole child**, the center provides literacy based music, computer, and library programs. ECEC's EPSS, Quarterly Coaching Plans, and Professional Development

Plans all provide support and goals through which to accomplish these tasks.

The preschool is for developmentally delayed students. The DD preschool program provides children an opportunity to participate in an inclusion program with access to quality therapy services. Having these services housed all in the same building adds an aspect that makes ECEC effective and beneficial for the students and teachers



alike. ECEC provides Child Find services throughout the year. Through these Child Finds, students are identified for services and then receive early interventions that help each child reach their fullest potential.

Mother Teresa stated, "I can do no great things, only small things with great love." It is the small, consistent acts that occur at ECEC each and every day that makes the school successful. It is the love that is demonstrated through these small, consistent acts that makes the students life-long learners.

For more information about ECEC contact Kim kaam1969@yahoo.com.

Find ASCD resources to learn more ways to support the whole child at http://ascd.org/programs/The_Whole_Child.aspx#resources

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Sail into the 21st Century!



With Blackboard's Learning Management System Available to all NM Educators... FREE!

Teachers in the 21st century have a multitude of tools at their fingertips to provide learning experiences that are not only interesting but exciting as well! Becoming familiar with "one more tool" may seem like a daunting task; however, this FREE user-friendly tool, available to all NM educators, shouldn't be overlooked. Blackboard's Learning Management System provides teachers with the ability to create coursework in an online learning environment.

The beauty of the tool is that teachers can extend learning opportunities in exciting ways for our twenty-first century tech savvy students. Blackboard (Bb) comes complete with a variety of tools that will allow teachers to place upload study guides, vocabulary lists, and communicate with students or parents via the internet. Bb hosts a multitude of ways in which students and teachers can work in a twenty-first century learning environment. For example, a seventh grade Language Arts teacher may choose a specific novel to read with his/her class. As they progress through the readings, the teacher may place vocabu-

lary lists and chapter questions on Bb for students to work on from home, school lab, or library. Softchalk, a software download, free within IDEAL-NM can be used to create interactive lessons with a professional appearance. These lessons can be created and placed into a grade center- automatically! Teachers have access to communication tools which can be used to supplement the novel activities with; Wimba, where students can attend a chat session via a computer and headset to discuss test reviews, or various discussions in relation to the literary topic. Students also have the ability to work on wikis (shared documents) in order to create a project for class. Discussion boards are always a "favorite" for students. Teachers can create forums where questions are posted to develop writing skills as students respond to thought provoking questions. If you are a mid or high school teacher, courses can be created for each period of the day. You can make announcements, post documents, include external links, add assignments, add quizzes, and do just about ANYTHING to get your students excited about learning. All your needs are met in a touch of a button. You no longer have to remember ten different sites and the passwords in order to run your class. Now, all of your needs are met in once place... Blackboard (Bb). The possibilities are endless. It will be smooth sailing from here on out.

Don't hesitate to get onboard! Please contact IDEAL-NM for more information if you are interested in participating 505-383-2400.

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NMASCD Serving You....

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Is it Good for the Kids?

ASCD's 2009 Legislative Agenda: Next Steps for a New Day

by Gene R. Carter,

Executive Director, ASCD

Every March, ASCD unveils its new legislative agenda for the year. We design the agenda to help educators influence the policy discussions and decisions that ultimately shape federal education policy and complementary education reforms at the state and local levels.



This year, in particular, we have a momentous opportunity to make our voices heard on behalf of children. President Barack Obama and the 111th Congress are poised to transform the nation's education system through a variety of policy initiatives, most notably the reauthorization of the Elementary and Secondary Education Act. Educators have a responsibility, indeed an obligation, to help the Obama administration and education policymakers take the next great step forward in cultivating our nation's individual and collective potential so that all children become productive, engaged citizens.

The No Child Left Behind (NCLB) Act and its system of assessment and accountability was a useful start, but it is now outdated. Our country, and especially our children, deserve a more comprehensive and nuanced education system that ensures fairness, accurately measures results, invests in people, and is marked by innovation. ASCD's 2009 Legislative Agenda, shaped by successful school leaders and effective educators, proposes a more coordinated system that serves the whole child, families, educators, and communities. We think the following core principles will help us meet this goal:

Equitable Educational Opportunities. NCLB highlighted the achievement gaps that exist in too many of our schools and districts. It's time to use that data to expand educational opportunities for all learners, regardless of their backgrounds. All students must have access to highly effective teachers; engaging and rigorous coursework; appropriate educational technology and career and technical programs; and resources for strengthening schools, families, and communities.

Multiple Indicators of School Success. Current indicators for evaluating student learning are too limited to provide a complete assessment of student skills or overall school quality. Students and schools should be measured by a comprehensive assessment system that incorporates multiple and varied indicators and analyzes student growth over time. Similarly, our accountability system should become more fine-grained, distinguishing among schools and districts with varying levels of performance and targeting improvement assistance where it is needed most.

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Highly Effective Educators. NCLB's highly qualified teacher provision ensures all students have teachers who have met the most basic qualifications to enter the classroom. Now we need to guarantee that each student has highly effective teachers who elicit growth in student achievement and receive comprehensive support at all stages of their careers, from preparation and induction to ongoing professional development.

Innovative Educational Redesign. Our current education model too often attempts to improve student outcomes in a piecemeal fashion that expects schools to work in isolation and fails to consider the full continuum of education, from prekindergarten to postsecondary. We need to support innovative, research-based approaches that ensure young children are well-prepared for school, students successfully transition from the elementary to secondary grades, and high school graduates are ready for success in a global society.

ASCD needs the help of educators nationwide to advocate on behalf of these principles. Our legislative agenda is only as good as the ASCD members and educators who give it voice.

During his inaugural address, President Obama said, "What is required of us now is a new era of responsibility—a recognition, on the part of every American, that we have duties to ourselves, our nation, and the world; duties that we do not grudgingly accept but rather seize gladly, firm in the knowledge that there is nothing so satisfying to the spirit, so defining of our character, than giving our all to a difficult task."

We must now seize the opportunity to take bold steps toward ensuring what is best for our children and our nation. The 2009 ASCD Legislative Agenda reflects the responsibility and duty educators share in raising their voices beyond their classrooms and schools to improve the education of all children. ASCD relies on and is ready to help educators draw on their perspectives and experiences as we promote this crucial agenda with policymakers.

Share your expertise!

The NMACSD Newsletter invites educators to submit articles related to **Assessment, Classroom Management, Best Instructional Practices, or Instructional Technology**. We are looking for a statewide focus. Please send articles of 400-700 words with a title and author contact information to:

Dr. Chris Milyard
cmilyard@nmsu.edu
(505) 382-1282

If your article is selected for publication you will receive a complementary one year membership in NMACSD.

Return this portion and check payable to NMACSD to:

Chris Milyard, Executive Director
P.O. Box 57
Mesilla Park, NM 88047

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Email address _____

* Professional, \$25 * Student, \$10

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New Mexico Association for Supervision and Curriculum Development

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