



New Mexico Association for Supervision and Curriculum Development

THE NEW MEXICO NEWS

Spring 2008

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NMACSD Spring Conference Highlights

EMPOWERED VOICES HAVE IDEAS

Excerpts from the Keynote Speech at the NMACSD Educational Forum

Dr. Jerry Harmon,

Dean-College of Education, ENMU

Promising to cause conference attendees dissonance by stretching their vision and reflection of what educational practices would work to make the difference in student achievement, Dr. Harmon focused on the following four perspectives of reality: educational, political, economic, and students.

He reminded the audience that twenty five years after "A Nation at Risk" we continue to be faced with children and teaching as a lost art. The global explosion of technology and other powers in the world are reshaping the way we approach our curriculum. Today's advances world-wide in technology are "creating new economics, new choices, and providing so many contradictions to deal with". And yet, educationally, our children continue to be "at risk." Harmon challenged that state leaders should work with non-politicized educators to deliver a model for meeting AYP that meets NCLB provisions yet does not rob children of rich fine arts and health education and enhances all children's abilities to be in-

formed and critically thinking citizens. According to Harmon, "at the end of the day the damage by NCLB is real, unmistakable, and bad for children".

Harmon's reflections for the realities of today's education led to his thoughts on the consideration of the next "best practice"; case management for regular classroom teachers. Coming out of the health care and social work professions, case management focuses on delivering personalized services to patients (students) to improve their care (achievement) and involves four steps:

1. Screening to find appropriate patients (pedagogies)
2. Planning & delivery of care (achievement)
3. Evaluation of results for each patient and adjustment of the care (achievement) plan
4. Evaluation of overall program effectiveness & adjustment of the (educational) program.

Although he recognizes that it will cause significant discussion, Dr. Harmon sees this model as a way for educators to manage the teacher-proof curricula and make the necessary differentiations in instruction and assessment to address student achievement.

(See Highlights pg. 3)

Inside:

- *Support Matters* by Gene R. Carter
Executive Director, ASCD
- ASCD Publication Book Focus: **Improving Student Learning One Teacher at a Time** by Jane E. Pollack

Mission

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

Is it Good for the Kids?

Support Matters

by Gene R. Carter,
Executive Director, ASCD



Think of the people who had a positive influence on your life growing up. At the time, were you aware of how important they were? Without them, would you be who you are today? Consider your role now. Could you influence a child, teenager, or young adult in the same way?

As parents, caregivers, educator, coaches, mentors, and community members, the time we spend with children provides them with answers to their questions, confidence to try new things, and assurance that they are safe and cared for. In the classroom, for example, the teacher's ability to form positive relationships with students is essential to the learning process. "When students have a secure relationship with their teachers, they are more comfortable taking risks that enhance learning-tackling challenging tasks, persisting when they run into difficulty, or asking questions when they are confused," affirms Deborah Stipek from the School of Education at Sandford University (*Educational Leadership*, September 2006, p.46).

Currently, educational practice and policy in the United States focus overwhelmingly on academic achievement, yet this is only one element of student learning and development. To ensure that successful learners are knowledgeable, emotionally and physically healthy, civically active, artistically engaged, prepared for economic self-sufficiency, and ready for the world beyond formal schooling, we must shift the focus back to the whole child. The support adults provide children through positive relationships is at the heart of this endeavor.

Who bears the responsibility for creating a supportive environment? The answer is: the whole community. To support students, educators need to work with community members, including business partners, health and social service providers, art professionals, recreation leaders, and policymakers at all levels. Partnerships between schools and communities must recognize that learning does not stop after the last class and that not everything learned can be tested. Often, true learning opportunities occur through meaningful experiences outside of the classroom that allow students to practice the skills, knowledge, and behaviors required for participation in society.

Students who do not have access to adult role models, advisors, mentors, counselors, or teachers who understand their social and emotional development are unlikely to do well academically. Experts recommend one counselor for every 250 students across all grade levels, but the current average ratio is 488:1 with several states exceeding 700:1 (www.schoolcounselor.org). Also, 15 million at-risk students need mentors but do not have them (www.mentorsinc.org).

The mentoring program at Parklawn Elementary School in Fairfax County, Va., underscores the benefits supportive adults bring to a child's life. Parklawn is a Title I school that serves students from more than 30 different countries, many of whom qualify for free lunch. Students are selected for the mentoring program for various reasons. Some are adjusting to life in a new country or to major family changes; some show their need for attention by acting out or by remaining quiet and withdrawn. (Continued on pg. 4)

More NMACSD Spring Conference Highlights



(Harmon, continued from pg 1)

Using the metaphor of a rubber band, Dr. Harmon ended by reminding the participants that just like a rubber band, educators have forces that stretch them with equal and opposite forces that then pull them back. His challenge was to consider what they (teachers) can do to stretch into ways that make any difference in student achievement.

Excellence in Education Awards

Each year NMACSD sponsors the Excellence in Education Awards in recognition of the difference a talented, dedicated, and caring educator can make in the life of a child. Nominated from the membership for innovation in spirit and practice, two outstanding educators were recently honored:

Ms. Jane Gurnea, Staff Development Specialists with the Las Cruces Public Schools. Jane has been an exceptional educator for over 27 years. After 20 years as an effective elementary teacher Jane was part of the formative years of the the Beginning Teacher Induction Program for LCPS. In her position, Jane is instrumental in assisting novice teachers in completing their first year with effective teaching practices and strong classroom management as well as guiding them through their dossier development. Ms. Gurnea also provides leadership in the LCPS/NMSU Professional Development Collaborative for the support of pre-service teachers. Jane is always the consummate professional providing resources and support at the



district and state level in areas of novice teacher and mentor support.



Mr. Jimmy Marez, Student Teacher at Sandia Elementary in Clovis. He is being recognized for his strong leadership in the classroom and dedication to student learning. Noted for his ability to integrate technology into innovative and engaging lessons, Mr. Marez spends countless hours exposing his students to the most current uses for educational technology. His students love all the hands-on activities he plans for various curricular areas and they anticipate the next creative educational

activity he has planned. His nomination highlighted that Jimmy Marez is "organized, enthusiastic, prepared, and consistently performs to the highest level of expectation." NMACSD is honored to select Mr. Marez as the first pre-service teacher award winner.

THE POWER OF ONE

(Continued from pg. 2) "Regardless of their background, all students benefit from having someone to care about them, listen to them, and provide them with a little extra support," says Shelley Prince, the county's MentorsWorks specialist.

The local business employees, teachers, and Fairfax County police and firefighters who visit their mentees each week offer academic support, advice on resolving conflicts with peers, and the comforts of having someone who listens. Most of all, by providing consistency and something to look forward to, the mentors boost confidence and self-esteem and find their mentees the opportunity to learn and grow in a positive environment.

To prepare them for the demands of a rapidly changing world, each child needs support like that given to the Parklawn students, but the numbers show that, for many, this is not the case. ASCD recommends that every student have an adult advisor or mentor as a role model and have access to school counselors or other student support systems. We call on schools and communities to connect students with caring adults by creating flexible schedules for mentoring programs and out-of-school learning opportunities. We call on states and the federal government to fund these programs and the professional development of the educators and mentors who participate in them.

Remember those who made a difference in your life and know that what you do does matter. You can influence a child, teenager, or young adults in the same way.

Raise awareness about the importance of supporting the whole child by encouraging your school board and local government to pass a whole child resolution

(www.wholechildeducation.org/blackboard/resolutiontoolkit).

Important Dates:

6/5-7

Center for Teaching Excellence Sixteenth Annual Action Research Conference, Kachina Lodge de Taos, Taos, NM. Contact CTE at 575. 562.2266 or cte@enm.edu.

9/19

North Central Association commission on Accreditation and School Improvement Annual Fall Conference at the Embassy Suites Hotel in Albuquerque, NM. For more information please contact Kris McGill at kistruy@unm.edu or by phone at (505) 277-2621

10/23-25

Council for Educational Diagnostic Services (CEDs), a division of CEC Annual National conference: Kicking Up Assessment on Route 66, Albuquerque, NM. for more information contact conference co-chairs Kathie Good at kathie.good@enmu or Becky Davis at rebecca.davis@enmu.edu.

11/01

New Mexico Council for Social Studies Fall Conference. for more information please visit their website: www.nmcss.org or contact Peggy Jackson at psjj2849@aol.com.

BOOK FOCUS

Improving Student Learning One Teacher at a Time

by Jane E. Pollock
ASCD: Alexandria, VA



The most important factor affecting learning isn't standards, textbooks, or testing—it's teachers. And when it comes to improving learning, research has shown teachers what works. But the real challenge comes when it's time to do what works and do it well. In this book, Jane E. Pollock shows how making the right adjustments in four critical areas of practice—curriculum, instructional planning and delivery, assessment, and record keeping and reporting—can help any teacher improve student learning significantly. Pollock's four principles that can be employed in combination to improve student learning are:

- Creating a classroom curriculum that incorporates concepts, generalizations and procedures
- Planning instruction that focuses on mastery learning for students
- Designing varied classroom assessment
- Using criterion-based feedback to improve individual student achievement.

Along with step-by-step procedures, practical guidelines, and specific models, this book features the voices of individual teachers who share their experiences using the author's "Big Four" approach. According to Pollock each "pays tribute to the reward of patiently and steadfastly transforming his or her personal pedagogy, a colleague's perspective and practice, or student performances...one teacher at a time". A free study guide for the book is also available through www.ascd.org/books/studyguides.

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