



Goodhue County Education District

Enhancing educational opportunities through interdistrict cooperation

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Important Upcoming Events/Meetings

October 5	Principals Meeting
October 5	Region X CTIC Meeting
October 6	School Psych Cohort
October 10	Sunday I Training @ RBEC
October 12-13	Student Engagement/Check & Connect Conference
October 16	SPED Leadership Team Meeting
October 24	ASD Cohort
October 26	ECSE Cohort
October 26	Speech Cohort
October 27	Instructional Coaches PLC/EL Teachers PLC
October 27	AT Cohort

The Progress, October 2017: Volume 3, Issue 2

The Progress archive

[Click here](#) to view past issues from the current school year.

Comments? Suggestions for new articles?

Contact Jillynne Raymond, Editor, The Progress, jraymond@gced.k12.mn.us



Student Talk

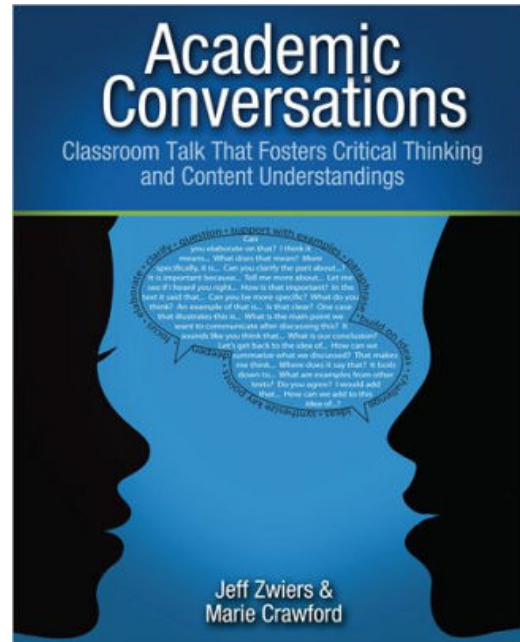
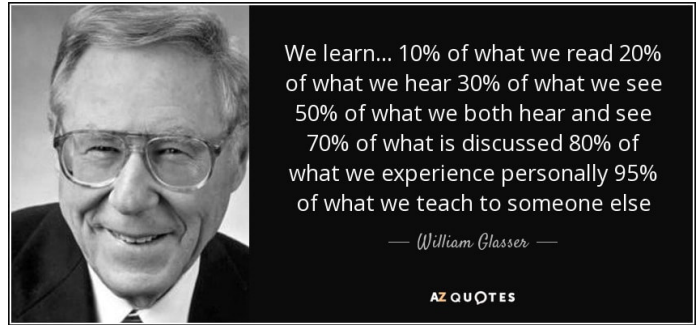
By Jillynne Raymond

Okay, I admit it. My early years of teacher development were trial and error. And since I began my career at the middle school level I actually developed via trial and error under fire. One of the first things my middle school students taught me was that they *were* social by nature. They were going to be social and have fun regardless of my lesson plans. You can imagine my delight a few years into my trial and error under fire stint when I learned that

learning and fun are genetically connected. I was working on my master's degree at the time and what I really learned was that I could plan for social interaction in my learning activities. It not only channel my students' social needs, but it also helped them process new academic information. The research and work of Dr. William Glasser (Choice Theory, *Quality School*) guided my lesson designing while my middle school students taught me how to engage them in the academic topic through the use of students talking to each other. I simply had to channel their social energy. Let me be clear, there was nothing truly 'simple' about it. It was hard work with trial and error, tweaking and more tweaking, and constant classroom monitoring until eventually I was able to channel the social into the academic content.

Fast forward 20 some years and our teachers are bombarded with more standards to reach than time to reach them. Our teachers face more and more mandates. Our students come with more and more needs. Our system needs to prepare for our students for the complex texts and critical thinking necessary to compete on a global level.

I couldn't help but to reflect on my early experiences when I heard about and then read *Academic Conversations: Classroom Talk that Fosters Critical Thinking and Content Understandings* by Jeff Zwiers and Marie Crawford. Our principals, SPED leadership team, and instructional coaching team will study the book this year. We hope that it will become a supportive resource as they lead all learners. Perhaps it will spark more student talk in the learning environments... appropriate student talk of course.



The Value of Collected Data

by Weston Johnson

Assessment and data analysis play an important role in providing appropriate learning support to students. With the progression of each tier, there is a progression of more in-depth analysis. The progression includes more frequent and precise collection of data.

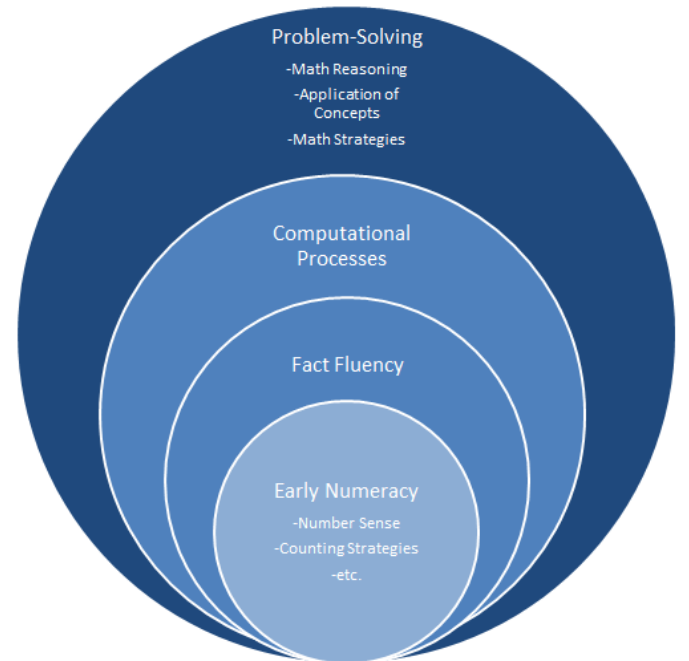
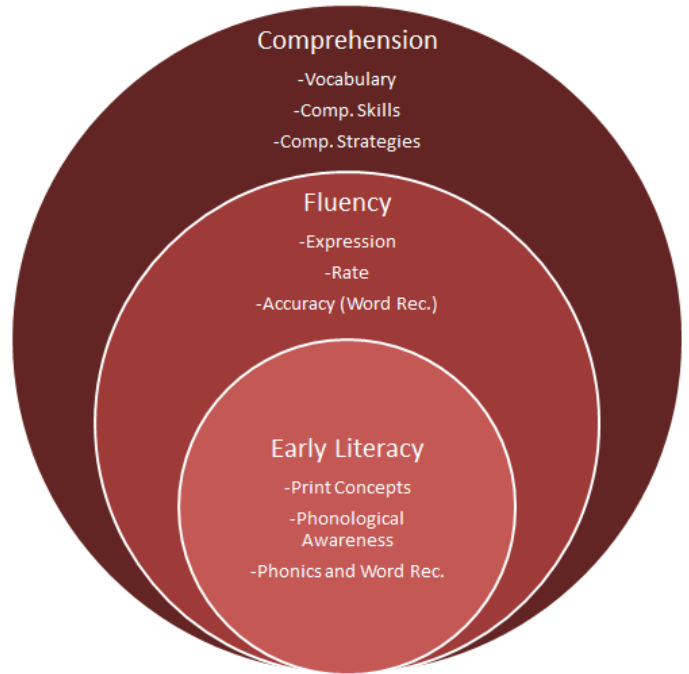
Within this brief article, a focus will be on Tier 2 application of our benchmark data. Tier 2 problem-analysis focuses on the category of the problem (e.g. fluency, comprehension, etc.). Keeping in mind that each tier is differentiated by the level of problem-analysis and resources necessary to deliver it, Tier 2 problem-analysis uses a combination of general outcome measures (i.e., those typically used for universal benchmarking) and mastery measures (i.e., those typically created by PLCs or teachers to assess mastery of standards). A general outcome measure is used to determine broad risk while mastery measures help determine narrower category to target. Tier 3 analysis, in comparison, would require more sensitive and specific determination of the particular variable causing the problem; a diagnostic assessment would be appropriate.

It is neither efficient nor necessary to conduct a diagnostic assessment for Tier 2 interventions. Using a simple hierarchy of skills teams can simply determine the appropriate category of the problem. For reading, the hierarchy I use is as follows: (1) print concepts, (2) phonemic awareness, (3) phonics and word recognition, (4) fluency, and (5) comprehension. This hierarchy is similar to the areas identified by the National Reading Panel. These categories are useful for planning standard treatment protocols for Tier 2 interventions since they do not require changes based on individual students.

With this hierarchy, teams work backwards to determine the lowest category deficit. For example, if data indicates student has difficulty with comprehension and fluency, but the student has proficient phonics and word recognition, phonemic awareness, and print concepts. The lowest skill on the hierarchy with a deficit would be fluency, so the intervention would target fluency. As for the sources of data, CBMs can help determine the category, but additional consideration of specific targets (default rate targets are predictive of broader reading instead of fluency) and accuracy levels need to be considered. Mastery measures can further help determine specific skills.

Now, what are the sources of data that address the problem? The current GCED-wide framework has been designed to collect information that can help make problem-solving decisions. For reading, there is a simple hierarchy of skills embedded in the framework: early literacy, fluency, and comprehension. There is also a simple hierarchy for math: early numeracy, fact fluency, computational fluency, problem-solving. In the upper-grades (beyond grade 8), both hierarchies are still applicable through multi-gated screening and problem-solving.

By including multiple measures across grades, various teams have more data in their hands to make decisions. For teams responsible for Tier 2 interventions, they can use the general outcome measures to place students in appropriately targeted interventions. While this article has focused on Tier 2, the use of the general outcome measures and skill hierarchies can be applied at Tier 1.



MTSS Assessment Framework: FastBridge Learning

NOTE: This information is repeated from the September 2017 newsletter for easy access.

All of our member districts are using FastBridge Learning with the 2017-2018 GCED Assessment Framework. Below are materials to help the continued work including: (1) 2017-18 GCED Wide Assessment Window, (2) GCED Assessment Framework, (3) Training Modules aligned with Framework, (4) Benchmark Planning for Screening, and (5) 2016-17 Summary of Effectiveness Data.





In the Spotlight: Mike Harvey, ZM Superintendent

"We have to support all learners. From that kid that's in the 1st percentile to the kid that's in the 99% percentile. It's equally hard on both ends; they struggle differently." - Mike Harvey



Rapid Round of Favorites

with Mike Harvey

Pizza Topping....Pepperoni

Book = **David & Goliath** by Malcom Gladwell

Sport = Wrestling

Season = Fall

Elementary School Subject = PE

Secondary School Subject = Social Studies

Mike's current book is *Thank you for being Late: An Optimist's Guide to Thriving in the Age of Accelerations* by Thomas Friedman.

I don't think that Mike will mind me telling you that he learned a great deal about education in Kindergarten – his first time through as well as his second. Mike Harvey, the new superintendent of Zumbrota-Mazeppa Public Schools, likes to tell people that he failed kindergarten. The reality is that he didn't fail, but rather he was ahead of his time when it comes to MTSS.

The purpose of MTSS (Multi-tiered System of Support) is to identify learning issues early, intervene, and progress monitor so that all students get the help they need when they need it. Mike had great parents and readily admits, "I was a stinker when I was a kid." He enjoyed playing pranks, such as randomly jumping off the bus at different schools. He began his formal education in a Kindergarten class at Harriet Bishop Elementary School in Rochester. The teacher in that classroom and Mike didn't always see eye to eye; from his young lens he felt the teacher was out to get him. She was in and out of the classroom often and expected Kindergarten students to sit quietly with their worksheet. Mike didn't always stay in that seat so he noticed another classroom, one in which his friend was welcomed as a learner. He noticed that they were learning the same things as in Mike's class, but his friend's teacher was always in the room. She led the learning with a smile, songs, and caring talk with the students. By the end of that year, the site's MTSS team at the time determined that they needed a Tier 2 intervention for Mike and a dozen or so boys. This team of boys did not repeat the same version of kindergarten; the boys went to a different site for a year with 2 teachers for them. The co-teachers designed the intervention so that the boys would reach the learning targets they missed the first round of kindergarten. They also included fun in their lesson designs, or as Mike says "at least made it fun for young, energetic boys." After this intervention, Mike and the other students moved back to Harriet Bishop and continued his education.

This early learning opportunity fully demonstrated to Mike the impact of a classroom teacher on a student's life. He is clear that teachers have

had a "tremendous impact on my entire education, no matter what grade level. Every interaction with a kid can help shape them. That impact can be scary." Scary, yet powerful, this is why as a school leader he greatly values the work that everyone does.

More learning opportunities followed adding to his value in educators. Mike was not interested in more school after high school; he worked as a machinist and earned a Tool and Dye degree. He continued to learn and learned that he loved working with people. He gravitated back to what he enjoyed in high school – people and student leadership opportunities with 4-H and sports. Mike went on to earn his undergrad degree at Winona State, which he completed mid-year so he subbed in Rochester for 2nd semester. These were the days there were 400 applicants for social studies teachers. Through his connections made while subbing though, he stood out and was able to secure a contract .5 in Byron and .5 for ZED's (Zumbro Education District) ALC that was located in Claremont at the time. From there Mike taught social studies in Stewartville for 3 years then on to Lake City for 8 years.

After earning his master's degree from Saint Mary's University of MN in Teaching and Learning, he went on to earn his administrative license. The license was put to good use as the longest running principal of Goodhue High School with a 10 year record. In a district the size of Goodhue, administrators need to wear many hats and are involved with everything in the district. In contrast, administrators are assigned a more narrow focused in workload in the metro area or Rochester. Because of this, many principals have begun their careers in Goodhue and then left after 1 to 3 years. For Mike, it was a good fit and it has prepared him for his next transition in roles as the new Superintendent for Zumbrota Mazeppa Public School District.

As he moves on in this new role, I ask him what he sees as the top two challenges facing education today. He is reflective, thoughtful, and assured that they are:

1. Equity among students
2. Can we change at a rate that is happening in our world?

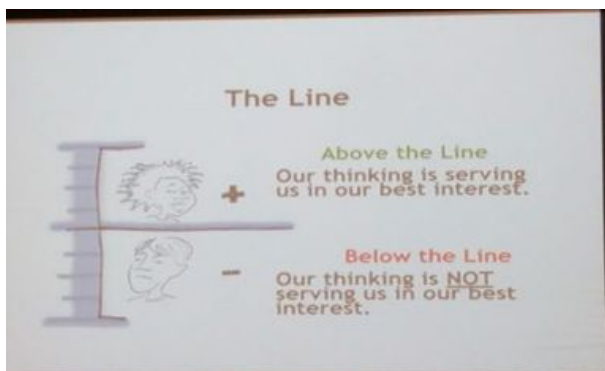
The first challenge comes from an inequity in financing among districts. We also need to assure equity in access for all students. When he went to school, his family may not have had a lot of money but they had the same access to education as other students. With technology and with our changing world, Mike sees great discrepancies between families and between students. Some have so much and some have so little. It is a large challenge for public schools to narrow that access gap. No matter the resources, we need to ensure that kids are all getting the same access to education. Our added challenge is to do so at all levels.

The second challenge comes in the form of a question that Mike would answer, "Yes, I believe we can." Just because change is inevitable people don't readily navigate towards it. "The world our kids need to compete in is completely different than 20 years ago. The world is different; we have the "ability to keep up as a school and to produce kids that can compete in the current world."

Facing the challenges is certainly a commitment that Mike believes in wholeheartedly.

Mike's current world extends beyond the work day. He and his wife, along with their 4 children, have called Lake City home for many years. They live on a farm that Mike calls a "hobby farm." This *hobby* includes raising ewes, Angus beef cattle, and pigs from farrow to finish. Add to that hobby, he, his family, and father-in-law built a cabin in Canada over the last few years.

Imagining Mike's family working and learning together, it is easy to understand why Mike feels so strongly that his own children guide his best staff development ideas. When planning for educating students, Mike thinks of his own children first. *Is this how I would want my child spoken to? Is this how I would want my child taught? Is this the learning environment I would want my child in?* He'll serve ZM well with that moral and professional compass. The transition is going well. Both Goodhue and Zumbrota Mazeppa have great communities; the cultures are similar. People support the community and the school district. Together, they are ready to face those challenges in education.



Living above the line takes intention and practice. Take a moment to reflect on The Line, thinking back to Willow Sweeney's visit in August to now. Take care of yourself out there and live above the line!

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Goodhue County Education District, 395 Guernsey Lane, Red Wing, MN 55066 651-388-4441

Goodhue County Education District is a group of six southeastern Minnesota school districts: [Cannon Falls](#), [Goodhue](#), [Kenyon-Wanamingo](#), [Lake City](#), [Red Wing](#) and [Zumbrota-Mazeppa](#). Working together, the districts provide effective and efficient educational services and funding for special education programs, staff development, extended and alternative summer school services.