



Goodhue County Education District

Enhancing educational opportunities through interdistrict cooperation

ABOUT US PROGRAMS AND SERVICES MTSS PARENT/STUDENT TOOLS MORE...

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Important Upcoming Events/Meetings

April 5	Sonday System 2 Training
April 6	Instructional Coaches PLC
April 11	Zones of Regulation Training
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April 20	EL Team PLC
April 23	Superintendent Council
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April 30	Outdated IDEA site converting to new IDEA Website

The Progress, April 2018: Volume 3, Issue 8

The Progress archive

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

Comments? Suggestions for new articles?

Contact Jillynne Raymond
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Don't look now, but spring has arrived!

Don't forget the spring assessment window opens soon!

Spring Assessment Window open May 14 - 25

Behaviors: Classroom Management Tier 1

by Jillynne Raymond

For the last few months in this newsletter you have read an article about behavior. This month we focus on where it all begins, with classroom management. Personally, I would say

that my classroom management training came in the form of trial by fire. I began my formal teaching career in middle school. All students can teach educators a great deal; middle school students are no different. The lessons I learned quickly from my students were:

1. Individually and collectively, students have a lot of energy. I need to learn how to channel that energy into learning.
2. Just like adults, learning needs to have significance - they need to know the why.
3. Plan how to engage your students while designing lessons.

Fast forward a few years and I am no longer learning from my own students in the classroom. Instead I reached out to teachers throughout the county known for their effective tier 1 classroom management techniques to see what we can learn from them.

Current Kenyon-Wanamingo middle school teacher Laura McAnally clearly teaches expected behaviors to her students. The behaviors are specific to the tasks at hand such as reading along, working on your computer, or reading with a partner. She is clear that students deserve "a place to learn that has clear boundaries." She further understands the importance of her respect for her students and that her students are "kids who are learning to behave....I feel my job, more so than teaching them to be good analytical readers, is to ensure they are polite, functional members of our world." To get the job done, she relies on clear and open communication with her students and support from her team:

I am known as the teacher you will love but "don't make her mad." I am clear at the beginning of the year, and throughout, that we are going to make mistakes but we always hold to honesty and integrity. I try to share with my teammates when things are going well and also share the struggles. I am fortunate to have a team that has similar philosophies and that helps the students transition between our classes.

A PBIS (Positive Behavioral Intervention Supports) Framework begins with explicitly teaching students the expected behaviors. Flashback to my first mistake in this area: I designed a wonderful collaborative group project for students in the mid 90s for an 8th grade communications class. As I recall the lesson itself was designed beautifully; when I implemented the lesson it was a complete failure. I had missed the first step - teaching the expected behaviors for the learning activity. Students do not automatically know how to "work together"; that mess up was on me, but I learned from it. Other wiser teachers understand that teaching the expected behaviors is critical.

Third grade teacher Deb Kadrlik explains how Cannon Falls Elementary School "starts the year with a big PBIS celebration in which we explicitly teach the expected behaviors throughout the school and praise those that are following the expectations." In her own classroom she revisits and reviews the expectations to help her students understand the why, "I believe that without good classroom management true learning can't take place."

Deb clarifies that there will still be noise, "well-managed classrooms are not void of movement, laughter, and noise. Students are able to speak with confidence because they know their voices are valued in a well-managed classroom. A persistent tone of respect and courtesy permeates the classroom." Red Wing first grade teacher Nina Nagel utilized "music in my transitions, which gives them a chance to be noisy and sing along during the transition, and then when the song is over, they are ready and quiet."

Goodhue second grade teacher Lori Hart further explains why classroom management is so important, "it creates clear expectations and boundaries so as to set the tone for a safe and comfortable learning environment. It allows us to operate as a community, encouraging collaboration, problem solving, and engaged learning because students have enough self-control to be respectful, empathetic, and inclusive.

Also to help build ownership in the expectations, Nina Nagel and Lori Hart involve their students building classroom expectations. Red Wing fourth grade teacher Molly Zervas also involves her students, revisiting expectation charts and holding classroom meetings as

The Big Question

Would you want to spend the whole day learning in your own classroom?

I once read an article that likened children in classrooms to the following. Pretend as an adult that you are dropped into the middle of a pitch black room. You can see nothing. What would your natural instinct be? Most would cautiously reach out with the hands and continue reach until finding a wall. That wall brings a sense of relief or a sense of safety because after finding a wall you would know that if you continue along the wall you will eventually find a door. The article's premise is that children act out with behaviors as a way of reaching for a wall or a boundary. When the boundary is set, the child feels safe. After teaching for over 25 years and with 3 children of my own, I totally believe this to be true. Children want and need boundaries because it creates a safe environment where true learning can happen.
- Chris Heitman, Goodhue 1st Grade Teacher

I teach my students to be respectful to each other. We are family! I use the heart example - cut out a heart and then say something bad - crumple the heart and then apologize and try to make the paper heart flat - it's impossible, there will always be wrinkles, which is how we feel. We have classroom meetings and I use as many teachable moments as I can to model expected behaviors in my classroom. I focus on our differences and how to work with those differences. I focus on empathy a lot too. There is no program I use...other than our PBIS program. - Carrie Schliep, Cannon Falls 4th Grade Teacher

Another component that's important while teaching expectations is teacher

needed. Overall though, "our classroom is organized and consistent. Students know expectations and have provided input on what works best for them to succeed."

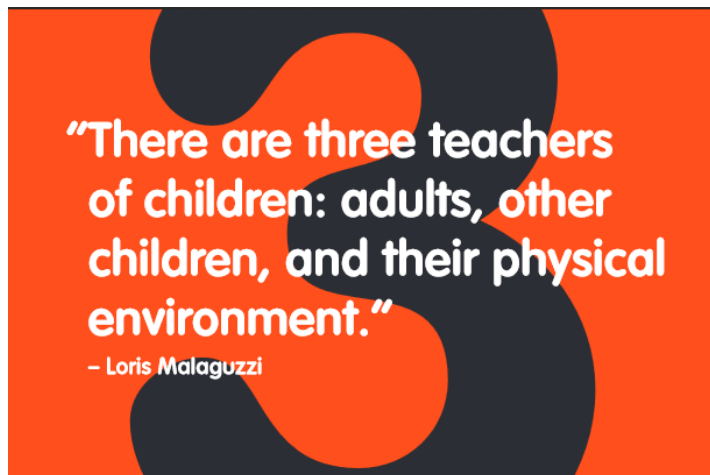
At the high school level, Zumbrota-Mazeppa teacher Katie Kennedy includes thinking as an expected behavior. In health class she has "traits of thinking that hang in the room and we do 2 days of lessons surrounding them and getting students used to using them at the beginning of each semester." For physical education, she consistently uses the PBIS framework and ZM's expectation rubric. The rubric is consistent no matter what unit. When behavior issues arise, these teachers generally handle them in class. Nina Nagel offers students an option to take a break and have a "stop and think" conference with her. Katie Kennedy always gives her students "a chance to change verbiage or attitude, if they CHOOSE not to change, then they go to the office."

language. Positive talk is encouraged without attaching emotion. For example rather than saying 'I like the way Johnny sat down', say 'I noticed how Johnny sat down properly and that helps us get to work right away.'
- Jena LeTourneau, Kenyon-Wanamingo
4th Grade Teacher

Common themes for successful classroom management have developed from these teachers that we can all learn from:

- Explicitly teach the behaviors we expect from our students, then review and re-teach as necessary.
- Involve students in developing expectations to help with their ownership.
- Understand and teach the WHY. We have expected behaviors at school that are conducive to a learning environment.

These exemplar teachers all work very hard to intentionally create the conditions for their students to succeed; they agree that effective and positive classroom management is essential for the learning environment. Are you looking for new ways to increase student engagement? Consider the learning environment you create. Loris Malaguzzi discusses the power of the environment with practical suggestions in his book *THE THIRD TEACHER*.



**The environment is
The Third Teacher.**

Looking for new ways to increase student engagement? Consider the learning environment you create. Loris Malaguzzi discusses the power of the environment with practical suggestions in his book *THE THIRD TEACHER*.

Coaches Celebrate Learning!

The evidence is clear that reflection on our actions improves our practice. Educational gurus Charlotte Danielson and Robert Marzano understand the power of reflection to the point of including it in their teaching frameworks. Through reflection and analysis we determine what instructional decisions impacted our students' learning; then build on that. It is through reflection on our practices that we can determine where to go next. We interrupt this busy testing month to celebrate the learning from the perspective of our instructional coaches.

by Carol Redmond, GCED Instructional Coach serving Goodhue Public Schools

This is the time of year we celebrate student learning. Reading and math may be enjoyable activities for many students, but others see

by Weston Johnson, GCED Instructional Coach serving River Bluff Education Center and supporting FAST implementation county wide

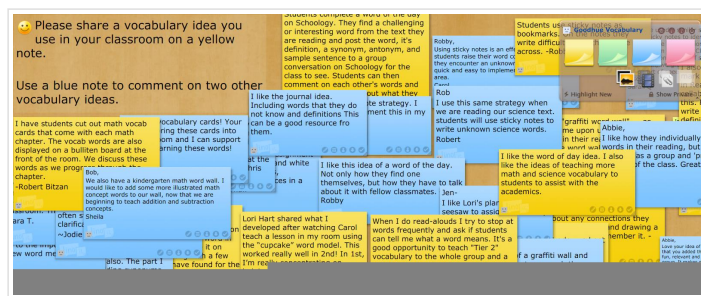
This has been my second year at River Bluff Education Center (RBEC). The experiences I gained were formative to my coaching practices.

these subjects as difficult work. New learning involves constant focus and engagement as students struggle to master new concepts or comprehend difficult text. It is rewarding to see months of hard work turning into success!

As a staff, Goodhue's continues to focus on all elements of balanced literacy with an additional concentration on academic vocabulary.

Through our new elementary coaching cycle, instructional goals were made in both reading and math. It is exciting seeing these goals working successfully and supporting student learning throughout the school!

One workshop day, which turned into a snow day, the elementary staff flipped the professional development on academic vocabulary. Each teacher produced an ongoing sequence of vocabulary activities to reinforce tier 2 and tier 3 word knowledge throughout the school



year. As a staff, we used <http://linoit.com> (see below) for collaboration from home.

Another highlight was our vocabulary parade where we celebrated tier 2 words!

This year Goodhue's MTSS system has been realigned and is stronger because of additional para support and new interventions being used across all three tiers of instruction. We celebrate the many students who have made positive movement as they grow as readers and mathematicians!

Thank you Goodhue School for helping me continue to grow as an educator and an instructional coach during the 2017-2018 school year.

***Reading is an active, imaginative act;
it takes work.***

- Khaled Hosseini

by Jaime Winchell, GCED Instructional Coach assigned to Kenyon-Wanamingo

Across the KW district we continuously work to implement a well-balanced MTSS framework with assessments, tiered instruction, and problem-solving. This year our K-8 staff learned about the new reading and math benchmark and progress monitoring assessment system, FASTBridge

Our leadership professional learning community (PLC) worked on three improvement projects: Teacher Development, FastBridge Assessment Use, and PLC Implementation.

Each PLC leader also worked with their own PLCs on their own action plans. It has been a year where educators have come together to engage collectively to improve learning of students at RBEC. Individual educators have also striven to support student learning of common learning goals (or state standards). As a coach, I have sought out ways to support and enable the learning and improvement occurring at RBEC.

As I reflect on this past year, I look back on the things we have done as a system (a multi-tiered system), as teams, and as individuals, and I ask myself the following: How is coaching an individual process for the coaches? How can I instruct, inform, and inspire? I use my own answers for reflection and determine areas I can improve on as a coach. I am thankful to all the RBEC leaders and educators who have pushed and pulled their instructional coach this year as we have worked to improve our learning supports.

by Patricia Bronk, GCED Instructional Coach assigned to Cannon Falls

Amazing collaboration is occurring in PLCs throughout Cannon Falls schools. The PLCs are suggesting areas of need or interest with teachers leading and sharing their expertise. Through this sharing process, changes are being made on all levels including practices in the classroom, grading, and behavioral ideas. Due to teachers trying new techniques to support learning, students are more engaged in the classroom.

RTI, Reading Core, Title One, Special Education, and ADSIS are collaborating with classroom teachers. During this collaboration, data is assessed weekly to adjust and adapt to the needs of the students. Research based strategies in combination with best practices are being used to fill in areas of weakness. A few strategies to promote engagement and automaticity for students include: hands on learning, visual stimulation, and repetition. Utilization of the specific strategies continue to be used daily in multiple classroom settings.

To further help meet diverse student needs, Cannon Falls has been testing with CogAT for the past three years. This type of academic testing identifies gifted students. The purpose of the testing is to adapt instruction to the needs and abilities of the students. The testing is also used to measure the cognitive development for program placement. Another reason to administer this test, is for identification of students with discrepancies between observed and actual levels of achievement. The tests are given once a year to second and fifth grade students. The results are then communicated to parents.

Learning, and will complete the full implementation in the 2018-19 school year.

Tier I instructors are putting much of their efforts into using the Gradual Release of Responsibility in their lessons, as well as incorporating many opportunities for students to have choice in their learning and have their voice heard throughout lessons and activities. Posting academic targets in kid-friendly language is also a priority in the Tier 1. Seventeen K-8 reading teachers, a social worker, and Principal Schuerman joined an eight-week book study on guided reading called, "The Next Steps Forward in Guided Reading" by Jan Richardson. Beyond the implementation of guided reading instructional strategies, this led to us analyzing our current reading curriculum and resources more in depth, researching a variety of reading curriculum for a new adoption in the near future that will meet the needs of a well-balanced literacy framework. The samples are pouring in!

Goal setting, with both students and teachers, has become a pivotal focus in the district to move the learning needle forward. We feel it's important for students to be engaged in their learning by setting goals, getting feedback, and then tracking their results. K-4 students will participate in five different school-wide "Racing to Read" goal setting and celebrations by the year-end. It has been rewarding to see students attain these goals and be so focused on setting goals to improve their skills by pushing themselves to be better readers. We also believe this supports our district goal of building a culture of reading along with various other activities centered around reading such as "Read Like a Knight Month" where students participate in genre passport activity, Read the Building, Dr. Seuss breakfast, local author visits, an author Skype session, grade-level read-alouds, Read Aloud guests, presentations by Katie Smith, Race to Read t-shirts, and much more.

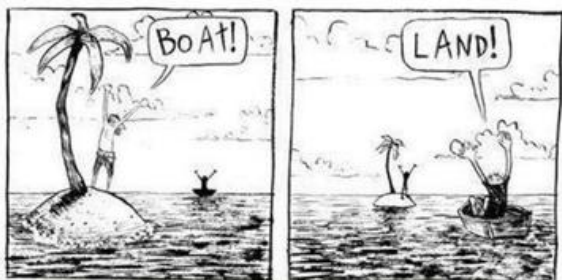
PLCs continue to collect data with students and share among each other to improve instruction, to problem-solve, and to meet the needs of all learners. Goals are set and then action plans are created and implemented by each PLC to help improve the achievement in reading and math. Of course, just like our students, we celebrate when we meet those goals and look forward to what our next instructional goals will be.

At the Tier II and III levels, we continue to create a strong K-4 reading intervention program through ADSIS and Title I. New this year we now provide math interventions for grades 2-4. Our problem-solving model at this level for grades K-4 has really come together this year and we are moving students in and out of interventions, watching their growth, and making referrals when needed. We are just getting the problem-solving process started for grades 5-8, but teachers are working hard to create a student-centered and independent structure within their classroom so that differentiation can occur while students are productively engaged in their reading and math activities.

Finally, Responsive Classroom (RC) has been a great addition to our teachers' classroom management toolbox and continuous improvement to our PBIS framework. Come summertime, we will have the remaining K-4 and some 5-6 teachers trained. RC empowers educators to create safe, joyful, and engaging learning communities where all students have a sense of belonging and feel significant.



In the Spotlight: Mike Pagel, Principal Sunnyside Elementary School



Mike Pagel, Sunnyside Elementary Principal

Perspective...

Perspective is an interesting and complicated construct. No matter who we communicate with, everyone's perspective is involved. In public education there is a variety of perspectives from our staff members', students', parents', and community members' lenses. Mike Pagel, Sunnyside Elementary School Principal, feels fortunate to have gained much perspective through his educational experiences.

Mike grew up in Rochester and graduated from John Marshall High School in 1990. He started at St. Cloud State not knowing what he wanted to do. He had had good English teachers in high school so he declared that he was an English major and considered teaching as a career. The same quarter he declared a major, he had a poetry class and a Shakespeare class. These classes taught him a lot; they taught him that being an English teacher was *not* for him. He continued the year completing generals before taking a year off to figure things out. Figuring things out meant looking at several options including forestry, earth sciences, and even teaching math at high school. He was good at math, loved math, but a negative experience with a math teacher in high school had turned him off to math for a long time. He also volunteered working with young people at this time when he had his light bulb moment. He missed working with young people, so he returned to St. Cloud State to major in elementary education and graduated in 1996.

Mike was not the only elementary teacher applicant when he applied for well over 70 positions throughout Minnesota. He had planned to sub for years until he could get into a district, but fate had another plan. Through the college's career center Mike got an interview for teaching in California and was offered a job on the spot. He opted to try something new and head west for "a year or two." Three weeks later he moved to Victorville, California in the high desert.

This decision was one of his best ever made and provided Mike with a very different point of view than that he developed growing up as a white middle class male in a white middle class town. At that time Rochester was mainly the Mayo and IBM. This teaching position gave him experience working with students that came from poverty (over 80% free and reduced) and students that were culturally diverse. The majority of people in the school and district were Hispanic, which gave Mike a new perspective of what it felt like to be in the minority. This perspective continues to guide his work.

It was also an excellent decision on a personal level. While in CA he met wonderful people, many of whom were in the same position as him. One such person was Robin, another wide-eyed Minnesota young teacher in the big state of California. Following a whirlwind romance they married. "A year or two" of teaching in California turned into 8 years. In the midst of it, they tried to move home but they couldn't get a foothold in Minnesota. They couldn't make ends meet so with Robin pregnant, they moved back to California for several more years. As their oldest approached school age, they knew that they wanted their children to attend schools in Minnesota. With the real estate market they realized they could sell their California home with money to live on as they transitioned back home. *Not everyone can double their money in two years without exceptional timing.*

Mike worked for three years as an Education Coordinator for the Ellsworth Treatment Center, which was a great opportunity close to home. This position also added to his perspective; he was immersed with middle school and high school students with significant mental health issues. Working in that therapeutic setting opened his eyes to a whole team surrounding a kid in order to give him/her any help needed. Mike came away with the understanding of how trauma drives behavior and he has not looked at behaviors the same way since. During this time Mike and Robin made Red Wing their home, registering daughter Grace the day before kindergarten in the fall of 2004.

Eventually Mike realized how much he missed the public school setting so he jumped when Red Wing had an opening for a K – 5 computer teacher. After a year he was able to transition to a 4th grade classroom, which felt "like coming home" and stayed there for several years. In 2014 he stepped outside of the classroom as a Title 1 math coordinator. Although he had been fighting the idea of administration he truly enjoyed building a program and working with the entire Title team to impact student learning. He went back to school for his principals license and in 2015 he applied for and earned the student support coordinator position at Sunnyside Elementary.

In 2017 he stepped up as principal. This is not a stepping stone for him, this is home; "if you want to feel loved every single day, come be a teacher or principal in a primary building." Mike goes on to share his appreciation for this age group's honest and welcoming ways; they want to learn and do well at this age since "the world hasn't jaded them yet." They are wide-eyed and excited to proclaim "I can read now!" It has been a whirlwind working with staff members in this capacity, but he feels a positive vibe.

There are also challenges facing Sunnyside Elementary School and public education in general, which the positive vibe will help Mike and his staff face. We now know that 1 in 5 children will develop a mental health disorder by the time they are 18. In the county and in Red Wing Mike states that:

We are seeing more significant mental health concerns and how trauma is affecting students. Trying to overcome [those affects] is difficult. It may require resources. We need to be more trauma informed. We have training in education but not necessarily in other areas.

Another challenge – and connected challenge - facing public education is to find "unique ways to do more with less." A part of this will be to build our capacity with an equity lens. With the challenges come opportunities, which Mike sees as positive. He goes back to his experiences with perspective, which he is so thankful for, and loves seeing a more diverse group of learners than even ten years ago. With a variety of backgrounds we are able to build a rich community.

Mike and Robin continue to make Red Wing their community outside of school as well. They are busy raising Grace (1st year at UW Madison,

majoring in engineering and loving it), Calvin (Jr. at RWHS in the midst of figuring out next steps), and Max (freshman at RWHS, on robotics team and explores the community on his bike). Sunnyside Elementary and the community are the right fit. "For me, this is home. Red Wing is where we chose to raise our children. We love this community."

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