



CURRICULUM *and* INSTRUCTION

Focusing on... *Instructional Leadership*

FALL 2007

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One of the many ways that Vancouver School District fosters instructional leadership and collaboration is through cadres of educators from a variety of grade levels and representing all district schools. Cadre work provides opportunities for building relationships, vertical teaming and improving learning and teaching. Cadre members are selected by school principals to represent their schools in ongoing cadre work sessions throughout the school year. Some schools elect to continue cadre representation over several years while others choose to send new representatives each year. If you wish to participate in a cadre please talk with your school principal. For the 2007-2008 school year, there will be 227 educators participating in district cadres. Here's a look at the major goals and highlights for this year's cadre events. Many thanks to our teachers who go above and beyond to provide support for curriculum and professional development.

dance, music, theatre and visual art. The cadre's primary goal is to utilize the assessments to align and improve arts instruction through vertical alignment. Cadre members will also provide professional development to colleagues through a "trainer of trainers" model. The 2007-2008 Arts Cadre meets on Oct. 2, Dec. 4, Mar. 4 and May 6.



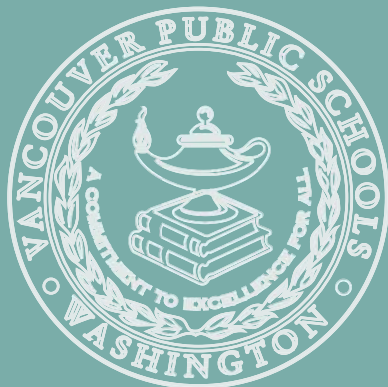
Fitness Cadre
 Facilitators: Tamarah Grigg,
 Tish Lilly


The Fitness Cadre is comprised of both K-12 physical education and secondary health teachers. PE objectives include implementation of Classroom Based Assessments (CBAs) through physical fitness testing, utilizing the "Fitnessgram" for middle and high school and the "President's Challenge" for elementary. Cadre members will work to incorporate activities to increase strength, flexibility and endurance performance. Students will apply understanding of fitness concepts and personal data to design fitness plans as part of their CBA tasks. Health goals include development of new curriculum including nutrition and bullying/harassment content. Health CBAs will also be implemented and cadre members will practice calibration scoring in both areas. The 2007-2008 Fitness Cadre meets Oct. 11, Jan. 17 and Mar. 13.



Arts Cadre
 Facilitator: Tish Lilly

The purpose of the K-12 Arts Cadre is to build professional capacity and support the implementation and scoring of OSPI Classroom-Based Performance Assessments. The CBPA's require students to apply arts knowledge and skills to create, perform and respond in





Math Cadre

Facilitators: Allison Brands,
Mary Houser, Tamarah Grigg

The Math Cadre is comprised of representatives, including K-12 teachers and math coaches, from each building within VSD. The main goal of the math cadre is to improve student achievement in mathematics and to develop tasks to support this goal. Beginning with a review of assessment data, the cadre will work to identify goals and act upon necessary steps as the district continues its focus on mathematics and increased student achievement. Cadre members will continue their development of and involvement in professional development activities that align with and support system-based changes and improved student learning at all levels. The 2007-2008 Math Cadre meets Sept. 17, Oct. 15, Dec. 3, Feb. 4, Mar. 17 and May 5.



Science Cadre

Facilitator: Allison Brands

VSD's new partnership with SW Washington LASER (Leadership and Assistance for Science Education Reform) Alliance will shape one of the cadre's primary goals: to build a shared understanding of high-quality learning and teaching in science. Throughout the year, cadre members will have the opportunity to reflect upon their own practices as well as act upon building and district needs. Representing each of the buildings in our district, the cadre will be working as a team to engage all teachers of science through the support of professional learning communities. The 2007-2008 Science Cadre meets Oct. 1, Nov. 5, Dec. 17, Mar. 3, Apr. 21 and May 19.



Literacy Specialists

Facilitators: Layne Curtis, Linda Gustafson, Molly Mowrer

Literacy specialists from each of our elementary, middle and high schools meet throughout the year in an effort to sustain and improve the literacy initiative which has been a district focus for the past six years. These meetings include vertical teaming opportunities as K-12 specialists work together, as well as level specific training and sharing of information pertinent to the specific needs of our elementary and secondary schools.

Literacy specialists alternately serve as leaders and team members as they provide and receive professional development in literacy programs and instructional approaches. Some portions of ongoing meetings are dedicated sharing of successes and problem solving. Often a program or strategy offered at one school is exactly what is needed to help solve a problem at another school, and the opportunity to collaborate and communicate is very important. The success of Vancouver's literacy program is due in large measure to the dedicated efforts of this team of outstanding school leaders. For 2007-2008 Literacy Specialists meet Aug. 27, Sept. 20, Nov. 1, Dec. 5, Feb. 5, Mar. 6, Apr. 23 and May 15.



All Day Kindergarten

With the recent push to improve early learning, the state has funded two all day Kindergarten programs in the Vancouver School District. The two schools chosen by the state were Peter S. Ogden and Fruit Valley Elementary Schools. These schools were eligible for state funding based on their percentage of students receiving free and reduced price lunches.

In response to a high interest in full day Kindergarten programs, classes are also being offered at Chinook and Hough Elementary Schools. The program being piloted at Chinook is fee-based with parent agreement to pay an additional expense for all day



Kindergarten. Paul Christensen of the Hough Foundation believed that Hough Elementary School could also benefit from a full day program as well and he is funding the additional costs of teachers and other resources through the Hough Foundation.

In the full day program, there are fewer transitions from home, daycare, and school which leads to increased opportunities to fully develop school readiness skills within each individual student. With all of these programs, children are receiving more time for exploration within the curriculum. Washington state plans to add additional programs each year for high need school sites.

Math Coaches

Coaches are not just for sports in the Vancouver School District. Due to the fact that VSD is a district in need of improvement in mathematics, Title I funding has been made available in the area of professional development for mathematics, which has allowed the district to deploy math coaches in 16 elementaries, 4 middle, and 1 high school this year.

What is a math coach?

Math coaches collaborate with teachers to improve student learning through intensive job embedded

professional development. They focus on ways to support teachers in the area of mathematics and work together to understand student thinking about concepts and

ways to encourage higher level cognitive demand. In addition, the math coach will tailor professional development resources for our classroom teachers based on the teacher's selected area of focus for the year. The National Staff Development Council states that teachers generally select one of these three areas:

- Using instructional strategies that make the learning meaningful and show positive impact on student learning (direct instruction, indirect instruction, inquiry, cooperative learning).
- Using classroom management principles, processes, and practices to foster a safe, positive,

student-focused learning environment

- Adapting challenging curriculum that is based on the diverse needs of each student (differentiated curriculum, higher level thinking skills, ways students can reflect on their thinking strategies).

Why use a math coach?

Dr. Joanne Rossi Becker of the Silicon Valley Mathematics Initiative conducted a research project in 2001, regarding what works in the elementary, middle, and high school grades. She found a direct

correlation between increased student achievement and the professional development the math coach provided with teachers who accessed the math

coach at least twice a month. The following three things contributed to their success:

- Coach as Collaborator (resource to teacher & observation notes on student understanding)
- Coach as Model (model lessons or team teach lessons)
- Coach as Leader (reflective conversation)

For more information about math coaches in Vancouver School District, please contact Mary Houser, Elementary Math Coach Coordinator at Mary.Houser@vansd.org or Tamarah Grigg, Secondary Math Coach Coordinator at Tamarah.Grigg@vansd.org.



VSD Math Coaches Back Row: Brian Graham, Barb Spady, Candi Talbott, Steve Stoll, Mary Brown, Jacob Bruno, Gaylene Horch Front Row: Kevin Smith, Emmi McLarty, Alison Nicolay, Katie Hanson, Jenny Blanchat, Chrissy Free

SELF

SELF (Support for Early Learning and Families) is an organization whose main mission is to get all children in Clark County ready for success in school and life. There are more than 20 representatives from different community partnerships that meet monthly to coordinate services within the early learning system.

Fruit Valley and Hazel Dell Elementary Schools partner with ESD 112 and Fort Vancouver Libraries to provide a weekly story time including literacy rich activities for families and care providers. Parents receive support from staff and one another while discussing a range of parenting topics.

Discovery Kits, loaned to parents and childcare providers, contain 8-12 books, kinesthetic manipulatives, puppets, music cassettes and compact discs, videos and DVDs. All kit items are provided as a resource to ease the transition into Kindergarten while focusing on literacy and fun. These kits can be checked out within the Vancouver, Evergreen, and Battleground School District offices, site schools, and ESD 112.

Vancouver Public Schools seeks to expand opportunities to build upon these

important connections between home and pre-school learning experiences.



Secondary Learner Profile

Collaboration focused on supporting student success is enhanced by access to important data and information about students. The Learner Profile was developed as one tool to provide this access to data. Last year, the Secondary Learner Profile came online, with access for classroom teachers, specialists, counselors and principals. In addition, specialists, counselors and principals can generate grade level reports. Check out a few of the available reports!

Reports for the Classroom Teacher:

Class Profile: This report lists all students in the selected class, with SpEd/ELL status, credits and GPA, WASL year, test type, score and level for reading, writing, math and

science, and the previous winter MAP RIT and level for reading and math. (Note: For students in grades 11 and 12 who have taken the WASL more than once, the Class Profile displays their best score for each assessment.)

WASL Detail Reports: Separate reports are available for reading, writing, math and science. The report lists all WASL results available for each student, with information including year, grade, test type, standard met, scale score, level and strand data.

Reports for Specialists, Counselors, and Principals

Grade Level Profiles: This report lists all students in a selected grade level, with the same information and data described in the Class Profile Report above.

Current Course Reports – Short and Long Form: These reports list all students in a selected grade level, with WASL data and current language arts and math courses and teachers. Each student's entry date at the current school displays so that a quick sort will show students new to the school. The long form includes attendance percentages for current previous two years, WASL strand information and previous winter MAP data.

WASL Alert Reports: Currently available for grade 11 and 12, these reports display the same information described in the Current Course reports above, but list only students who have not met standard on one or more of the WASL assessments required for graduation (reading, writing and/or mathematics).

Community Partnerships Support Arts Learning

Through partnerships with several community arts organizations, Vancouver students have opportunities to experience live performances at our various theatre venues.

Longtime partner Tears of Joy Puppet Theatre brings literature to life with performances of Pinocchio in November and Anansi the Spider in January. Many of our own students perform with Columbia Dance Ensemble's production of The Nutcracker in December. Both Tears of Joy and Columbia Dance utilize Vancouver School of Arts and Academics' Royal Durst Theatre. As part of that arrangement, performances during the school day are



offered at no charge for students.

New to the community partnerships roster this year is Christian Youth Theatre. They will be presenting Little Women in February and Schoolhouse Rock in May. Christian Youth Theatre's play will take place at the Fort Vancouver High School Auditorium. Coming very soon is Vancouver

Symphony's annual youth concert at Skyview Auditorium on November 9th. In addition to this presentation designed specifically for children, VSO is generously offering tickets for each of their concerts this season to deserving music students and their parents. Questions about Vancouver Symphony's concerts may be directed to Tish Lilly at 313-1020. For questions about other performances, contact numbers are listed below. It should be noted that while all admission is free of charge, transportation is the responsibility of the school.

Tears of Joy
Janet Bradley, 695-3050

Columbia Dance
Jan Hurst, 737-1922

Christian Youth Theatre
Beth Larson, 750-8550