

RDA Quarterly

VOLUME III, ISSUE I

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RDA 2017: Making a Difference, Making it Happen, Making it Matter

IMPORTANT DATES

Book Studies

- Jan. 17 to Mar. 15

Administrator Trainings

- Jan. 19 Ruidoso
- Jan. 26 Santa Fe

PBIS Session #4

- Feb. 12 Santa Fe
- Feb. 13 Santa Fe
- Feb. 15 Ruidoso
- Feb. 16 Artesia

PPE-RDA Professional Development

- June 6-7
- Albuquerque
- Venue TBD

RDA 2018 Summer PD Conference

- July 18-20
- Albuquerque
- Venue TBD
- Save the date!

RDA held its most successful annual conference yet in July, with more than 400 participants from every part of the state attending.

Over 70 sessions were offered, including over 40 different breakouts, and keynote addresses by Katie Garner on how the latest brain research can help us teach reading more effectively, and Luis Vazquez on his journey from special education student to nationally recognized scholar.

Secretary of Education Christopher Ruszkowski also addressed the gathering.

Comments and feedback from conference participants included the following:

“Yes!!! Amazing presenters.”

“This was such a fun way to collaborate with my school team and RDA coach to set our vision and purpose for the upcoming year.”



“Lots of great strategies and ideas.”

“This year's sessions were excellent. It is very helpful to have sessions that not only motivate and inspire, but also address the specific focus areas.”

“Loved all the hands-on during breakouts.”

“We got great resources!”

“Third conference I've attended this summer. This is by far, the best AND most research based!!!”

Be sure to save the dates for next year's conference, July 18-20, which is likely to include a new teacher boot camp July 16-17, the two days preceding the conference to work on classroom routines and procedures. Principals and new teachers and alternatively licensed teachers should save those dates.

The PED RDA staff would like to thank the NMSU CORE presenters, Sandra Coleman of REC 6, and all the teachers and administrators who attended and helped make this conference our best yet.



RDA Schools Outperform State in Reading and Math Growth

The increase in reading proficiency for all students in RDA schools was 12.7% higher than reading growth for all students statewide. The RDA increase in math proficiency was 1.4% higher than statewide growth.

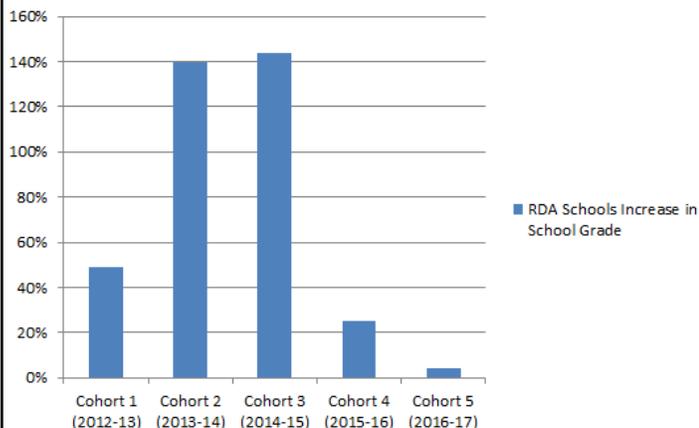
Growth for students with disabilities was even more dramatic, with RDA outpacing state growth by 65.7% in reading and 38% in math.

Two RDA schools, Yucca Elementary in Alamogordo and Tatum Elementary, were among the top ten schools in the state for reading proficiency growth. Two RDA schools were in the top ten for math, Mountainair Elementary and Los Ninos Elementary in Las Vegas.

Out of **every** school in the state, elementary, middle, and high, Yucca was #2 in reading growth and Mountainair #3 in math growth.

RDA schools continue to improve their grades in the statewide school grading system, as the chart below shows. Across cohorts, RDA schools have improved their school grades on a 4.0 scale by 48% since entering the program.

RDA Schools Increase in School Grade



Virtual Coaching



RDA piloted video-based coaching in several schools last year, and the technology is available in all RDA schools in 2017-18.

Each school will receive a Swivl video capture system that allows teachers to record lessons, upload

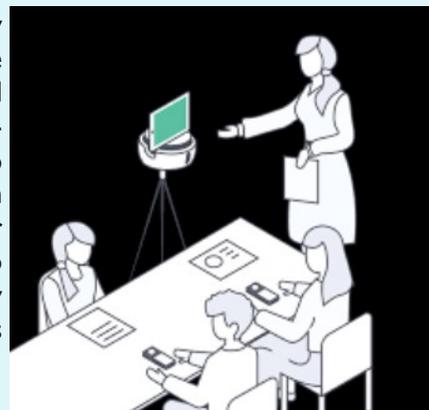
them to the Cloud, and access it for viewing and reflective feedback. NMSU CORE coaches will provide training in how to use the Swivl technology.

Research shows that reflecting on practice improves teachers' instruction and student outcomes, and using video technology is one of the most powerful ways for teachers to practice reflection. It can also be uncomfortable. Few people like to see themselves on video. They can be self-conscious about how they look or sound, and uneasy about other people seeing the video.

RDA CORE coaches have been trained not only in the technical aspects of video-based coaching, but also in how to be sensitive to the discomfort, anxiety, or fear that some teachers may have.

Teachers willing to push past the initial resistance and embrace this new technology can reap powerful rewards. Watching their own teaching gives educators an opportunity to assess their own teaching. Teachers can also watch the same lesson more than once, collecting different data (type of questions asked, wait time, student engagement, positive feedback ratio, etc.) each time.

Using the technology repeatedly reduces the initial discomfort and anxiety, so that teachers who make video analysis and reflection a regular part of their practice get so used to it that they can actually forget the camera is on.



NEW Statewide Book Study Opportunity

Systematizing Like a Champion

The techniques in Chapter 10 of *Teach Like a Champion* are about systems and routines that lay the groundwork for a positive classroom culture and high student engagement. There is considerable overlap between these techniques (#45-50) and the strategies taught in RDA professional development by Tricia Berg, Vicki Gibson, and Annette Brinkman. They are all about taking the time and effort to put processes in place that create a calm, orderly classroom that provides an ideal learning environment.

#48 Engineer Efficiency is about teaching students the simplest and fastest procedure for executing key classroom tasks, then practicing those tasks so that executing them becomes a routine. The best procedures are *simple*, comprising few steps. They are also *quick*, taking as little time to execute as possible. They should require *few words* from the teacher to execute the procedure. Finally, procedures should be *planned* down to the smallest detail, with specific “looks like” and “sounds like” criteria for each procedure. Using simple, quick, well-planned procedures for transitions between activities can reduce chaos and carve out more instructional time.

#49 Strategic Investment turns procedures into routines by rehearsing and reinforcing them until excellence becomes habitual. Routinizing a procedure requires clear expectations, consistency, and patience. Reteaching and rehearsing procedures may seem like something you don’t have time for, but in the long run, the investment of time in routines and procedures early in the year will continue to pay dividends throughout the school year.

The beginning of the school year is the ideal time to review these two techniques, along with the others in Chapter 10, and to create good habits that will allow you to *Teach Like a Champion* for the rest of the year.

Teachers across our state have been asking for a book study targeting reading instruction K-3, and we are excited to announce a study on *Who’s Doing the Work?* by Jan Burkins and Kim Yaris this January.

Recommended through AchievetheCore.org, this book is full of small but powerful suggestions for adjustments to practices that fit a balanced literacy framework for instruction. This will be a great addition to any teacher’s tool bag to put rigorous practices into place and to better understand how we establish life-long independent readers.

Participants will receive stipends to complete the online study. Assignments will include applicable coursework and participation in forum discussions.

This opportunity creates statewide collaboration on best practices while focusing educators on current research and strategies that are proven to increase student achievement.

Sign up today by emailing your full name, license number, school, and school district to book study facilitator **Kim Lanoy-Sandoval** at KimberlyLanoy@gmail.com.

