

## *Are you feeling like Bartholemew Cubbins today?*

► BY SCOTT PITTS AND GRACE VELCHANSKY

With ever-dwindling funds for public schools, and the increased need for multi-tasking, it's not surprising that everyone in educational leadership seems to be wearing at least "500 hats" – one for each duty and responsibility handed out in rapid succession. Despite that trend, however, those of us in the Macomb County area of District 12 have found that we can and will take time to gather as a group of educators dedicated to improving our Title I services.

Over the years, attendance at our Macomb Area Association of State and Federal Program Specialists (MAAS/FPS) meetings was in serious decline. The reason: the absence of a specifically assigned person to monitor the programs and attend the meetings (too many people doing too many jobs). So a serious effort has been put forth by the group's executive officers and our MISD consultant to identify the appropriate "grants" person in each district in the area and invite them to participate on a regular basis.

Making the meetings worthwhile is the priority goal for our group, and the motivator in improving attendance and involvement. With the much appreciated presence of Mike McGraw (MDE Field Consultant – Region Five) at each meeting, we receive the latest word from Lansing on issues relating to the federal grant programs, as well as information on School Improvement, NCLB, AYP, etc. Invited guests such as Roberta (Bert) Stanley (MDE) and Mike Radke (OSI) have been gracious in attending and providing "up to the minute" developments, changes and viewpoints relating to Title I and associated federal grants.

In the course of just one year we have seen our membership



Do you ever wonder who Tricia Root is when you receive an email from her confirming a reservation? Root, as seen above, provides the clerical support for MAS/FPS.

rise back to numbers not seen in the last five plus years, easily doubling those of just last year! Excellent feedback on the topics of discussion and guest speakers invited to share with our members has been very affirming, but even more, it tells us we're on the right track!

### ***Helping districts when they chant, "We will supplement, NOT supplant!"***

Grace Velchansky, Elementary Language Arts Consultant at the Macomb ISD, has truly gone the extra mile when

it comes to offering support and providing appropriate services to the schools in Macomb County. Velchansky is a key member of the MAAS/FPS group and provides meeting rooms, sees to all arrangements and needs of the group, and keeps things coordinated between the state, the county, and the districts and schools.

With the many changes, modifications, and regulation enforcement efforts, it becomes increasingly important to know what can and can't be done with federal grant funds to be in compliance with the governing laws. Through Grace's efforts, the Macomb ISD will be host to two special events that will provide a broad base of important information to principals and district employees directly involved in the Title grant programs, such as Directors/Supervisors/Coordinators for Curriculum, Grants, Business, etc.

A "Principal's Boot Camp" will be offered in the Fall of 2008 and is designed to provide up to date information for principals with Title I funded programs and services in their buildings. This will be a timely offering since individual building budgets will be required for all buildings in all districts receiving Title I funds, starting in the 2009-2010 school year. And in April of 2009, the Macomb ISD will be host to MDE Field Consultants when they hold their Consolidated Application Update Meeting. These meetings have proven themselves to be very beneficial to any district or school employee who has any connection with the writing/budgeting/monitoring/directing aspect of the Title I and associated Title grants. Updates on every portion of the Title grants are presented, explained, and clarified by the people who know these grants inside and out!

School funding issues have grown to critical levels, and many districts are looking to grant funds to help them get through these tough times. That means those of us with the duty to monitor the Title grants have to be even more vigilant in ensuring the appropriate and legal use of grant funds. The presentations and efforts of Velchansky and the Macomb ISD are playing a vital role in helping districts know how to "supplement, not supplant!"

---

**Scott Pitts is a Congressional District 12 MAS/FPS representative and works at Chippewa Valley Schools. Grace Velchansky is a language arts consultant Macomb ISD as well as the District 12 alternate.**

---

## *U.P. institute a success*

► **BY MICHELE BURLEY, CENTRAL MONTCALM PUBLIC SCHOOL**

On April 29 and 30, educators from across the Upper Peninsula gathered at Northern Michigan University for the 2008 U.P. Institute. Sessions covered best practice teaching strategies as well as training on specific state and federal program requirements.

On Tuesday, participants heard Adrienne Battistone's keynote address "Thinking Maps: A Language for Learning" that gave them an overview of how these eight visual-verbal tools are used to support thinking across the curriculum. Adrienne shared examples as well as the research-base, and gave conference attendees some hands-on practice in using the maps. Sara Shriver's "Using the New Schoolwide Rubric" presentation illustrated the state and federal components and provided thought-provoking dialogue as to how to use this tool with ANY school—not just schoolwide schools. Three different concurrent sessions were offered. Barbara Cloudman and Gayla Mann from the MDE conducted a session to deepen understanding of the LEA Planning Cycle; Sandra Jeannotte shared her district's "success story" on how they have improved problem solving, critical thinking, and persuasive writing through the use of Thinking Maps K-12; and finally Shirley



**Institute participants at the UP Institute in April.**

Merchant and JoAnne Skiera shared how they have integrated a theme day approach to support each writing trait.

On Wednesday, Adrienne Battistone returned to the podium to talk about how Thinking Maps can be "A Language for Leading". She explained how the maps can be used to conduct workshops, conduct data analysis, make site-based decisions, and to coach colleagues. After a short break, Leslie Helakoski, who is the 2007 winner of Michigan Reads, presented a delightful talk about her journey to become a successful writer/illustrator. Roberta Stanley, from the Michigan

Department of Education finished off the conference by sharing the most recent information regarding the federal discussions pertaining to NCLB.

Northern Michigan was again a most gracious and appreciative place to hold this training. We do however plan to engage in discussions to see how we can bolster attendance. Exhibitors were wonderful to our participants by providing not only information about their products, but also by providing numerous door prizes! Thank you to everyone for your generous contributions in making the institute a success.

**Michele Burley is a Congressional 4 representative to MAS/FPS and currently works at Central Montcalm Public Schools.**

## E News

Michigan Association of State and Federal Program Specialists



The E News is a publication of MAS/FPS. The information contained within aims at informing the school and community members about events both past and future within the organization's community.

## FALL INSTITUTE

November 5-6 will be the MAS/FPS Fall Institute at a new location, the Lansing Sheraton. The post-conference day will be November 7.

We will feature a "compliance day" as well as a "practitioner day" at the Institute.

Save the date!!!

## NAFEPA Quotes

► BY WILLYE PIGOTT, JACKSON PUBLIC SCHOOLS

**Douglas Reeves: Leadership at Every Level— Making a Difference from the Board Room to the Classroom, said:**

*"Meaningful school improvement begins with cultural change—and cultural change begins with the school leader."*

*"Every organization—indeed, every person—suffers to some degree from a gap between intention and action. Close the gap with immediate wins, visible recognition of what works, a focus on effectiveness rather than popularity, and an appeal to the values that brought us into this profession in the first place. Leadership can make the difference."*

*"Student literacy is a civil right. Faculty collaboration is the foundation of fairness. Learning communities are the essence of respect."*

## MAS/FPS

### 2008-2009 MAS/FPS Boot Camps

**Principals' Boot Camp**  
April 26, 2008  
Clare-Gladwin RESD  
\$249

**Principals' Boot Camp**  
September 23, 2008  
Kent ISD – Grand Rapids Area  
\$249

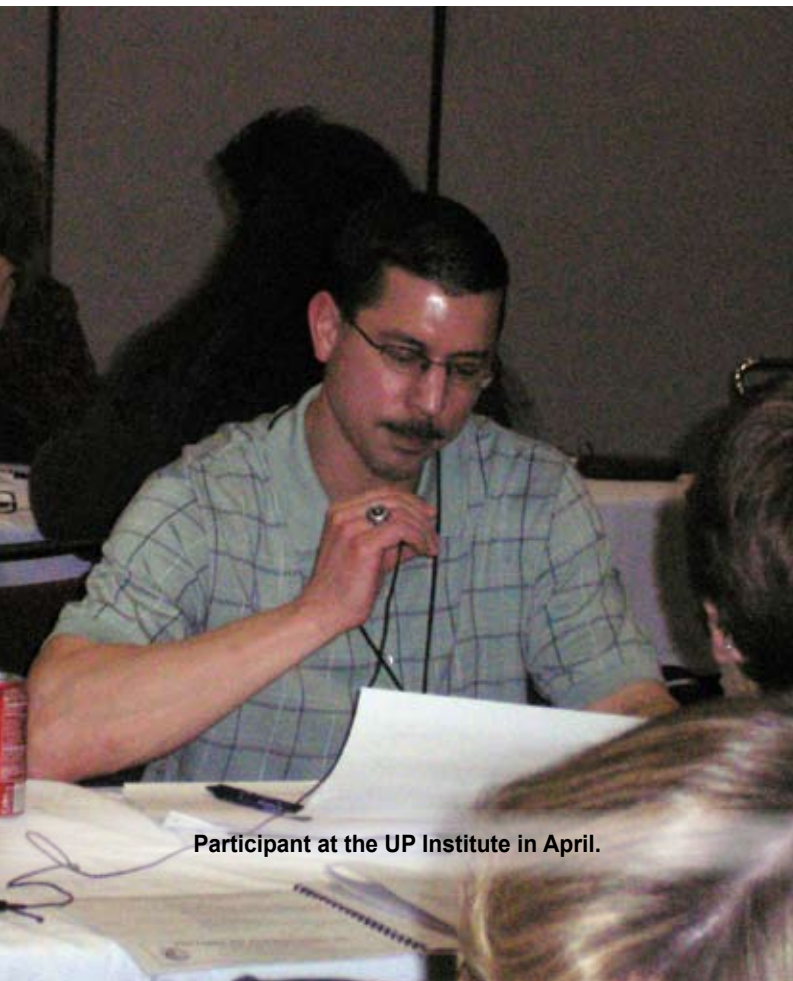
**Directors' Boot Camp**  
May 10, 2008  
Sheraton Lansing Hotel  
\$279

**Principals' Boot Camp**  
September 24, 2008  
Ingham ISD – Lansing Area  
\$249

**Directors' Boot Camp I**  
August 23, 2008  
Sheraton Lansing Hotel  
\$279

**Directors' Boot Camp II**  
May 2, 2009  
Sheraton Lansing Hotel  
\$279

**Principals' Boot Camp**  
September 18, 2008  
South Redford School District  
Wayne County  
\$249



Participant at the UP Institute in April.

June 2008

It has been my honor to serve as the President of the Michigan Association of State and Federal Program Specialists during the 2007 – 2008 school year. Each and every member of our Executive Board brings knowledge and history of working in state and federal programs to the table. The quality of professional development continues to grow with each Institute. We value and listen to the feedback of each and every member and continue to strive to improve our offerings. I encourage all of our members of MAS/FPS to mark their calendars for the Fall Director's Institute at the Sheraton Lansing on November 5, 6 and 7, 2008.

Congratulations to our MAS/FPS member and NAFEPA Representative, Glenda Virden, on her recent election to NAFEPA Secretary! Many of you know Glenda from her work with MAS/FPS Boot Camp for New Directors and her many years of experience working throughout Michigan on state and federal programs.

This year we had three NAFEPA State Leadership Award recipients in Washington, DC. Karen Ruple from Kent ISD, Margarita Frommert from Melvindale/North Allen Park School District and Melanie Schroder from Whitehall District Schools. These educators give their time and talent to share their knowledge and innovative practice with other educators in the state of Michigan. I applaud their volunteer efforts and dedication.

We also had two scholarship award winners. Melissa Partlo is a senior at Central Montcalm High School. She is planning on attending Kettering University to earn her degree in mechanical engineering. Laura Moyle is a freshman at Gogebic Community College in Ironwood and is continuing her education in health careers.

This year has seen an unprecedented collaboration between MAS/FPS and MDE. Our organization looks forward to the continued work we do together to benefit of all children living and receiving a quality education in the great state of Michigan. Each and every one of you has answered questions, volunteered to provide professional development opportunities and continue to add many hats to your long list of other responsibilities.

I know that MAS/FPS has a bright future with Judy Handley as President for the 2008–09 school year. The Executive Board is represented by educators around the state who bring their time, talent and experience to provide quality professional development opportunities. Thank you for your continued support of MAS/FPS!

Sincerely,

Debbie Kitson  
Past President

# Second annual best practices conference in Oakland County

► JAN CALLIS, CONGRESSIONAL DISTRICT 9 OAKLAND SCHOOLS

On May 2, 2008, the Oakland County Superintendents Association and the Teaching and Learning Council hosted the Oakland County Public Schools Second Annual Best Practices Conference at Baker College. The purpose of the annual conference is to highlight the quality programming of schools in the county. This focus of this year's conference was "Teaching for Learning: How do classrooms/schools/districts use instruction to endure learning?"

The conference opened with a keynote address by Dr. Bob Jarvis entitled, "Behind Best Practices: Equity Leadership Imperatives for Closing the Achievement Gaps." Dr. Jarvis is the Director of K-12 Outreach and Co-Director of the Delaware Valley Minority Student Achievement Consortium, Penn Center of Educational Leadership at the University of Pennsylvania. The consortium is a professional development organization that is dedicated to supporting the 27-member districts in significantly closing the achievement gap and increasing the number of traditionally underachieving students of color who are among their "best and

brightest."

Dr. Jarvis challenged our assumptions about the underlying causes of student underachievement and shared the lessons he and his colleagues are learning as they strive to better understand the learning

---

**Following the keynote address, participants had the daunting task of selecting only three of the sixteen breakout sessions where practitioners shared the promising practices ...**

---

experiences of students in their districts. One key lesson learned is that achievement gaps are reflections of "opportunity to learn" gaps — gaps that exist as students enter their schools and gaps that they create within their own districts. He also recognized the many promising programs, practices and interventions that are producing positive results for our most challenged students and, therefore, need to be shared.

Following the keynote address, participants had the daunting task of selecting only three of the sixteen breakout sessions where practitioners shared the promising practices, programs, and services that are making a difference for students in their schools and districts. Fourteen of

the sessions were presented by educators from ten local school districts. Presenting teams included classroom teachers, principals, central office administrators, as well as university staff. The "best practices" that were shared addressed a variety of topics including instructional

strategies, assessment, intervention services, classroom discourse, learning environments, and models of professional development.

In preparing their sessions, each team was asked to respond to a series of questions that established a common framework for the presentations. The teams were asked to describe the data that were used to measure the impact of the programs, practices and services on student achievement and the results they had observed. Even in light of this attention to results, the sessions offered participants an opportunity to examine "best practices" at varying stages of implementation. This approach demonstrated recognition of the developmental process

of implementing new practices and that evidence of success might look different at different stages of development. At the same time, the expectation that practitioners address how they used data to design, monitor, and evaluate practices, programs and services as a component of their presentations set a standard for professional practice, which set the tone for the conference.

Each session offered educators the opportunity to learn from their peers, reflect on their own practice, and dialogue with colleagues about the possibilities for enhancing practice in their own schools/districts. The willingness of our presenting teams to share what they have learned with their colleagues is evidence of their commitment to continuous improvement. Several of the presenters and presenting teams have agreed to share their information and resources with educators across the state.

Information on several of the break-out sessions has been provided below, along with contact information for one member of each presenting team. Readers are invited to contact the presenters for additional

information on the practices, programs, and services they shared in their presentations. They welcome the opportunity to continue the dialogue about “best practices” with their Michigan colleagues.

---

### **SESSION 1: Jumping into Math!**

**District:** Bloomfield Hills School District

**Presenters:** Anna Nicholls, Laura Lawson, Kelly Squires, and Deb Stamps

**Contact:** anicholls@bloomfield.org

**Focus:** More and more, the data informs us that during the middle school years, students begin to think of themselves in terms of what they think they are good at and what they think they're not. We will take participants through our journey designing a math support system that not only prepares students for Algebra I, but also boosts their self-confidence.

---

### **SESSION 2: Instructional Consultation Team (ICT)**

**District:** West Bloomfield School District

**Presenter:** Sue Crocker, Andrea Messel, Courtney Lauer, and Lynnda Schumer

**Contact:** crocker@westbloomfield.k12.mi.us

**Focus:** Instructional Consultation Team (ICT) is a collaborative, problem solving process aimed at enhancing, improving and increasing student and staff performance while utilizing effective instructional practices. Join us if you are interested in improving academic and behavioral achievement through a data based process with embedded professional development.

---

### **SESSION 3: Write Start**

**District:** Novi

**Presenter:** Mary Cooper, Meghan Ashkanani, Marianne Malarkey and Barbara Ray

**Contact:** mcooper@novi.k12.mi.us

**Focus:** Have you and your colleagues been seeking consistency, shared learning, taking the Professional Learning Communities to the next level across grade levels in a district, vertical conversations that keep the child as the focus in moving through a system?

---

### **SESSION 4: International Baccalaureate Program**

**District:** Bloomfield

**Presenter:** Mary McCuen

**Contact:** mmccuen@bloomfield.org

**Focus:** International Baccalaureate is about teaching to the whole child. It is more about teaching students principles to live by, problem solving skills and the process of learning, rather than being the “sage on the stage.”

---

### **SESSION 5: Response to Instruction and Intervention**

**District:** Waterford

**Presenter:** Bill Gessaman and Nancy Hendrickson

**Contact:** GesamW01@wsdmi.org

**Focus:** Riverside Elementary School Staff will present information about their successful experience with implementing a Three Tier Response to Intervention process as part of an Oakland Schools project, and how they have reduced the number of primary students at risk of failure in reading.

---

### **SESSION 6: Determined to Learn – AVID**

**District:** West Bloomfield

**Presenter:** Stacey Weller, Scott Long, Rebecca Heitsch and Cheryl

Weiner

**Contact:** weller@westbloomfield.k12.mi.us

**Focus:** We intend to share organizational strategies, as well as effective note taking strategies. Included, as well, will be the use of peer collaboration in the classroom to create greater understanding of concepts.

---

### **SESSION 7: Roosevelt: Routines & Rituals = Results!**

**District:** Ferndale

**Presenter:** Dina Krause and Shelly Chapman

**Contact:** dkrause@ferndaleschools.org

**Focus:** Learn how we improved regular and special education by combining the ROUTINES of the school with the RITUALS to have a balance system for all children to feel safe, secure and successful. Routines are like the skeleton of the school; the backbone, the curricular piece, and the necessities – test, routines, schedules, etc. Rituals are the heart of the school; the safety net, the culture and the other essential piece!

---

### **SESSION 8: Thinking Map Centers**

**District:** Oak Park

**Presenter:** Gregory Church, Jeannine Miller, Cara Ardelean, Irene Fakhouri, Cynthia Anthony and Marcia Vetrone

**Contact:** gchurch@oakparkschools.org

**Focus:** This presentation will include a description of how we are using Thinking Maps to create higher order thinking skills and promote dialogue and community within our classrooms.

---

### **SESSION 9: Tripod Survey**

**District:** Farmington

**Presenters:** Samir Haddad & Norma Jean Sass

**Contact:** samir.haddad@farmington.k12.mi.us

**Focus:** The Farmington Public Schools conducted the Tripod Survey to systematically seek student voices in the education process. The presentation will share some of the surprising results and their impact on instruction and professional development. K-12

---

### **SESSION 10: Using Coaching ... Collaborative Culture**

**District:** Farmington

**Presenters:** Julie Folkert, Lorna Bussa, Colleen Courtney and Mary George

**Contact:** julie.folkert@farmington.k12.mi.us

**Focus:** An overview of Farmington's coaching model at the elementary and secondary levels discussing continued learning that occurs as we work with coaches in building their coaching skill-set, as well as strategies to support our coaches as they act as agents of change within.

---

### **SESSION 11: Keynote Presentation Follow-up**

**Presenter:** Bob Jarvis

**Contact:** rjarvis@gse.upenn.edu

**Focus:** This session will provide an opportunity for follow-up conversation with the Keynote Speaker, Bob Jarvis. In this session Bob will be highlighting schools and districts that he has worked with.

---

### **SESSION 12: Elementary Teacher Labs: Teachers**

**District:** Rochester

**Presenter:** Shelia Scovic

**Contact:** sscovic@rochester.k12.mi.us

**Focus:** An overview of Rochester's Elementary Teacher Lab Initiative will be presented. Teachers volunteer to participate in small group experiences to visit colleagues' classrooms followed by debriefing, studying and goal-setting.