dangerous to act prematurely, leaders know that decisiveness matters. “Ready, fire, aim” is a better strategy than “Ready, ready, ready” any day. Execute are vital, most improvement efforts fail communication with great precision Learn and Adjust

Someone once said that Americans are the only people who, when they find is crucial to get regular and accurate leaders—the kind who thrive in today's My one wish for you this year is that you recognize your leadership and help others with whom you work to do the same. Our kids need you to do that. As we begin the school year, take some time and ask yourself, “Why did I things well: answer the call to leadership and choose the harder road?” It's my guess that, after reflection, you will conclude that you actually got your wish.

Anticipate

Yogi Berra once said, “If you keep your eyes open, you can see a lot.” It is crucial to have your antenna up (a really old metaphor) at all times. Approach (ISA) and Response to Intervention (RtI) The View from Here

The current approach to professional development involves teacher leaders/coaches in a 40-hr series of interactive webinars with Scanlon and/or Anderson. The webinar series is intended to familiarize teacher leaders with the Interactive Strategies Approach to early literacy instruction and intervention which, in a series of large scale research studies, has been found to be effective in reducing the incidence of early reading difficulties when implemented in one-to-one, small group, and classroom contexts. All of the webinars are archived and posted on the project website. This allows teacher leaders to re-visit the content as much as they wish and accommodates the needs of participants whose schedules preclude them from attending all of the online sessions.

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Though federal and state requirements are necessary to spur action, it is the will and skill of local educators that this past year, Donna Scanlon and Kim Anderson at the Child Research and Study Center at the University at Albany’s School of Education provided web-based professional development for teacher leaders and coaches (including principals), as well as classroom teachers and specialists in schools across New York State and beyond. The professional development focuses on early literacy instruction (K -2), with a particular focus on instruction to address the needs of struggling literacy learners within a Response to Intervention context. To date, 25 schools from 16 districts have been involved.

Scanning and Anderson offer Interactive Strategies Approach (ISA) and Response to Intervention (RtI) Professional Development Opportunities
Becoming a member of CASDA has its Benefits

The Capital Area School Development Association, the nation’s oldest school study council and the center for school improvement at the University at Albany, provides its members with an array of valuable benefits.

As a CASDA Member, affiliated District receive:

- Reduced Fees for CASDA Programs and Services
- Lower registration fees for all CASDA conferences, seminars and webinars
- A reduced fee schedule for CASDA program evaluations, studies and consultations
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Affiliates will also receive a variety of electronic learning opportunities, such as:

- Access to and advice about the school improvement content and tools on CASDA’s extensive website, www.casdany.org
- Free customized surveys of other member districts through CASDA’s Survey Monkey program
- (New) Free participation in electronic learning communities for role-specific groups

Learn more about SCOPE at www.scopeonline.us

CASDA Summer Elementary Action Planning Institute Attracts 12 Teams from Area Districts

During the last week in June teams of teachers and principals from four area school districts, Troy, Menands, Lansingburgh and North Colonie, attended a two day Institute at CASDA on using a new action-planning toolkit and process for elementary school improvement teams.

This program is based on research led by U/O Albany assistant professor Kristin Wilcox and Janet Angelis, associate director of UAlbany’s Institute for Research in Education about critical needs students - ethnic and linguistic minorities, English learners (ELL’s), and special education students - in higher-performing elementary schools. This study examined high-performing schools whose students performed at high levels as well as average performing schools where students performed as predicted. The study identified practices that mark the difference between the two groups.

Janet Angelis, along with CASDA consultants Nancy Andress, Susan Tangorre and Pat Stone, helped teams take the pulse of their schools by using the COMPASS (Compare, Assess, Select levers to Improvement, Set SMART Goals) Tool Kit. The Institute helped teams develop strategies for working as a team, determine priority areas to focus their efforts, study best practice case studies from other schools, develop SMART goals and collaborate on building an action plan and realistic timeline.

CASDA has trained 30 school teams on COMPASS tools for elementary, middle and high schools and is interested in offering this opportunity to area schools. The kit used by teams (available online at Know Your Schools–for NY Kids http://www.albany.edu/nykids/) includes rubrics, case studies, data arranged in informative displays, self assessments, evidence from exemplars and best practice suggestions. For more information contact Nancy Andress at nandress@albany.edu.

5th Annual Curriculum Coordinators Conference coming Oct. 22

The theme of this year’s Curriculum and RTI Conference is “RTI: Building a Framework for Responsive, Differentiated Literacy Instruction.”

This annual event is targeted for curriculum coordinators, teachers, administrators, special educators, and literacy coaches.

The event will feature Dr. Mary Howard, author of RTI from All Sides as well as presentations by educators from area K-12 schools who will share promising practices.

Dr. Howard will offer a keynote and sessions on responsive literacy for elementary and secondary educators. She is grounded with a clear understanding of the realities of today’s classroom, and promotes high quality literacy and differentiation in schools K-12. She has been called “a teacher’s teacher” based on her ability to translate research into practice.”

Workshop sessions will include:

Building a Bridge Between RTI and Responsive Differentiated Practices

A highly effective RTI literacy framework is designed with the key principles of best practice as the driving force. This begins with a strong general education program as the first line of defense with additional supports designed to support rather than supplant that instruction. Mary will identify seven bridge guidelines to ensure that schools address the critical literacy tenets of an effective RTI Model.

What Every Secondary Teacher MUST Know about Literacy Responsive Differentiation

Our instructional discussions at the secondary level must remain grounded in responsive differentiation for struggling readers. Literacy is the foundation of every classroom, regardless of the content area or instructional focus of teachers, so knowledge of effective literacy practices must be viewed as an essential goal. Learn critical features of responsive differentiation for literacy that should be incorporated into every secondary classroom and how you can easily integrate these practices into your instructional repertoire on a daily basis.

The Conference will be held:
October 22, 2012 8:30am-3:30pm
Union College Park Hall, Schenectady, NY
Cost is $149 per person
Register at:
http://www.capregboces.org/InstructionalServices/Workshops.cfm

Shenendehowa High School Fall College Fair
Thursday, October 11, 2012 6:30pm – 8:30pm
Schenectady Central School District
Schenendehowa High School
970 Route 156
Clifton Park, New York 12540
Free admission for students and parents at all fairs!

More info at casdany.org

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Arlington High School Fall College Fair
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NEW Benefits for 2012-2013

Valuable Publications from SCOPE

Directory of Capital District Public Schools, an invaluable desk reference containing up-to-date contact information for all schools and school officials in our region (FALL)

Budget Pulse, a district specific guide containing key financial data and fiscal trends in easy to read graphic form (WINTER)

Data Points, a comprehensive reference book containing achievement, finance, enrollment, instruction and census data on all Capital District schools (SPRING)

Free subscription to The Futurist magazine, a bi-monthly publication to help school leaders in identifying emerging societal trends which may soon influence the field of education

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Learn and Adjust
Someone once said that Americans are the only people who, when they find
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really old metaphor) at all times.

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EngageNY website, your organization’s scout, and it relies on you to let it know what is coming from all sides, not just what is
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4 CAPITAL AREA SCHOOL DEVELOPMENT ASSOCIATION

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Though federal and state requirements are necessary to spur action, it is the will and skill of local educators that make the crucial difference for children. Though this is largely unrecognized at higher levels, it is critical that local leaders themselves believe this. Success starts with self-perception. Local leaders must see themselves as more than tacticians, implementers of state requirements, functioning as if they were managers of the neighborhood unit of a fast food chain.

To make sense of all the internal and external pressures in school and district communities today requires leaders who have an internal locus of control and know that they have considerable freedom to act. Adaptive strategic leaders—the kind who thrive in today’s uncertain environment—do several things well:

1. Anticipate Yogi Berra once said, “If you keep your eyes open, you can see a lot.” It is crucial to have your antenna up (a really old metaphor) at all times. Network widely, look for emerging strategies within education, scan outside your field. If you restrict your attention to the EngageNY website, you’ll miss a lot. Remember that you are your organization’s scout, and it relies on you to let it know what is coming from all sides, not just what is immediately ahead.

2. Interpret Ronald Heifetz has counseled leaders to get off the dance floor to get a “balcony view”. Once having acquired emerging data, leaders have to look for patterns. They need to think critically, “out of the box”, reframing issues from a variety of perspectives. Remember that every local context is unique with school organizations varying in hundreds of ways—which is why local leadership is indispensable.

3. Decide Will Rogers once commented, “Even if you’re on the right track, you’ll get run over if you just sit there.” Don’t just wait for instructions from above and don’t succumb to “analysis paralysis”, waiting for the last shred of data to appear before acting. These are turbulent times and call for courage and calculated risk-taking. Though it is dangerous to act prematurely, leaders know that decisiveness matters. “Ready, fire, aim” is a better strategy than “Ready, ready, ready” any day.

4. Execute Though diagnosis and decision-making are vital, most improvement efforts fail in implementation due to poor execution. It is important to do the right things but it is equally important to do the right things right. This means using your time, attention and communication with great precision and guiding change processes skillfully.

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Dr. James Butterworth