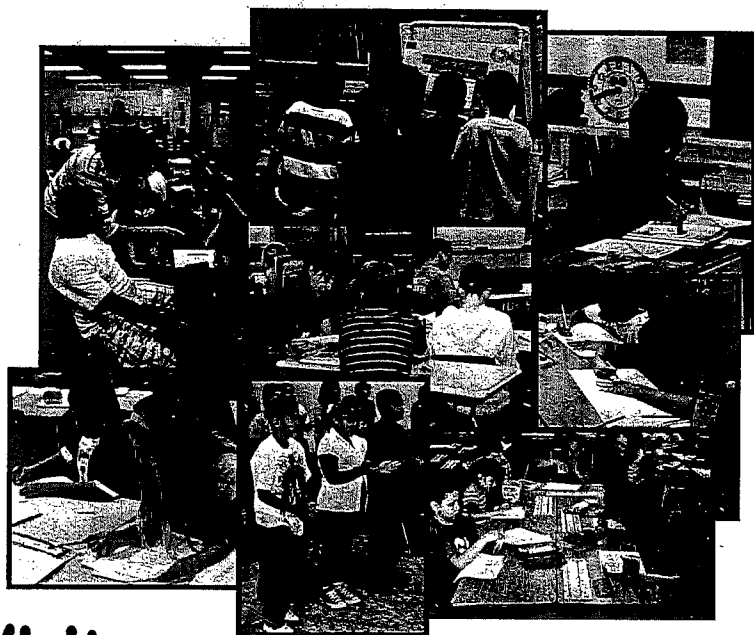


# Kansas Learning Network



## Visits Dodge City USD 443

**Reaching Higher**  
Excellence, Equity, Excitement

USD443 006480

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#### Attachments

Dodge City Public Schools Phone List

Dodge City Map

Dodge City Visitors Guide

Supplemental Programs and Services (2008-2009)

2010-2011 Report to the Community (published in the Dodge City Daily Globe)

Power Point of 2009-2010 Presentation to Kansas State Board of Education

Power Point of USD 443 Introductory Presentation

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**PLAINTIFFS’  
EX. 274**

### Dodge City Community Profile

Mention Dodge City, Kansas, and many Americans immediately think of the "Wild West". Literature, television and movies have built the town's famous western image and promoted legendary characters such as Wyatt Earp, Doc Holiday, and Miss Kitty. But Today's Dodge City, a rural community in Southwest Kansas, is far different than the romanticized portrayal of the town during the late 1800s and early 1900s.

Dodge City has built its economy predominantly on agriculture and light manufacturing. The town also has a retail center. During the last decade, manufacturing jobs in the meat packing industry have expanded rapidly. High health risks, poor working conditions and heavy labor characterize these jobs. However, because they offer economic opportunity, meatpacking jobs have attracted many migrant workers of Hispanic, Vietnamese and Laotian heritage.

Until the last 15 years, school district personnel and community service agencies have been able to meet the needs of a diverse and changing community. Recently, however, educators have felt increasingly unable to provide the best education possible for a community that has a wide range of English language skills. Growth continues to outpace resources and increases in social problems demonstrate the need for better communication and community support. In recent years, the Dodge City community has seen increases in teen pregnancies, gang activity and violence, drug usage, school environment anxiety, middle school disciplinary referrals, dysfunctional family relations, housing shortage, school dropout rates, and calls for police intervention.

In recent years, the Dodge City community has seen increases in teen pregnancies, gang activity and violence, drug usage, school environment anxiety, school disciplinary referrals, dysfunctional family relations, housing shortage, school dropout rates, and calls for police intervention. In November 1996, more than 2,000 Dodge City residents gathered to support the newly formed "Stop the Violence Committee".

Dodge City has one of the highest tax rates in the State as it struggles to meet the demands for facilities. This project will not be possible at this time without Federal Assistance yet the need is immediate.

As of the census of 2000, there were 25,176 people, 8,395 households, and 5,968 families residing in the city. The population density was 1,995.8 people per

square mile. There were 8,976 housing units at an average density of 711.6 per square mile. The racial makeup of the city was 71.43% white, 1.94% African American, 0.69% Native American, 2.37% Asian, 0.15% Pacific islander, 20.82% from other races and 2.61% from two or more races. Hispanic or Latino of any race were 42.87% of the population.

There were 8,395 households out of which 41.1% had children under the age of 18 living with them, 55.1% were married couples living together, 10.3% had a female householder with no husband present, and 28.9% were non-families. 23.5% of all households were made up of individuals and 9.65 had someone living alone who was 65 years of age or older. The average household size was 2.194 and the average family size was 3.46.

In the city the population was spread out with 31.2% under the age of 18, 12.3% from 18 to 24, 30.0% from 25 to 44, 16.5% from 45 to 64, and 10.0% who were 65 years of age or older. The median age was 29 years. For every 100 females there were 106.7 males. For every 100 females age 18 and over, there were 104.2 males.

The median income for a household in the city was \$37,156, and the median income for a family was \$41,672. Males had a median income of \$26,881 versus \$22,064 for females. The per capita income for the city was \$15,538. About 11.1% of families and 13.9% of the population were below the poverty line, including 17.4% of those under age 18 and 9.1% of those age 65 or over.

Meat packing is the primary industry in Dodge City. Cargill and National Beef are the two largest employers with roughly 2,700 employees each. The city also hosts farm implement manufacturing and serves as a supply center for area agriculture. Livestock-raising is a major activity while wheat and sorghum are the area's main crops. In addition, a local tourism industry, including a casino resort, has developed to capitalize on Dodge City's history as an Old West cowtown. The service sector accounts for much of the rest of the local economy with local government, schools, retail stores, and health care providers as the city's other major employers.

Dodge City has a commission-manager form of government with a city commission consisting of five members. The commissioners serve either two-year or four-year terms depending on the number of votes they receive. Every year, the commission selects one commissioner to serve as mayor and another to serve as vice-mayor. Appointed by the

commission, the city manager leads the city administration, executes the commission's policies, and develops operational programs to meet the city's needs.

Dodge City Community College, a two year secondary educational institution, is present in the city. Primary and secondary education is conducted by Dodge City Public Schools (Unified School District #443) which operates fourteen schools in the city:

- Bright Beginnings Early Childhood Center (Grades Pre-K)
- Beeson Elementary School (K-4)
- Central Elementary School (K-4)
- Linn Elementary School (K-4)
- Miller Elementary School (K-4)
- Northwest Elementary School (K-4)
- Ross Elementary School (K-4)
- Sunnyside Elementary School (K-4)
- Whitroads Gardens Elementary School (K-4)
- Comanche Intermediate Center (5-6)
- Soule Intermediate Center (5-6)
- Dodge City Middle School (7-8)
- Dodge City High School (9-12)
- Dane Hansen Youthville School (4-12), alternative school

There is also one Catholic school in Dodge City: Sacred Heart Cathedral School (K-8).

**The Learning Network  
Needs Assessment Visit Schedule**  
Dodge City Public Schools  
October 11, 12, and 13, 2010

Final  
10/08/2010

USD 443 Team: Alan Cunningham, Judy Beedles-Miller, Greg Springston, Chery Degees, Blanca Alvarez, Lisa Killion, Bonnie Austin, John Maples, Mike King, Danis Sprague.

Day One - Monday, October 11, 2010

Time	Curriculum and Assessment <i>Eleanor Johnson</i>	Instruction and Staff Development <i>Joyce Carter</i>	Leadership and Culture / Human Capital <i>Steve Gerling</i>
7:45 AM	Breakfast - <i>The Learning Center - Room 1</i> 301 Frontview, Dodge City, Kansas - 620-227-1763		
8:15 AM	Cross and Joftus Introductory Presentation		
8:45 AM	Dodge City USD 443 Introductory Presentation		
9:30 AM	Chief Academic Officers (TLC - Room 2) Judy Beedles-Miller, Asst. Supt. for Elementary Ed. Greg Springston, Asst. Supt. for Secondary Ed.		Superintendent (TLC - Room 3) Alan Cunningham, Superintendent of Schools Susan Scherling, Exec. Director of Human Resources
11:45 AM	Lunch - <i>The Learning Center - Room 1</i>		
1:15 PM	Classroom Observations Calibration ( <i>Dodge City Middle School</i> ) 1:15 #204 Math 8 - (P Mercado) 1:35 #213 Reading 8 (L Durree) 1:55 #113 ELL Math (D Nystrom) 2:19 #105 LangArts 7 (B Wing) 2:40 #206 Reading 8 (D Wright)	1:15 #205 LangArts 8 (A Herter) 1:35 #207 PreAlg 8 (J Lesser) 1:55 #501 Reading 7 (J Kolsky) 2:19 #T1 ELL Reading (J Stanley) 2:40 #503 Math 7 (B Kerr)	Civic Leader(s) Interview ( <i>The Learning Center - Room 3</i> ) Cherie Tieben-Ass. City Manager, City of Dodge City - <a href="mailto:cheriset@dodgecity.org">cheriset@dodgecity.org</a> Cindy Malek-Director, Dodge City Area Chamber of Commerce - <a href="mailto:cmalek@dodgechamber.com">cmalek@dodgechamber.com</a>  Business Leaders Interview ( <i>The Learning Center - Room 3</i> ) Jeff Oliphant - Landmark National Bank - <a href="mailto:joliphant@banklandmark.com">joliphant@banklandmark.com</a> Jeff Hiers - KFSA Insurance - <a href="mailto:jhiers@kfsa.com">jhiers@kfsa.com</a> Michael Waece - Waece Furniture - <a href="mailto:mwaece@msn.com">mwaece@msn.com</a> Chris Boys - American Family Insurance - <a href="mailto:cboys@amfam.com">cboys@amfam.com</a> Tom Taylor - High Plains Journal - <a href="mailto:ttaylor@hplj.com">ttaylor@hplj.com</a>
3:45 PM	Principal Focus Group ( <i>The Learning Center - Room 2</i> ) Greg Preston - Principal, Soule Intermediate Center Mike King - Principal, Dodge City Middle School Kelly Bolln - Principal, Central Elementary Jacque Felst - Principal, Dodge City High School Matt Turner - Principal, Alternative Education		Principal Focus Group ( <i>The Learning Center - Room 3</i> ) Annette Aldape - Principal, Beeson Elementary School Martha Mendoza - Asst. Principal, Comanche Intermediate Center Joyce Warshaw - Principal, Miller Elementary Brian Hastings - Director of Therapeutic Education Shawn Lampe - Asst. Principal, DCHS Pam Algrim - Asst. Principal, Dodge City Middle School

The Learning Network  
**Needs Assessment Visit Schedule**  
 Dodge City Public Schools  
 October 11, 12, and 13, 2010

Day Two - Tuesday, October 12, 2010

Time	Curriculum and Assessment Instruction and Staff Dev. <i>Eleanor Johnson &amp; Joyce Carter</i>	State and Visiting District Administrator	Leadership and Culture / Human Capital <i>Steve Gering</i>
8:00 AM	<u>Curriculum and Assessment Director Interview</u> (TLC - Room 2) Ray Wlplf, Exec. Dir. of Mgmt. Info. Systems Judy Beedles-Miller, Asst. Supt. for Elem. Ed. Greg Springston, Asst. Supt. for Sec. Educ.	<u>Classroom Observations</u> (see attached schedule) Team 1 Team 2 (Soule Int.) (Beeson). 8:00-9:40 8:30-10:10	<u>Middle School Students Focus Group</u> (DCMS Library) 8:15 - 9:15 8th Gr 7th Gr Angel Romero Marla Robles Villegas Victor Coca Alejandra Villagrana Lozano Joel Torres Katherin Rostetter Selenia Enriquez Zquan Hogan Orsalisusena Garcia Valles Bladislav Sjlshkln Macy Mock Dideon Wells (Travel to DCHS - 9:15-9:30)
9:30 AM	<u>Principal Focus Group</u> (TLC - Room 2) Chris Pyke - Principal, Linn Elementary Kathy Ramsour - Principal, Northwest Elem. John Montford - Principal, Sunnyside Elem. Michael Martinez - Assoc. Principal, DCHS Marc Woolter - Principal, Comanche Int. Center	9:40-10:00 10:10-10:30 travel to travel to Central Elem. Comanche Int. Center	<u>Student Focus Group</u> : (DCHS Faculty Dining Room) DURING Opportunity Period and the following Block (List of will be provided at the meeting)
10:45 AM		<u>Classroom Observations</u> (see attached schedule) Team 1 Team 2 (Central) (Comanche Int.) 10:00-11:40 10:30-11:50	<u>Board of Education Interview</u> : (DCHS Conference Room) Danny Reichenborn - President Dennis Doris - Member Brian Winter - Member
11:45 AM	Lunch - The Learning Center - Room 1		
12:45 PM	<u>Secondary Academic Coaches Focus Group</u> Deb Lapka - DCMS Math Lora Loquet - DCMS Reading Lisa Scarrow - DCMS ESL Bonnie Austin - DCHS Math Cindy Cammack - DCHS Reading	<u>Classroom Observations</u> : Dodge City High School 12:45 5130 Alg II (Nguyen) H249 Eng 10 (Waldron) 1:05 5131 Est, Lv 1 (Estrella) H241 SpEd (Lopp)	<u>Hispanic Community Leadership Focus Group</u> (The Learning Center - Rm 3) Veronica Ruiz - Salon Exotica Micaela Pichardo - Chamber of Commerce Eva Solis - Solis Real Estate Agency Amado Alvarez - Tacos Jalisco Vicky Ortiz - Public Library Milko y Cecilia (Last Name?) - Tortilleria Mi Tierra Omar Lopez - El Mexicano Auto Ismael Hernandez
1:45 PM	<u>Elementary Academic Coaches Focus Group</u> Lisa Rumbautgh - Kindergarten Becky Hornung - Second Grade Paula Hruska - Fifth Grade Robyn Day-Adams - Sixth Grade Tami Kneidler - Adm. Intern, former Instr. Coach	1:35 H210 Est, Lv 3 (Lowery) H246 Alg II (Williamson) 1:55 M134 Eng 10 (Terrell) H242 Alg II (Cecll)	<u>Principal Focus Group</u> (TLC - Room 3) Cherry Degees - Asst. principal, DCHS Bennie Wiley-Betha - Principal, Wilroads Gardens Elementary Amy Loder - Principal, Ross Elementary Jan Cox - Principal, Bright Beginnings Early Childhood Center Fay Wells - Asst. Principal, DCMS

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2:45 AM	<u>Teacher Focus Group</u> (The Learning Center - Rm 2) Angie Dahle, Miller - dahle.angela@usd443.org Trudy Habbs, Ross - habbs.trudy@usd443.org Chris Doussa, DCHS - doussa.christopher@usd443.org Erica Terat, CIC - teron.eric@usd443.org Cindy Venard, SIC - venard.cynthia@usd443.org Anne Woods, DCMS - woods.anne@usd443.org	<u>Classroom Observations</u> : Dodge City High School (Continued) 2:15 M132 SpEd (Stewart) T231 ESL Read 180 (McPhaul) 2:35 M147 READ 180 (Bangerter) H211 Integ Math (Ginther/Robb)	<u>Teacher Focus Group</u> (The Learning Center - Rm 3) Dennis Hamilton, DCHS - hamilton.dennis@usd443.org Heather Gleason, CIC - gleason.heather@usd443.org Lisa Pelton, DCMS - pelton.lisa@usd443.org Michelle Bogner, NW - bogner.michelle@usd443.org Nancy Becker, DCHS - becker.nancy@usd443.org Pam Setzkorn, Ross - setzkorn.pamela@usd443.org Amanda Coffey, Linn - coffey.amanda@usd443.org
3:30 PM	<u>ELL Teacher Focus Group</u> (The Learning Center - Rm 2) Joseph Vinton, Cheryl Koontz, Juan Ferralro, Lynn Keck, Art Amaro, Deb Nystrom, Tavi Lowry	<u>SpEd Teacher Focus Group</u> (Rm 1) Roxanne Dowling, Mark Dierking, Paula Lewis, Kris Ekum, Roxie Dechant, Kathleen Beach, Les Christensen, Jill McCollum, Angie Schaefer, Lisa Bullock	<u>DC-NEA Teacher Focus Group</u> (The Learning Center - Rm 3) Patrick Cuddy, Lindy Duree, MaryAnne Gurnee, Sarah Hoff, Mayre Magana, Dale Jean Underwood, James Crum, Jessica McGee
4:15 PM	<u>SPED Director/Asst Dir. Interview</u> : (The Learning Center - Room 2) Danis Sprague, sprague.danis@usd443.org John Maples, maples.john@usd443.org		<u>Board of Education Interview</u> (The Learning Center - Rm 3) Lisa Killion - Vice President - killion.lisa@usd443.org Tami West - Member - west.tammie@usd443.org Linda Goff - Member - goff.linda@usd443.org

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Day Three - Wednesday, October 13, 2010

Time	Curriculum and Assessment Instruction and Staff Dev. <i>Eleanor Johnson &amp; Joyce Carter</i>	State and Visiting District Administrator	Leadership and Culture / Human Capital <i>Steve Garing</i>
8:00 AM	<u>ESL/Migrant Education Interview</u> (The Learning Center - Room 2) Robert Vinton, Director Blanca Alvarez, Specialist	<u>Classroom Observations</u> (See attached schedule) Team 1 (Sunnyside) 8:00-9:45 Team 2 (Miller) 8:30-9:45	<u>Parent Focus Group</u> (The Learning Center - Room 3) <u>Site Council Parent Representatives from each school</u> Bright Beginnings - Melissa Widger 227-3354-home 806-317-9350-cell Beeson Elementary - Alicia Edwards 338-2987-home 255-4056-cell Central Elementary - Candace Thomas 2010 Manor 253-0623-C 225-8080-W Linn Elementary - Carlos Hernandez <a href="mailto:chernandez60@sbcglobal.net">chernandez60@sbcglobal.net</a> 338-7502 Miller Elementary - Mandy Fernandez Northwest Elementary - Belen Davis 575 Prairie Rd 430-4500 Ross Elementary - Debbie Robertson Sunnyside Elementary - Jane Culver Wilroads Gardens Elementary - Augustina Leal Comanche Intermediate Center - Susannah Strutzik 227-1603 Soule Intermediate Center - Misty Ontiveros Dodge City Middle School - Chris Rostetter, Hector Almandarez Dodge City High School - Claudia Pyle
8:45 AM	<u>ELL/Migrant Parent Focus Group</u> (The Learning Center - Room 2) Edith Ramirez Maria C. Ramirez Hector Almandarez Maria E. Rizo Maria Orozco Gloria Carrillo Cecilia Sosa	9:45-10:00 Travel to Learning Center	<u>ELL/Migrant Parent Focus Group</u> (The Learning Center - Room 3) Bertha Alcorcha Maria D. Ramirez Sofia Marilino Maria del Socorro Claudia Quinonez Maria Marino Olivia Pastran
10:00 AM	KLN Team Debrief Prep		
11:00 AM	Debriefing Session with KLN Team and USD 443		
12:00 Noon	Lunch		

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USD443 006488

Dodge City Public Schools - Unified School District 443

## Board of Education Goals Adopted July 2009

<b>Academic Excellence</b>	<ul style="list-style-type: none"> <li>Increased Student Achievement</li> <li>Comprehensive Educational Program</li> <li>Supplemental Programs &amp; Services</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>Safe and Orderly School Climate</li> <li>Alternative Education Programs &amp; Services</li> <li>Facilities Planning &amp; Development</li> </ul>
<b>Professional Growth &amp; Development</b>	<ul style="list-style-type: none"> <li>Staff Recruitment &amp; Retention</li> <li>Professional Growth Opportunities</li> <li>Compensation &amp; Benefits</li> </ul>
<b>Community Involvement</b>	<ul style="list-style-type: none"> <li>Parent Involvement</li> <li>Effective Communication</li> <li>Business &amp; Community Partnerships</li> </ul>
<b>Accountability</b>	<ul style="list-style-type: none"> <li>Fiscal Responsibility &amp; Accountability</li> <li>Resource Allocation &amp; Management</li> <li>Advocacy for Public Education</li> </ul>

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USD443 006488

# Board of Education Goals – Report

August 24, 2010

## Academic Excellence

- Increased Student Achievement
- Comprehensive Educational Program
- Supplemental Programs & Services

## Learning Environment

- Safe and Orderly School Climate
- Alternative Education Programs & Services
- Facilities Planning & Development

## Professional Growth & Development

- Staff Recruitment & Retention
- Professional Growth Opportunities
- Compensation & Benefits

## Community Involvement

- Parent Involvement
- Effective Communication
- Business & Community Partnerships

## Accountability

- Fiscal Responsibility & Accountability
- Resource Allocation & Management
- Advocacy for Public Education

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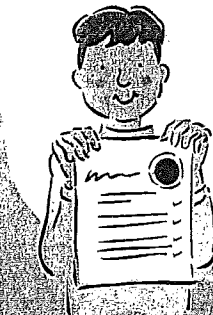
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## Academic Excellence

- Increased Student Achievement
- Comprehensive Educational Program
- Supplemental Programs & Services

### Increased Student Achievement

- The percent of students achieving proficiency in Reading and Mathematics increases by 5% annually.
- Demonstrate a consistent narrowing of “Achievement Gaps” among student sub-groups.



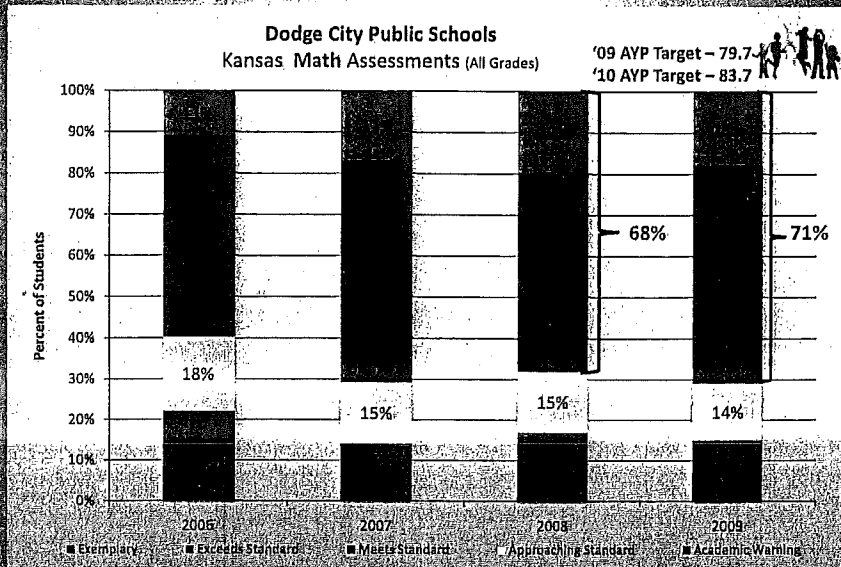
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## Academic Excellence

- Increased Student Achievement
- Comprehensive Educational Program
- Supplemental Programs & Services

The percent of students achieving proficiency in Reading and Mathematics increases by 5% annually.



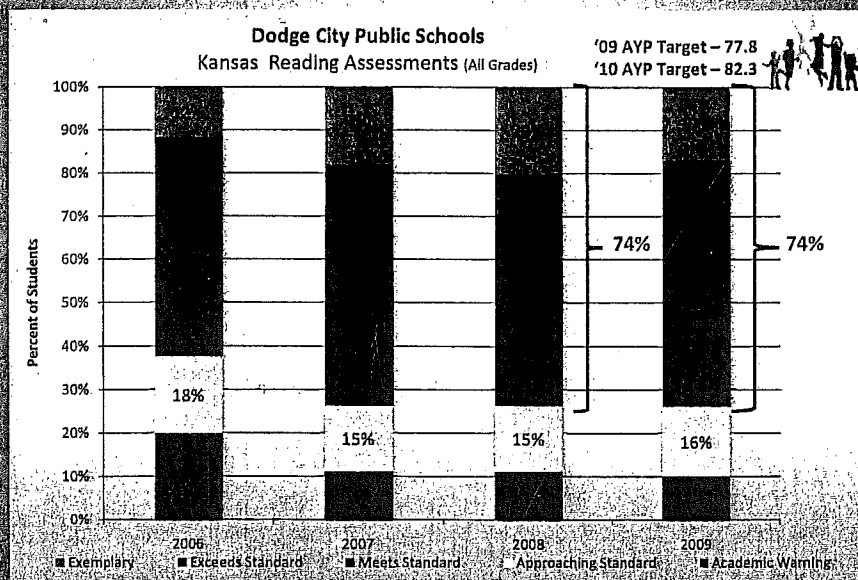
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## Academic Excellence

- Increased Student Achievement
- Comprehensive Educational Program
- Supplemental Programs & Services

The percent of students achieving proficiency in Reading and Mathematics increases by 5% annually.



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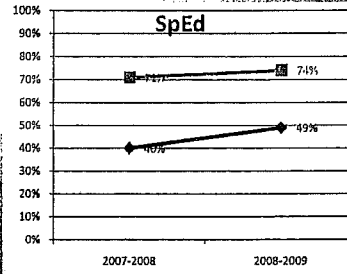
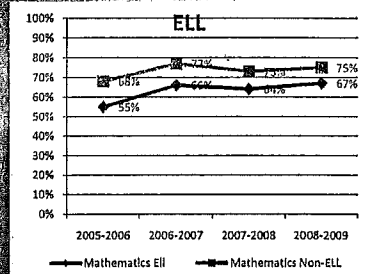
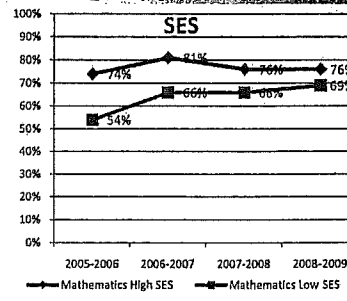
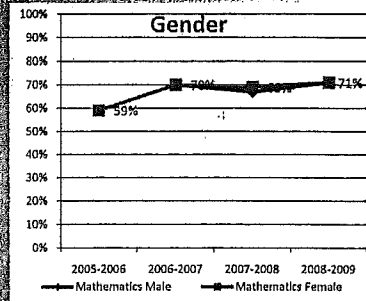
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# Academic Excellence

- Increased Student Achievement
- Comprehensive Educational Program
- Supplemental Programs & Services

Demonstrate a consistent narrowing of "Achievement Gaps" among student sub-groups.

# MATHEMATICS

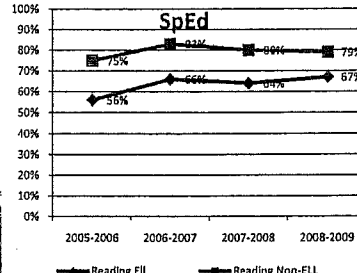
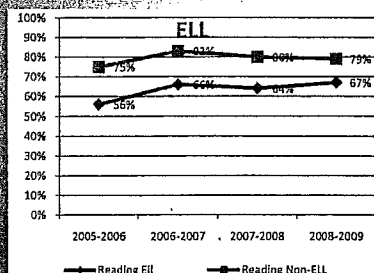
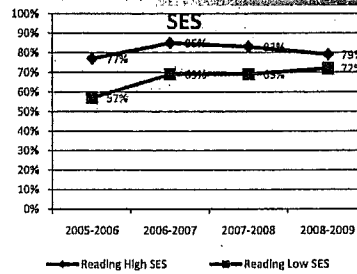
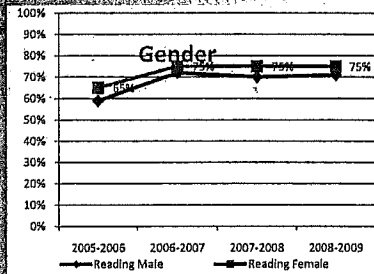


# Academic Excellence

- Increased Student Achievement
- Comprehensive Educational Program
- Supplemental Programs & Services

Demonstrate a consistent narrowing of "Achievement Gaps" among student sub-groups.

# READING



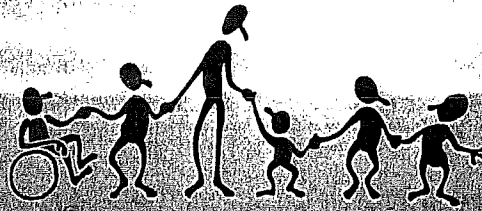


- Increased Student Achievement
- Comprehensive Educational Program
- Supplemental Programs & Services

## Comprehensive Educational Program

Instructional programs reflect a balance among intervention, remedial, and advanced educational opportunities, including career and technical education.

- Honors/Concurrent/AP Enrollment
- Participation in CTE Programs
- District Curriculum Council
- MTSS: Tier 1, 2, and 3



- Increased Student Achievement
- Comprehensive Educational Program
- Supplemental Programs & Services

## Comprehensive Educational Program

Instructional programs reflect a **balance among** intervention, remedial, and **advanced educational opportunities**, including career and technical education.

### Honors

- 19 courses offered
- 1128 students, 2008-09
- 1253 students, 2009-10

### Advanced Placement Enrollment

- 9 courses offered
- 70 students, 2008-09
- 95 students, 2009-10

### Concurrent Enrollment

- 141 students, 2008-09
- 152 students, 2009-10 (to date)

## Academic Excellence

- Increased Student Achievement
- Comprehensive Educational Program
- Supplemental Programs & Services

### Honors/AP Enrollment/Concurrent Options at DCHS

**Honors** (09-10: 1253)  
English 9 (Honors)  
English 10 (Honors)  
English 11 (Honors)  
English 12 (Honors)  
American History (Honors)  
American Government (Honors),  
World History (Honors)  
Economics (H)  
Algebra III  
Pre-Calculus  
Physical/Earth Science (Honors),  
Anatomy and Physiology,  
Biology I (Honors)  
Biology II  
Chemistry II  
Physics  
Computer Applications III (Honors)  
Spanish III-IV  
French III-IV

#### Advanced Placement (09-10: 95)

AP Literature and Composition  
AP Language and Composition  
AP American Government  
AP American History  
AP Calculus  
AP Chemistry  
AP Biology  
AP Spanish  
AP French

#### Concurrent Enrollment (09-10: 152)

DCCC

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USD443 006498

## Academic Excellence

- Increased Student Achievement
- Comprehensive Educational Program
- Supplemental Programs & Services

### Comprehensive Educational Program Comprehensive Educational Program

Instructional programs reflect a **balance among** intervention, remedial, and advanced educational opportunities, **including career and technical education**  
**Participation in CTE Programs**

- Communication Technology – 500 (53 completers)
- Agricultural Education – 490 (15)
- Business – 1515 (8)
- Cabinetmaking – 115 (1)
- Building Trades – 95 (6)
- FACS – 595 (24)
- Health Sciences – 320 (3)
- Computer Assisted Drafting – \*95 (enrolled this year)

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USD443 006499

## Academic Excellence

- Increased Student Achievement
- Comprehensive Educational Program
- Supplemental Programs & Services

### Comprehensive Educational Program

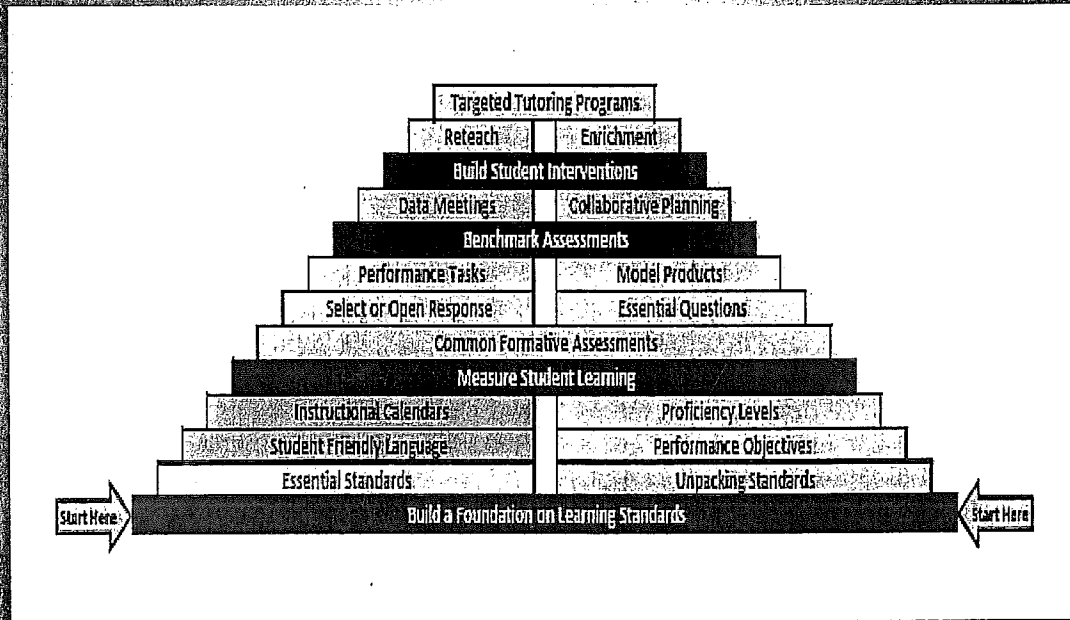
Instructional programs reflect a balance among intervention, remedial, and advanced educational opportunities, including career and technical education.

- WestED – Viable, Guaranteed Curriculum for ALL
- Co-Teaching
- Kansas Career Pipeline

## Academic Excellence

- Increased Student Achievement
- Comprehensive Educational Program
- Supplemental Programs & Services

### WestED



# Academic Excellence

- Increased Student Achievement
- Comprehensive Educational Program
- Supplemental Programs & Services

## Co-Teaching

### Co-Teaching Models Between General and Special Education Teachers

Complementary Teaching	Station Teaching	Parallel Teaching	Alternative Teaching	Shared Teaching
<ul style="list-style-type: none"> <li>• Lead teacher models organization of the content.</li> <li>• Lead teacher identifies skills and strategies needed for groups and individual students to complete the task of the lesson.</li> <li>• Support teacher assists.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead teacher and support teacher segment the lesson content.</li> <li>• Lead teacher and support teacher divide the number of stations they are responsible for.</li> <li>• Both teachers plan and organize their station activities with attention to possible group differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead teacher and support teacher collaboratively organize the lesson content.</li> <li>• Lead teacher and support teacher identify strategies needed for groups and individual students.</li> <li>• Lead teacher and support teacher divide the students into two groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead teacher and support teacher make decisions about the content and organization of the lesson.</li> <li>• Lead teacher and support teacher determine the appropriate structures for alternative remedial or enrichment lessons that would promote student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead teacher and support teacher make decisions about the content and organization of the lesson.</li> <li>• Lead teacher and support teacher teach simultaneously to whole class.</li> </ul>
<ul style="list-style-type: none"> <li>• Lead teacher conducts formal teaching.</li> <li>• Support teacher teaches components of lessons with small groups of individuals.</li> <li>• Support teacher provides content support to lead teacher's lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead teacher and support teacher present learning to small groups or individual at the stations they design.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead teacher and support teacher independently deliver the lesson plan to each of the groups.</li> <li>• Lead teacher and support teacher facilitate learning in their group.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead teacher conducts formal teaching.</li> <li>• Support teacher implements supplemental activities for the whole group, small groups or individual before or after the formal lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Both lead and support teacher conducts formal teaching.</li> </ul>

**Co-Teaching Training Participants:**  
 DCHS – 7  
 DCMS – 9  
 Miller – 2  
 Ross – 2  
 Soule – 2  
 DHYS – 2  
 Other - 3

D E S I G N C O M M U N I C

# Academic Excellence

- Increased Student Achievement
- Comprehensive Educational Program
- Supplemental Programs & Services

## Co-Teaching

### Co-Teaching Models Between General and Special Education Teachers

Complementary Teaching	Station Teaching	Parallel Teaching	Alternative Teaching	Shared Teaching
<ul style="list-style-type: none"> <li>• Lead teacher uses pre-assessment to determine students' need for support.</li> <li>• Support teacher assesses students' skills and facilitates self-regulation during the lesson.</li> <li>• Students use self-assessment as they request assistance during or after a formal lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead teacher and support teacher use pre-assessment to determine how students are selected for stations (e.g., skills, interests, random, etc.)</li> <li>• Given the organizational structure and tasks of each station, assessment done by students can be used during the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead teacher and support teacher monitor their own groups of students.</li> <li>• Lead teacher and support teacher use post lesson reflection to share their expectations using the same lesson plan with different groups of students.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead teacher and support teacher pre-assess the students to plan for alternative lessons.</li> <li>• Lead teacher and support teacher assess the students during the formal lesson to identify students who would benefit from the alternative lessons.</li> <li>• Student self-assessment and/or peer-assessment encourages students to articulate their need for alternative forms of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead teacher and support teacher assess the students.</li> <li>• Lead teacher and support teacher assess the students during the formal lesson to identify students who would benefit from alternative lessons.</li> </ul>
<p>Having two teachers to help individual students after the lesson is presented (individual guided practice).</p>	<p>Facilitates small group learning and is responsive to individual needs. The notions of "mini-lesson", "mastery learning", "accelerated learning", and other ideas that teach to many achievement levels can be readily addressed in this mode.</p>	<p>Parallel teaching is very helpful whenever we want to increase the likelihood of participation, publication, and sharing. Also, it allows us to work intensively with a small group of students.</p>	<p>Allows us to use alternative methods to re-teach or extend the lesson up or down. This model reminds us that we may need more visual, auditory, tactile, kinesthetic support to successfully communicate certain skills, concepts and ideas.</p>	<p>Team teaching is very powerful when the entire class is participating in a particular inquiry project like a thematic unit.</p>

**Co-Teaching Training Participants:**  
 DCHS – 7  
 DCMS – 9  
 Miller – 2  
 Ross – 2  
 Soule – 2  
 DHYS – 2  
 Other - 3

M O N I T O R B E N E F I T S

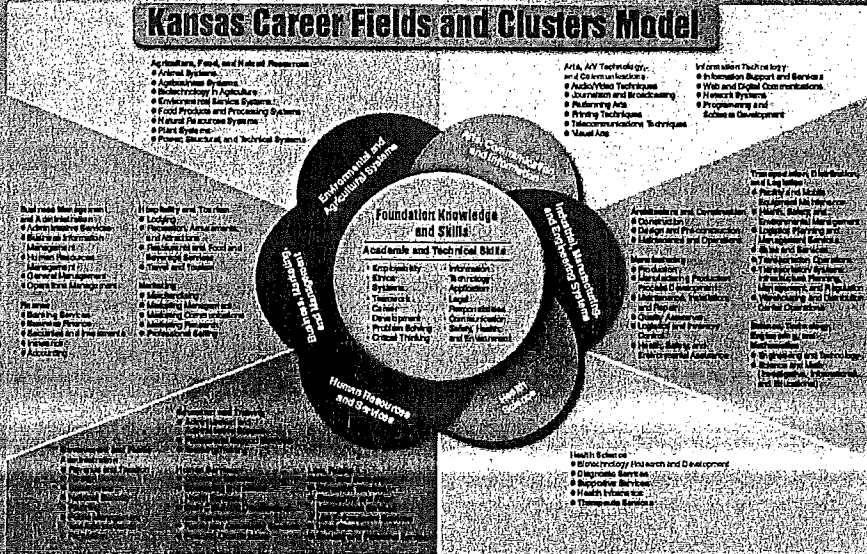
## Academic Excellence

- Increased Student Achievement
- Comprehensive Educational Program
- Supplemental Programs & Services

### Kansas Career Pipeline

#### Kansas Career Fields and Clusters Model

Dodge City HS  
Dodge City MS  
DCHS  
Comanche JC  
Sedalia JC



## Academic Excellence

- Increased Student Achievement
- Comprehensive Educational Program
- Supplemental Programs & Services

### Supplemental Programs & Services

- A variety of supplemental programs and services are available to meet the diverse needs of the school district's student population.
  - Gifted Education
  - Summer School
  - Strategic Intervention

## Academic Excellence

- Increased Student Achievement
- Comprehensive Educational Program
- Supplemental Programs & Services

### Supplemental Programs & Services

- A variety of supplemental programs and services are available to meet the diverse needs of the school district's student population

#### Gifted (Enriched Learning Services) #'s

- K-6 – 65 (currently 8 to be tested)
- MS – 42
- HS – 113
- Elementary Gifted Education Structure
  - 150 minutes per week
- MS Gifted Education Structure
  - 1<sup>st</sup> Quarter – Creative Communication
  - 2<sup>nd</sup> Quarter – Pursuit of Problem Solving with Passion and Persistence
  - 3<sup>rd</sup> Quarter – Shaping the Future with Technology
  - 4<sup>th</sup> Quarter – Looking at Literature with Critical Thinking Skills
- HS Gifted Education Structure
  - Freshman – 2 classes (9 wks. ea)
  - Soph., Jr., Sr. – Option (Gifted classes)

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USD443 006506

## Academic Excellence

- Increased Student Achievement
- Comprehensive Educational Program
- Supplemental Programs & Services

### Supplemental Programs & Services

- A variety of supplemental programs and services are available to meet the diverse needs of the school district's student population

#### Summer School (MTSS)

- K-6 – June 1 – 26, 8:00 – 12:00
  - 717 students enrolled
- MS – June 1 – 26, 8:00 – 12:00
  - 104 students enrolled
- HS – June 1 – 26, 8:00 – 2:00
  - 443 students enrolled

25

USD443 006507

- Increased Student Achievement
- Comprehensive Educational Program
- Supplemental Programs & Services

## Supplemental Programs & Services

- A variety of supplemental programs and services are available to meet the diverse needs of the school district's student population.

### Strategic Intervention

- READ 180
  - DCMS - 16 sections, 158 students
  - DCHS - 8 sections, 95 students
    - System 44
  - SOS - 2 sections,
  - DHYS - 2 sections
- Do-the-Math
  - DCMS - 18 sections, 144 students
    - FASST Math

- Increased Student Achievement
- Comprehensive Educational Program
- Supplemental Programs & Services

## Supplemental Programs & Services

- A variety of supplemental programs and services are available to meet the diverse needs of the school district's student population.

### Title I

- All K-6, SH, and YV students

### Migrant

- 321 students

### Newcomers

- 160 (2nd-12th) students

### Jump Start

- 150 students

### ELL

- 2600 (K-12th) students

# Board of Education Goals Re-Adopted July 2009

<b>Academic Excellence</b>	<ul style="list-style-type: none"> <li>• Increased Student Achievement</li> <li>• Comprehensive Educational Program</li> <li>• Supplemental Programs &amp; Services</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>• Safe and Orderly School Climate</li> <li>• Alternative Education Programs &amp; Services</li> <li>• Facilities Planning &amp; Development</li> </ul>
<b>Professional Growth &amp; Development</b>	<ul style="list-style-type: none"> <li>• Staff Recruitment &amp; Retention</li> <li>• Professional Growth Opportunities</li> <li>• Compensation &amp; Benefits</li> </ul>
<b>Community Involvement</b>	<ul style="list-style-type: none"> <li>• Parent Involvement</li> <li>• Effective Communication</li> <li>• Business &amp; Community Partnerships</li> </ul>
<b>Accountability</b>	<ul style="list-style-type: none"> <li>• Fiscal Responsibility &amp; Accountability</li> <li>• Resource Allocation &amp; Management</li> <li>• Advocacy for Public Education</li> </ul>

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USD443 006510

# Board of Education

<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>• <b>Safe and Orderly School Climate</b> <ul style="list-style-type: none"> <li>• Discipline Referral Information (incl. gang-related)</li> <li>• Suspension/Expulsion Information (incl. gang-related)</li> <li>• Attendance Rate</li> </ul> </li> <li>• <b>Alternative Education Programs &amp; Services</b> <ul style="list-style-type: none"> <li>• Project SOS (participation and graduation info)</li> <li>• CHOICE</li> <li>• STP</li> <li>• JSRC</li> <li>• DCEC grads and participants</li> </ul> </li> <li>• <b>Facilities Planning &amp; Development</b> <ul style="list-style-type: none"> <li>• Building A for ECC/TEC/DCEC</li> <li>• DCMS Renovations</li> </ul> </li> </ul>
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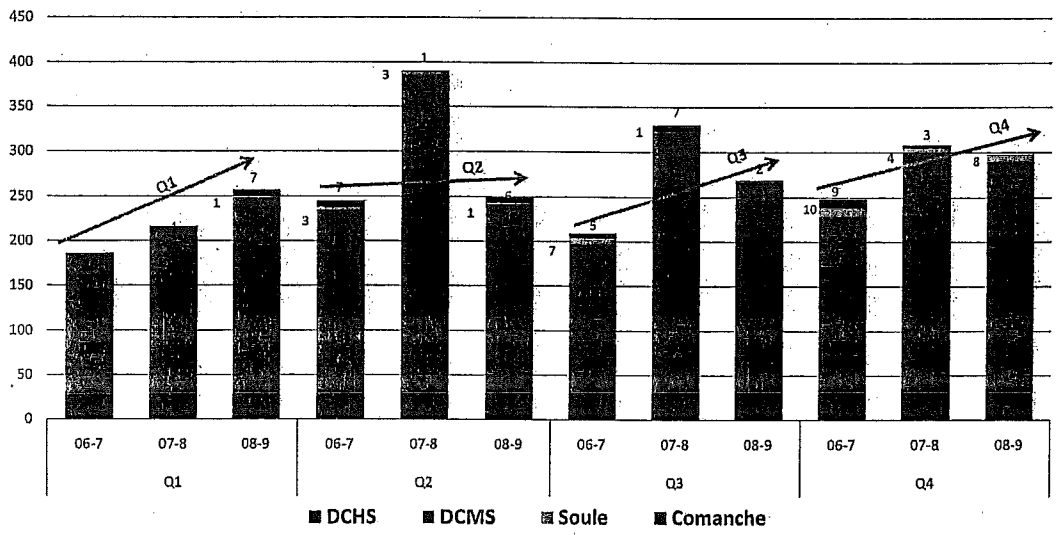
30

USD443 006511



- Safe and Orderly School Climate
- Alternative Education Programs & Services
- Facilities Planning & Development

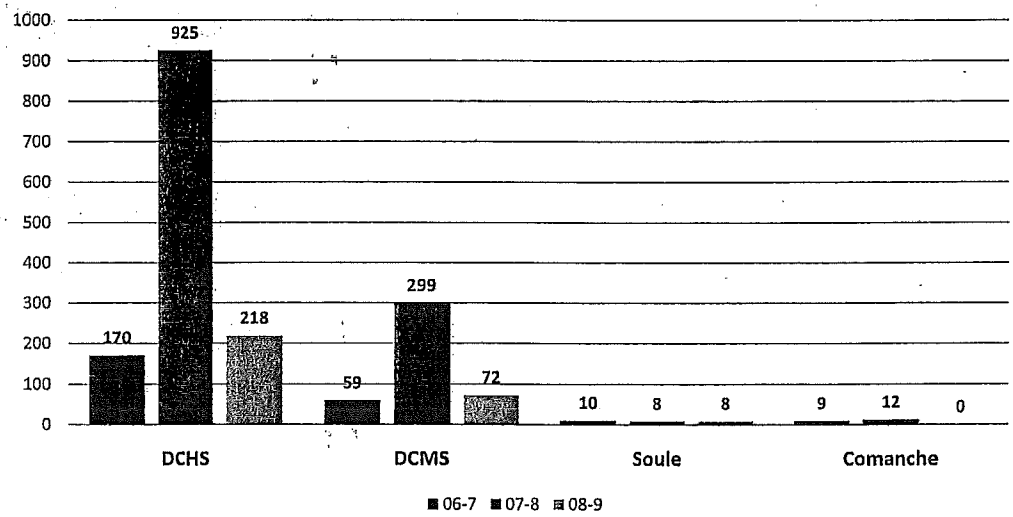
### < 10 Days Suspension, By Quarter



31

- Safe and Orderly School Climate
- Alternative Education Programs & Services
- Facilities Planning & Development

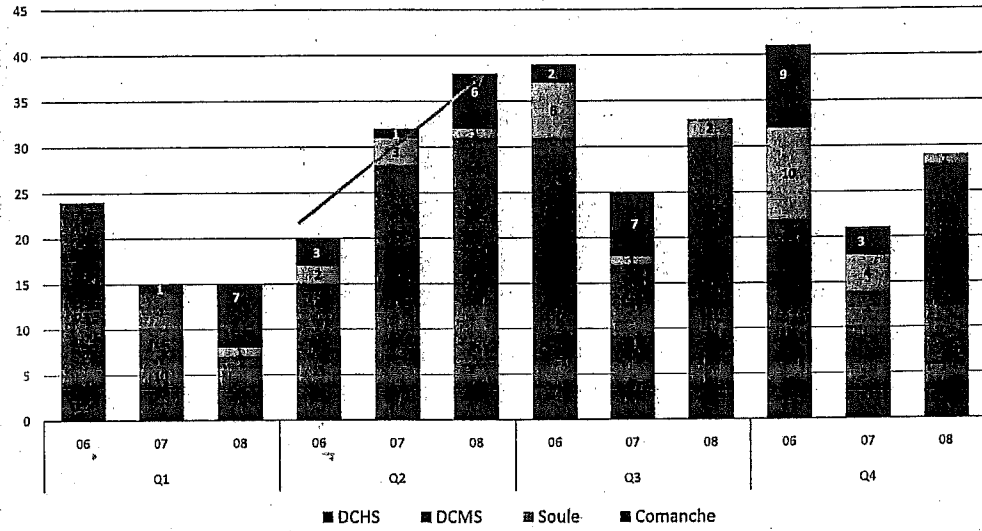
### < 10 Days Suspension, By School



32

- Safe and Orderly School Climate
- Alternative Education Programs & Services
- Facilities Planning & Development

> 10 Days Suspension, By Quarter

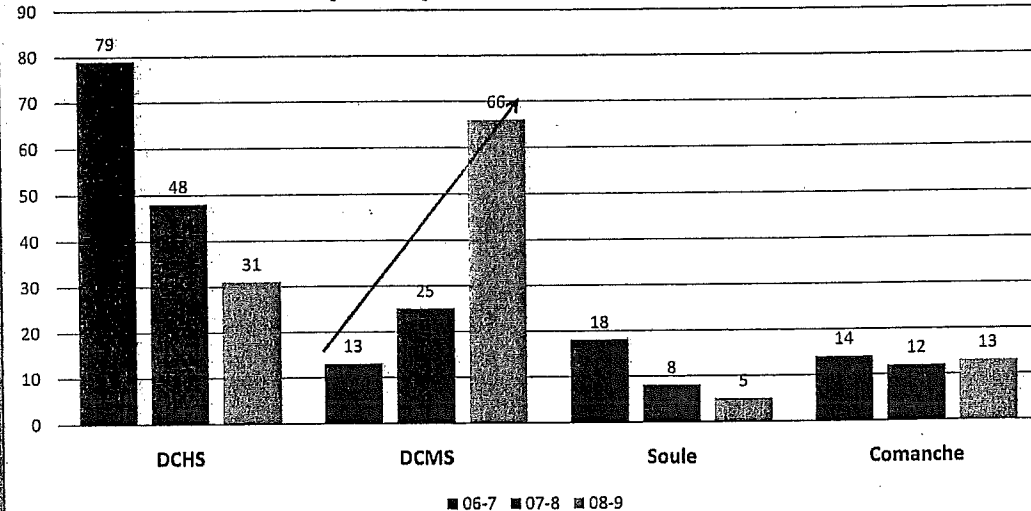


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USD443 006514

- Safe and Orderly School Climate
- Alternative Education Programs & Services
- Facilities Planning & Development

> 10 Days Suspension, By School

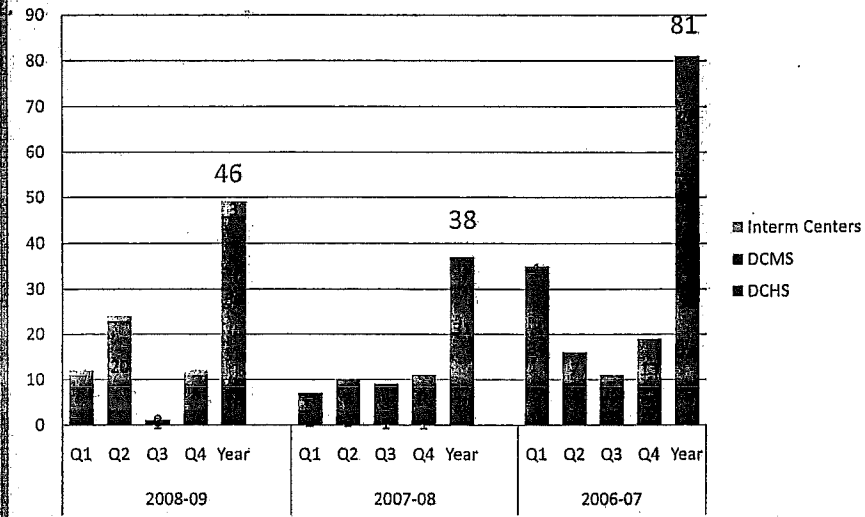


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USD443 006515

- Safe and Orderly School Climate
- Alternative Education Programs & Services
- Facilities Planning & Development

Gang-Related Suspensions, 2006-08

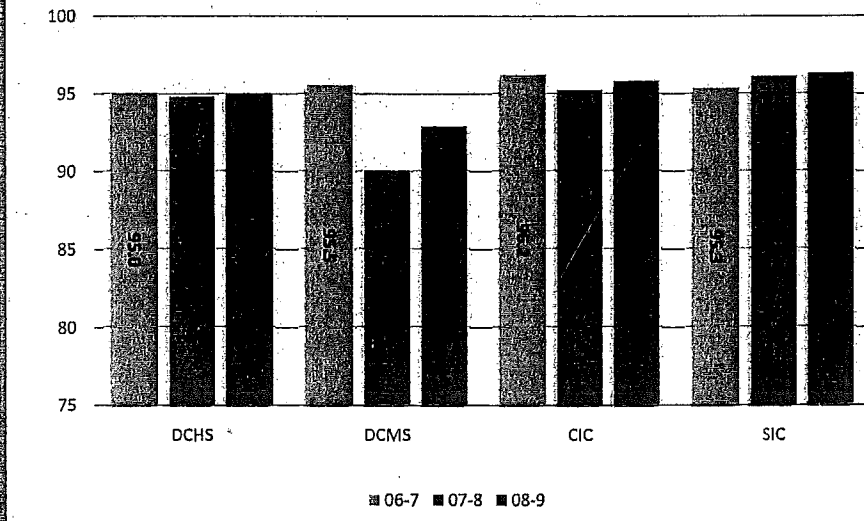


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- Safe and Orderly School Climate
- Alternative Education Programs & Services
- Facilities Planning & Development

Attendance Rate, 2006-09



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USD443 006517

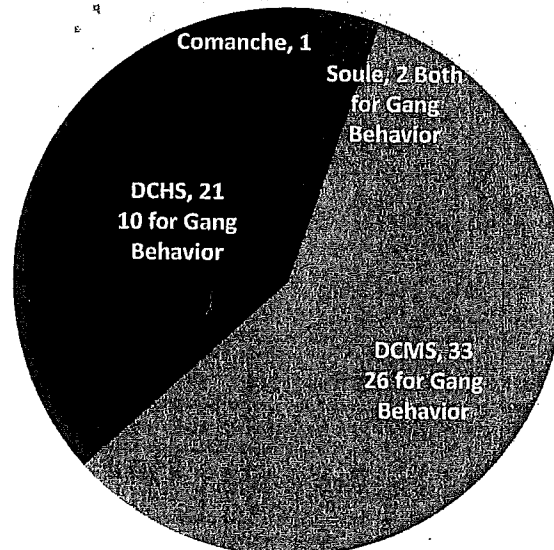
- Safe and Orderly School Climate
- **Alternative Education Programs & Services**
- Facilities Planning & Development

Program	06-7	07-8	08-9	09-10
CHOICE		18	57	7 + *3
SOS	148, 32 Grads	135, 39 Grads	133, 57 Grads	68
STP			563	*83 + 18
JSRC			5	1
TEC	15	13	17	15
DHYS	51	57	51	54

\*22 gang suspensions, 30 incidents to date

- Safe and Orderly School Climate
- **Alternative Education Programs & Services**
- Facilities Planning & Development

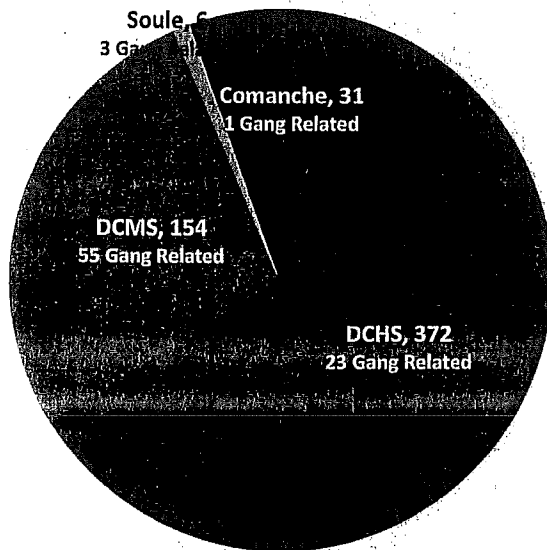
# of Students Attending CHOICE – 2008-9



- Safe and Orderly School Climate
- **Alternative Education Programs & Services**
- Facilities Planning & Development

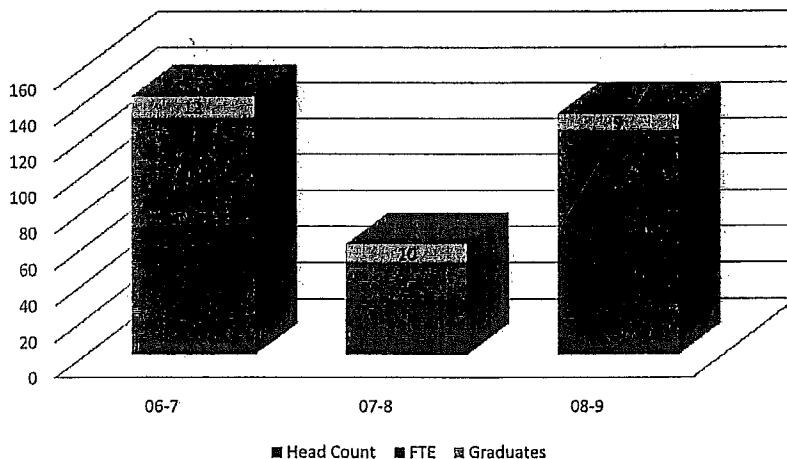
### # Students Assigned to STP - 2008-9

# School Days in Short Term Placement (STP)	
Comanche	94
Soule	70
DCMS	1223
DCHS	2279



- Safe and Orderly School Climate
- **Alternative Education Programs & Services**
- Facilities Planning & Development

### Dodge City Education Center (Adult Ed)



**Learning Environment**

- Safe and Orderly School Climate
- Alternative Education Programs & Services
- Facilities Planning & Development

**Facilities Planning & Development**

- Building A for FCC/TEC/DCEC
- DCMS Renovations

USD443 006522

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**Dodge City Public Schools - Unified School District 443**

**Board of Education Goals**

**Academic Excellence**

- Increased Student Achievement
- Comprehensive Educational Program
- Supplemental Programs & Services

**Learning Environment**

- Safe and Orderly School Climate
- Alternative Education Programs & Services
- Facilities Planning & Development

**Professional Growth & Development**

- Staff Recruitment & Retention
- Professional Growth Opportunities
- Compensation & Benefits

**Community Involvement**

- Parent Involvement
- Effective Communication
- Business & Community Partnerships

**Accountability**

- Fiscal Responsibility & Accountability
- Resource Allocation & Management
- Advocacy for Public Education

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USD443 006523

**Professional Development and Growth**

**• Professional Growth Opportunities**

- Staff Recruitment and Retention
- Compensation and Benefits

USD 443 is committed to providing certified and classified staff with the skills and resources needed to grow professionally

- Focus on Achievement of District/Building /Department Objectives

Classified

Certified

Continuity/Specificity in Skill Training

Results Based Staff Dev. Plan

School Improvement Planning

Individual Development Plans

District Initiatives

43

USD443 006524

**Professional Development and Growth**

**• Professional Growth Opportunities**

- Staff Recruitment and Retention
- Compensation and Benefits

Continuity/Specificity in Skill Training

**• Professional Growth**

- Provide opportunities for classified staff to improve skills needed in their specific field.

44

USD443 006525

**• Professional Growth Opportunities**

- Staff Recruitment and Retention
- Compensation and Benefits

**• Building Focus**

- Analysis of student needs and growth patterns
- Professional skills and resources needed

**• Measure of Impact**

- What do we expect students to learn?
- How will we know what students have learned?
- How will we respond to students who aren't learning?

**• Professional Growth Opportunities**

- Staff Recruitment and Retention
- Compensation and Benefits

**• Individual focus**

- Aligned to personal goals
- Content standards
- Professional Education
- Service to the Profession



**• Professional Growth Opportunities**

- Staff Recruitment and Retention
- Compensation and Benefits

**District Initiatives**

- New Teacher Initiatives
- Mentors
- Instructional Coaches
- WestEd
- DIAC
- DCELA
- Reading Specialist Endorsements
- ELL Endorsements
- Instructional Para workshops

**• Professional Growth Opportunities**

- Staff Recruitment and Retention
- Compensation and Benefits

**• Professional Development Activities for 08-09**

- Certified - 130
- Classified - 143

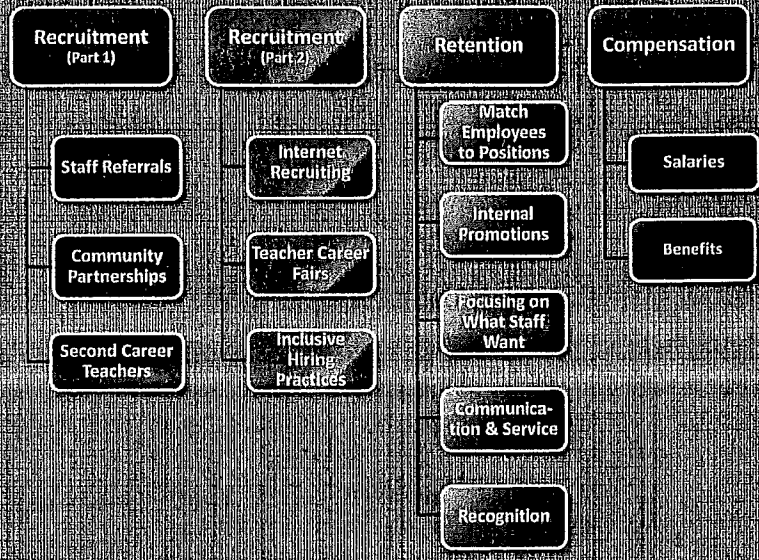
- Activities approved for Certified - 5,002
- Activities approved for Classified - 1,474

**• Professional Development Activities for 09-10 since July 1**

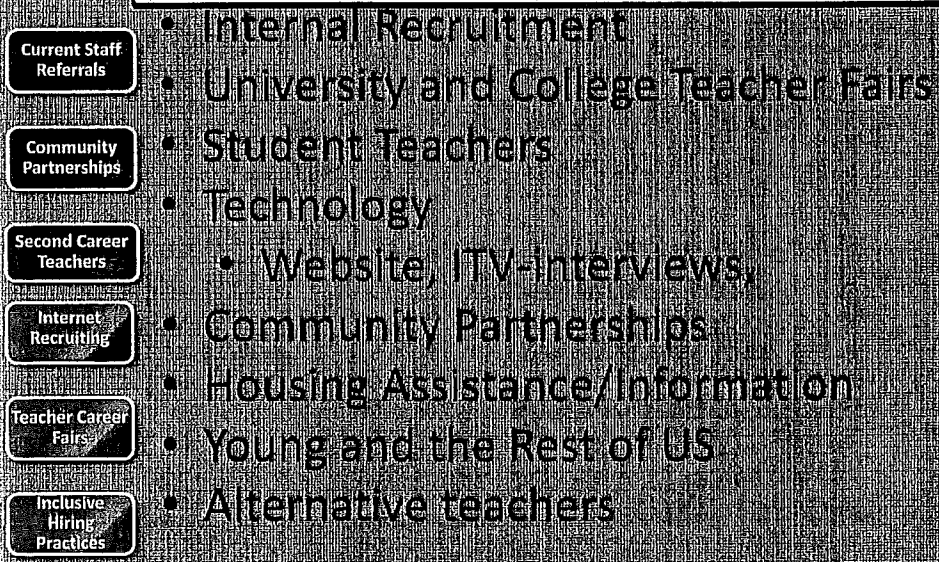
- Certified for - 87
- Classified - 44

- Activities approved for Certified - 1,031
- Activities approved for Classified - 282

- Professional Growth Opportunities
- **Staff Recruitment and Retention**
- Compensation and Benefits



- Professional Growth Opportunities
- **Staff Recruitment and Retention**
- Compensation and Benefits



**Professional Development and Growth**

- Professional Growth Opportunities
- **Staff Recruitment and Retention**
- Compensation and Benefits

Current Staff Referrals

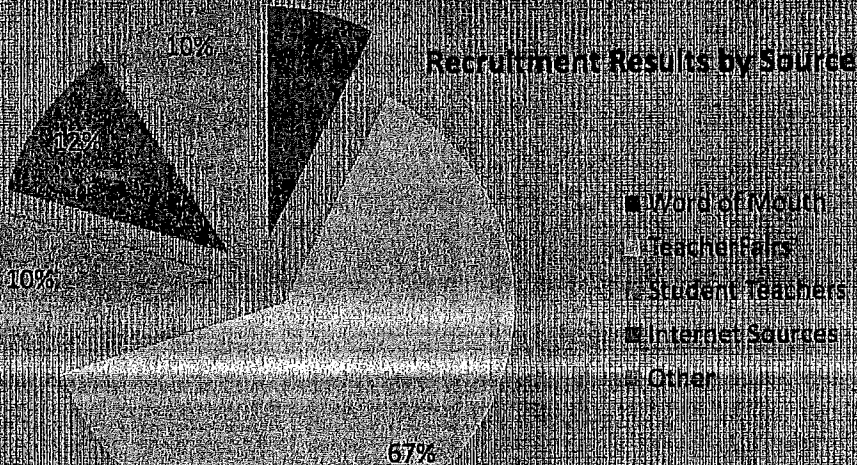
Community Partnerships

Second Career Teachers

Internet Recruiting

Teacher Career Fairs

Inclusive Hiring Practices



**Professional Development and Growth**

- Professional Growth Opportunities
- **Staff Recruitment and Retention**
- Compensation and Benefits

Current Staff Referrals

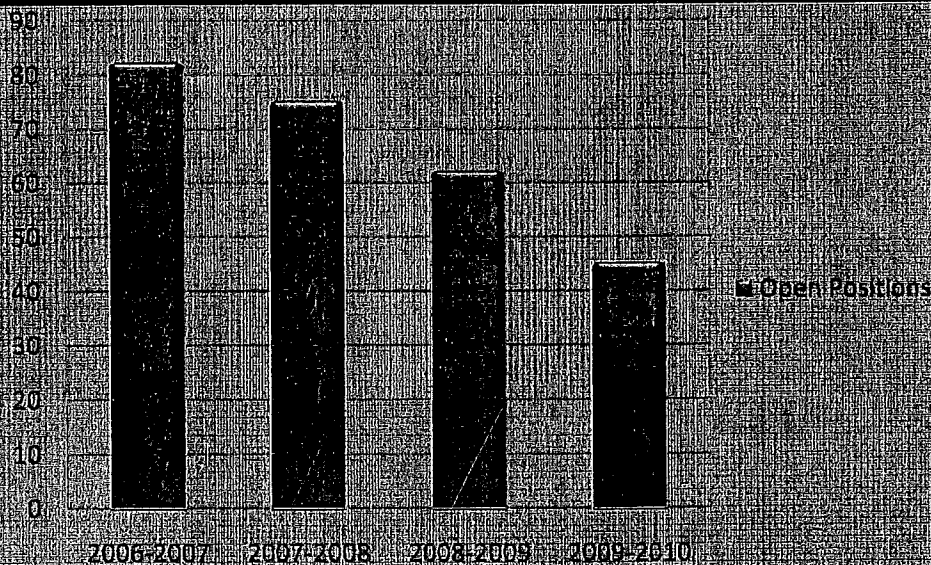
Community Partnerships

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**Professional Development and Growth**

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- **Staff Recruitment and Retention**
- Compensation and Benefits

Current Staff Referrals

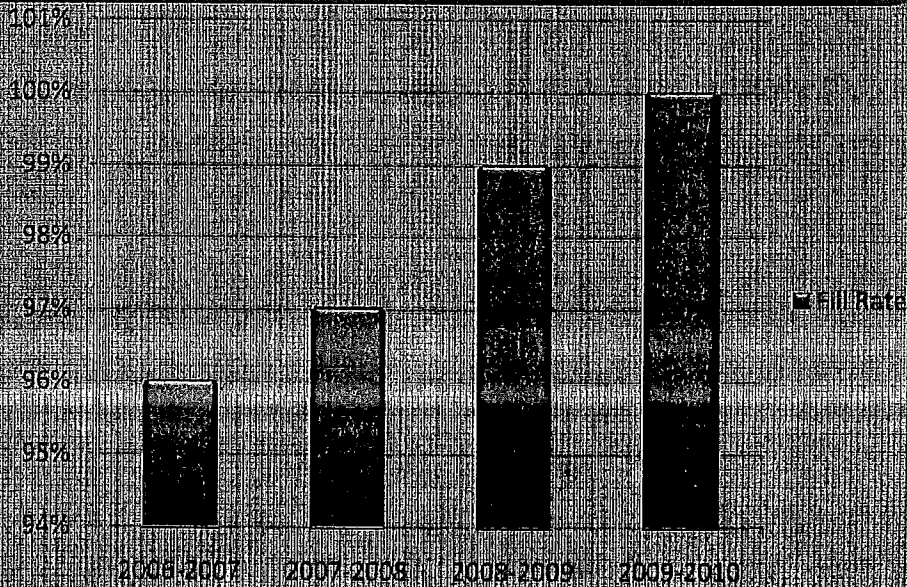
Community Partnerships

Second Career Teachers

Internet Recruiting

Teacher Career Fairs

Inclusive Hiring Practices



**Professional Development and Growth**

- Professional Growth Opportunities
- **Staff Recruitment and Retention**
- Compensation and Benefits

Match Employees to Positions

Internal Promotions

Focusing on What Staff Want

Communication & Service

Recognition

- Succession Planning
- DCELA, Reading Specialists, ELL, Microsoft Certification
- Internal job postings
- On-line transfer process
- Web access to HR information

- Professional Growth Opportunities
- Staff Recruitment and Retention

• **Compensation and Benefits**

Salaries

**Beginning Salaries – School Year**

- Teacher ~ \$39,650
- Nurse ~ \$35,796
- Family Liaison ~ 23,036
- School Clerk ~ \$21,035
- Paraprofessional ~ \$14,906
- Bus Drivers ~\$13,691
- Food Service ~\$12,790

- Professional Growth Opportunities
- Staff Recruitment and Retention

• **Compensation and Benefits**

Salaries

**Beginning Salaries Full Year**

- Principals ~\$83,558
- IT Technician II ~\$47,374
- Secretaries ~\$38,492
- Custodians ~\$38,492

- Professional Growth Opportunities
- Staff Recruitment and Retention
- **Compensation and Benefits**

Benefits

### Sign On Bonus Teachers

- Certified Secondary Math - \$700
- Certified Secondary Science - \$700.00
- Certified Bilingual - \$700

- Professional Growth Opportunities
- Staff Recruitment and Retention
- **Compensation and Benefits**

Benefits

### Health Insurance

- Plan 1 - \$0
- Plan 2 - \$500.00
- Plan 3 - \$750.00

### Supplemental Insurances

- disability, dental, cancer, GAP, hospitalization, vision, life

- Professional Growth Opportunities
- Staff Recruitment and Retention

• **Compensation and Benefits**

Benefits

- Supplemental Salaries
- Free annual flu shots
- Tuition assistance/reimbursement
- Flexible medical or child-care spending
- Paid Time Off
  - holidays, sick leave, bereavement and vacation (FT)

- Professional Growth Opportunities
- Staff Recruitment and Retention

• **Compensation and Benefits**

Benefits

**403(b) Tax Sheltered Annuities**

- hundreds of investment options

**KPERS**

- Retirement (4% or 6%)
- Life Insurance (150% of annual salary)

# 2009-2010 Board of Education Goals

## COMMUNITY INVOLVEMENT

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USD443 006542

### Dodge City Public Schools - Unified School District 443

## Board of Education Goals Re-Adopted

July 2009

### Academic Excellence

- Increased Student Achievement
- Comprehensive Educational Program
- Supplemental Programs & Services

### Learning Environment

- Safe and Orderly School Climate
- Alternative Education Programs & Services
- Facilities Planning & Development

### Professional Growth & Development

- Staff Recruitment & Retention
- Professional Growth Opportunities
- Compensation & Benefits

### Community Involvement

- Parent Involvement
- Effective Communication
- Business & Community Partnerships

### Accountability

- Fiscal Responsibility & Accountability
- Resource Allocation & Management
- Advocacy for Public Education Accountability

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USD443 006543





**Parent Involvement**

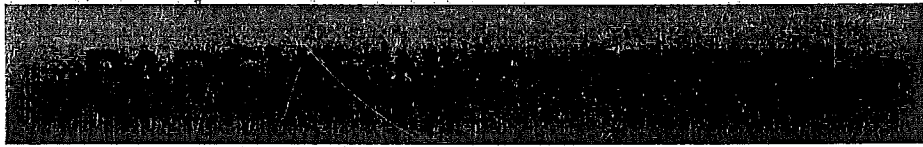
- Parent Teacher Conferences
- Site Councils
- Family Fun Night
- Booster Clubs

**Effective Communication**

- Dodge City Public Schools Web-site
- Channel 21
- Academic Calendar
- School Zone
- Notifications by Mail
- The Learning Center

**Business & Community Partnerships**

- School Business Partners
- Communication by Mail
- Recognition in Local Newspaper



**Parent Teacher Conferences**

- Communication between student, parent & teacher
- Assisting student & parent in achieving academic goals
- Assist parent & student in finding extra help with a certain subject

**Site Council & Members**

Responsible for providing advice & counsel in evaluating state, school setting and school site performance goals and objectives and in determining the methods that should be employed at the school site to meet these goals & objectives.

Members collect information about conditions of their school which need the school improvement or other program, report, research or academic performance, using state authorized Staff Training/Performance Community Based program.

Members review, discuss & analyze information.

Provide input to building/ school site-level strategy plan.

Making program/strategy recommendations to principal.

Monitoring implementation of planned activities.

Making reports to SBO, board of education, school board, parents & Community.

Evaluating activities & their role in reaching goals.

**Family Fun Night**

- Parent involvement with student/class activities
- Parent/Student interaction with reading/math skills

**Booster Clubs**

- Parents supporting extracurricular activities
- Fund raising events
- Parent input of programs

# EFFECTIVE COMMUNICATION

## School Web-Site

- Resource tool for Parents & Student
- Current happenings at each school
- Emergency notification regarding school closings, rescheduled events, etc.

## Channel 21

- Public viewing of School Board Meetings
- Emergency Notifications
- Show off student programs and activities

## Academic Calendar

- Important dates of events scheduled at each school
- Listing of class days, in service days, holidays
- Testing days for each school
- Listing of phone & addresses of schools, administrators

## School Zone

- Public awareness of current happenings within the district
- Student award/achievements
- Special events at schools

## Mail Notification

- Keep parents, public & students informed
- Special notifications of public interest

## The Learning Center

- Accessible learning tool for parents, student & public
- Craft supplies and teaching tools & supplies

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USD443 006546

## Business Partners

- Support of local business with schools
- Business

## Communication by Mail

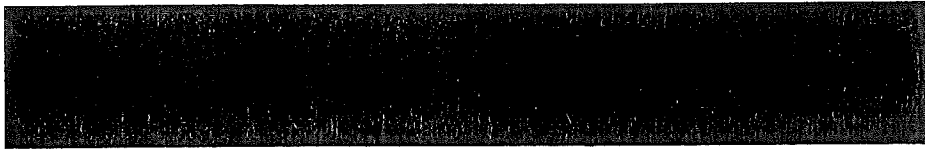
- Mail notifications to local business for donations and support of school & district activities
- Send "Thank you" cards/ letters to local business who sponsor and support school & student events

## Recognition in Local Newspaper

- Recognize local business for their support for each activities of sponsored school event

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USD443 006547



**Beeson Elementary School – Annette Aldape, Principal**  
Fidelity State Bank – Scott Chipman - Donor

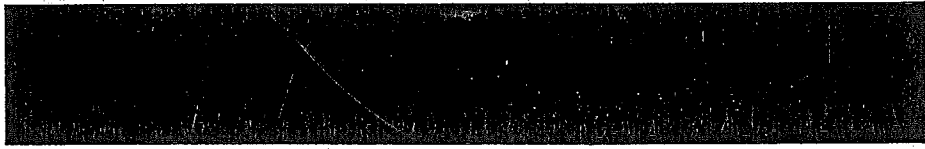
**Central Elementary School - Kelly Bolin, Principal**  
National Beef – Larry Weaver – Partner  
Landmark National Bank – Jeff Oliphant - Partner

**Linn Elementary School – Christopher Pyle, Principal**  
United Telephone Association – Greg Minet

**Miller Elementary School – Joyce Warshaw, Principal**  
Sunflower Bank – Dave Wetmore– Partner  
Cargill – Tom Allen – Partner  
Victory Electric – Karla Durrant - Partner

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**Northwest Elementary School – Kathy Ramsour, Principal**  
Coake Feeding – Stephanie Koenke  
Rostetter Auto Ranch – Chris Rostetter  
Magouirk Chevrolet – Chad Magouirk

**Ross Elementary School – Teri Merrifield, Principal**  
Winter Livestock – Brian Winter - Sponsor

**Sunnyside Elementary School – Patti Ansley, Principal**  
Cargill – Simeon Russell/Jay Harrison – Sponsor  
G & G Motors – Traci Wentling – Sponsor  
Stein Dental – Richard Stein - Sponsor

**Wilroads Gardens Elementary School – Bennie Wiley-Bethea,  
Principal**  
A - 1 Glass    Black Hill Energy    Bailey's Body Shop  
National Beef    Rent - A - Center  
St Anthony Quilt Works    Signature Signs    Wal-Mart

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**Comanche Intermediate Center – Marc Woofter, Principal**  
Cox Communications – Reynaldo Mesa

**Soule Intermediate Center – Greg Preston, Principal**

**Dodge City Middle School – Michael King, Principal**  
G & G Motors – Greg Goff – Donor  
Servi-Tech – Jeff McDaniel - Donor

**Dodge City High School – Jacque Feist, Principal**  
Cargill – Tom Allen – Partner  
Western Plains Regional Hospital – Emily Shultz - Partner

USD443 006550

**Selection Process**

Dodge City Public Schools will select up to 24 aspiring professionals for this academy. Consideration will be given proportionately to elementary, Intermediate, middle school and high school applicants. A USD 443 administrative committee will screen applications. The selection will be completed no later than September 18, 2009.

**Travel and Class Locations**

Practice-based learning opportunities will occur in Dodge City Public Schools, with the exception of special projects that may be selected by the student.

**Tentative Schedule**

Spr 11 Wed., Jan. 5, 5:00 – 9:00 PM, TLC (professors in Dodge City)  
Sat., Feb. 12, 10:00 AM – 5:00 PM, KSU Salina campus  
Mon, Feb 28, 5:00 – 7:00 PM, TLC (Webinar)  
Sat., Apr. 9, 10:00 AM – 5:00 PM, KSU Salina campus  
Sun 11 Th., Jun 2, 12:00 PM – 8:00 PM, KSU Manhattan campus  
Fri., Jun 3, 8:00 AM – 2:00 PM, KSU Manhattan campus  
Fall 11 Sat., Aug. 20, 10:00 AM – 5:00 PM, KSU Salina campus  
Wed., Sep. 14, 5:00 – 9:00 PM, TLC (professors in Dodge City)  
Mon, Oct. 31, 5:00 – 7:00 PM, TLC (Webinar)  
Sat., Dec. 3, 10:00 AM – 5:00 PM, KSU Salina campus  
Spr 12 Sat., Jan. 7, 10:00 AM – 5:00 PM, KSU Salina campus  
Wed., Feb. 8, 5:00 – 9:00 PM, TLC (professors in Dodge City)  
Mon, Mar. 5, 5:00 – 7:00 PM, TLC (Webinar)  
Sat., Apr. 7, 10:00 AM – 5:00 PM, KSU Salina campus  
Sun 12 Th., May 31, 12:00 PM – 8:00 PM, KSU Manhattan campus  
Fri, Jun 1, 8:00 AM – 2:00 PM, KSU Manhattan campus  
Fall 12 Sat., Aug. 18, 10:00 AM – 5:00 PM, KSU Salina campus  
Wed., Sep. 12, 5:00 – 9:00 PM, TLC (professors in Dodge City)  
Mon, Oct. 29, 5:00 – 7:00 PM, TLC (Webinar)  
Sat., Dec. 1, 10:00 AM – 5:00 PM, KSU Salina campus

**Funding**

Students selected for the Academy will pay tuition costs at enrollment, but may be reimbursed for up to 50% of the tuition at the end of each semester, upon presentation of a tuition receipt and successful completion of Academy work. USD 443 may also provide textbooks, materials, supplies, transportation to classes outside of Dodge City, and field experiences for participants. The applicant is responsible for all expenses necessary to be admitted into the KSU graduate program.

**Dodge City Public Schools**



**Reaching Higher**  
Excellence, Equity, Excitement  
World Class Education  
Dodge City Public Schools  
USD 443  
1100 Second Avenue  
Dodge City, KS 67801-0460

Questions may be directed to:

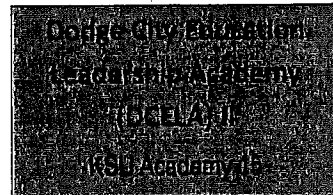
**Dodge City Public Schools, USD 443**  
Greg Springston, Assistant Superintendent  
for Secondary Education  
620-227-1769 [springston.greg@usd443.org](mailto:springston.greg@usd443.org)

**Judy Beedles-Miller, Assistant Superintendent**  
for Elementary Education  
620-227-1763 [beedles.miller@usd443.org](mailto:beedles.miller@usd443.org)

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*A partnership for developing  
leadership capacity*

**USD 443  
Dodge City Public Schools**

**Dodge City Public Schools**



**Reaching Higher**  
Excellence, Equity, Excitement  
World Class Education



The Department of Educational Leadership  
Kansas State University

Beginning January 2011

USD443 006551

# Dodge City Education Leadership Academy (DCELA) - II

## KSU Academy 15

### Application for Admission

#### Application Criteria:

**Program:**

Dodge City Public Schools will partner with Kansas State University/Department of Educational Leadership to provide a high caliber field-based educational leadership training academy using a distance delivery model. Students who successfully complete the two-year program will earn a Master's degree from KSU in Educational Leadership. This academy is designed to develop the leadership capacity of the district and prepare quality candidates for future administrative and/or teacher leadership positions.

**Program Themes:**

- Participants will be involved in several significant building or district assigned learning sequences and/or projects that will be of benefit to both the district and the participant.
- The focus will be on skills used by classroom teachers as they accept greater and new responsibilities for leadership positions in school improvement, curriculum development, or special district projects.
- Themes for the Leadership Academy will include understanding organizational structure and developing teaming, collaboration and problem solving skills. A strong focus for the Academy will be teacher leadership and building leadership capacity for those who may be interested in pursuing building leadership licensure.

**Program Description:**

This leadership academy program will include Phases I and II (Master's degree), and prepare interested students for Phase III (Building Leader Conditional License):

- Phase I (Year 1) will begin in January of 2011 and end in December 2011. Continuance in Phases II and III will be based upon assessment and individualized growth plans.
- Phase II (Year 2) will begin in January of 2012 and end in December 2012, with awarding of Master's degrees to students who complete the program.
- Phase III is optional for students seeking a Building Leader's License that requires an additional 6 hours.

**Curriculum Alignment:**

Participants who complete the program will demonstrate competence in areas aligned with the professional practice standards as set forth by the Interstate School Leaders Licensure Consortium (ISLLC) and standards established collaboratively by USD 443 and KSU faculty.

**Mentors**

Each successful candidate will work with skilled mentors within or outside their school district. Mentors will be selected by USD 443 on the basis of expertise related to program themes and potential projects. Students will work with supervising administrators to develop projects, activities, and/or research to assist in the improvement of the school district.

**Faculty**

Instructional delivery will be shared between the faculty of the Department of Educational Leadership in the College of Education at Kansas State University, Dodge City Public Schools administrators, and guest lecturers furnished by the university or school district.



Notice of nondiscrimination  
Kansas State University is committed to nondiscrimination on the basis of race, sex, national origin, disability, religion, age, sexual orientation, or other nonmerit reasons. In admissions, educational programs, or activities and employment (including employment of disabled veterans and veterans of the Vietnam Era), as required by applicable laws and regulations. Responsibility for coordination of compliance efforts and receipt of inquiries concerning Title IX of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990 has been delegated to Cyde Howard, director of Affirmative Action, Kansas State University, 214 Anderson Hall, Manhattan, KS 66506-0124, 785-532-6220 or 785-532-4977 (TDD).

All applicants will be evaluated on their readiness for the academy and potential for sustained leadership success in USD 443 and beyond. Applicants must be able to meet the admission requirements for the Graduate School at KSU.

*The successful candidate for admission to the Dodge City Education Leadership Academy (DCELA) will be able to demonstrate the following:*

1. At least one year of successful teaching. Preference will be given to teachers with 3 or more years of successful teaching experience in USD 443 schools.
2. Understanding of the process of school improvement and a commitment to lifelong learning.
3. Demonstrated knowledge of good instruction and willingness to apply the research on best practice.
4. Demonstrated potential as a successful teacher leader.
5. Participation in professional development activities designed to improve individual performance in the field of education.
6. Commitment to leadership at multiple levels, and to service in USD 443.
7. A commitment to participate in the requirements of the program.
8. Submission of a timely and complete application.
9. Willingness to commit two years of service to USD 443 after completion of the program or reimburse the school district for tuition.

Applications are available online at the USD 443 intranet site

Applicants are encouraged to submit completed applications to the USD 443 Secondary Education office, Admin 202, as soon as possible, but no later than September 7, 2010 at 5:00 p.m.

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#### USD 443 Mastery Check Calendar, 2010 - 2011

Reading								
	13-Sep	11-Oct	8-Nov	13-Dec	24-Jan	14-Feb	21-Mar	25-Apr
(C	x	x	x	x	x	x	x	x
1	x	x	x	x	x	x	x	x
2	x	x	x	x	x	x	x	x
3	x	x	x	x	x	x	x	x
4	x	x	x	x	x	x	x	x
5	x	x	x	x	x	x	x	x
6	x	x	x	x	x	x	x	x
	17-Sep	15-Oct	17-Nov	15-Dec	21-Jan			
7	x	x	x	x	x			
8	x	x	x	x	x			
	31-Aug	14-Sep	25-Sep	12-Oct	16-Nov			
HS	x	x	x	x	x			

Math									
	13-Sep	11-Oct	8-Nov	13-Dec	24-Jan	14-Feb	21-Mar	25-Apr	5-May
(C	x	x	x	x	x	x	x	x	x
1	x	x	x	x	x	x	x	x	x
2	x	x	x	x	x	x	x	x	x
3	x	x	x	x	x	x	x	x	x
4	x	x	x	x	x	x	x	x	x
5	x	x	x	x	x	x	x	x	x
6	x	x	x	x	x	x	x	x	x
	16-Sep	20-Oct	18-Nov	15-Dec	2-Feb				
7	x	x	x	x	x				
8	x	x	x	x	x				
	1-Sep	15-Sep	29-Sep	11-Oct	3-Nov	22-Nov	20-Dec		
HS	x	x	x	x	x	x	x		

Science									
	13-Sep	11-Oct	8-Nov	13-Dec	24-Jan	14-Feb	21-Mar	25-Apr	9-May
(K	x	x	x	x	x	x	x	x	x
1	x	x	x	x	x	x	x	x	x
2	x	x	x	x	x	x	x	x	x
3	x	x	x	x	x	x	x	x	x
4	x	x	x	x	x	x	x	x	x
5	x	x	x	x	x	x	x	x	x
6	x	x	x	x	x	x	x	x	x
	21-Sep	19-Oct	17-Nov	17-Dec	1-Feb	9-Mar	19-Apr	17-May	
7	x	x	x	x	x	x	x	x	
8	x	x	x	x	x	x	x	x	
	18-Sep	22-Sep	6-Oct	15-Oct	10-Nov	1-Dec	20-Dec		
HS	x	x	x	x	x	x	x		

Social Studies									
	13-Sep	11-Oct	8-Nov	13-Dec	24-Jan	14-Feb	21-Mar	25-Apr	9-May
(C	x	x	x	x	x	x	x	x	x
1	x	x	x	x	x	x	x	x	x
2	x	x	x	x	x	x	x	x	x
3	x	x	x	x	x	x	x	x	x
4	x	x	x	x	x	x	x	x	x
5	x	x	x	x	x	x	x	x	x
6	x	x	x	x	x	x	x	x	x
	12-Oct	7-Dec	18-Jan	15-Feb	8-Mar	11-May			
7	x	x	x	x	x	x			
8	x	x	x	x	x	x			
	17-Sep	13-Oct	12-Nov	13-Dec					
HS	x	x	x	x					

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Principal's Institute Book Study:

2009-10 Data, Data Everywhere, Victoria Bernhardt

ETAT #1 (Cunningham)	ETAT #2 (Beebles-Miller)	ETAT #3 (Springston)
Bright Beginnings	Beeson	Central
Linn	Miller	Northwest
Ross	Sunnyside	Wilroads Gardens
Comanche	Soule	Middle School
High School	Youthville/TEC	SOS/CHOICE/STP

Sept 2

Chapter 1 - 4, pages 1 - 41

Oct 7

Chapter 5 - 7, pages 42 - 68

Nov 5

Chapter 8 - Appendix B, pages 69 - 91, 108 - 112

2010-11 The Learning Leader: How to Focus School Improvement for Better Results, Douglas B. Reeves, 2005

ETAT #1 (Cunningham)	ETAT #2 (Beebles-Miller)	ETAT #3 (Springston)
MS	Central	Sunnyside
Beeson	Comanche	Ross
Miller	STRIDE	Soule
Northwest	Linn	HS
VR Gardens	BB	VV/TEC
Robert Vinton	Susan Schierling	John Maples
Bill Hammond	Seth Eckelman	Ray Wipf

Sept 1

Introduction, Ch 1 - 3

Oct 6

Ch 4 - 6

Nov 3

Ch 7-8

Dec 1

Ch 9 - Appendix D

**Grade Level Meetings (K-6)**

August 16, 2010 All Staff Welcome  
8:00 - 10:00 am Location: DCHS  
10:00 am - 3:00 pm  
Certified Inservice/Work Day  
Individual Buildings  
August 17-18, 2010 District  
Inservice/Teacher Work Days  
Times vary per building.

October 14, 2010 - Locations TBA

November 10, 2010 - Locations TBA

February 9, 2011 - Locations TBA

April 27, 2011 - Locations TBA

**(K - 6) Progress Notebook Meetings**

Miller	Oct 11	Jan 4	Feb 28	May 2
Beeson-Sunnyside	Oct 12	Jan 5	Mar 1	May 3
Ross-Wilroads	Oct 13	Jan 6	Mar 2	May 4
Linn-Northwest	Oct 18	Jan 10	Mar 7	May 9
Central	Oct 19	Jan 4	Feb 28	May 12
Comanche	Oct 25	Jan 11	XXX	May 10
Soule	Oct 26	Jan 12	XXX	May 11

**USD 443 District Inservice Days**

August 16, 2010 All Staff Welcome  
8:00 - 10:00 am  
Location: DCHS  
10:00 am - 3:00 pm  
Certified Inservice/Work Day  
Individual Buildings

August 17-18, 2010 District  
Inservice/Teacher Work Days  
Times vary per building

October 14, 2010 District Inservice  
Meeting PreK-12

October 15, 2010  
Teacher Work Day - 2 hours PLC

November 10, 2010 District  
Inservice Meeting PreK-8

January 3, 2011  
Teacher Work Day - 2 hours PLC

February 9, 2011 District Inservice  
Meetings PreK-8

March 4, 2011  
Teacher Work Day - 2 hours PLC

April 27, 2011 District Inservice  
Meeting PreK-12

**DODGE CITY HIGH SCHOOL**

**70 Min PLC Dates**  
Times: 8:00 - 9:10 am  
Location: DCHS

Sept 8, Sept 22, Oct 6,  
Nov 10, Dec 1, Jan 26, Feb 9,  
Feb 23, Mar 30, May 4, May 18


**K-6 Para Training**  
K-2 Grades 8:00 - 9:30 am  
3-4 Grades 9:30 - 11:00 am  
5-6 Grades - 1:00 - 2:30 pm  
Location: The Learning Center  
Sept 13, Nov 15,  
Jan 17, April 18

**Turning Point Responder Training ~ K-6 Buildings**  
Aug 16 - SS/Soule/Central 1-3:00 pm  
Aug 17 - Miller/NW/Ross 8-10:00 am  
Aug 17 - Beeson/WG/CIC/Linn 1-3:00 pm

**All USD 443 Employees Mandatory Online Tests**  
Bloodborne Pathogens, Hazard Communication and Sexual Harassment  
The testing window will open  
Sept 1 and close Oct 30.

The Maintenance Dept will notify each building with the website link and staff required to complete these tests.

**2010-2011 Professional Development Schedule**



**Dodge City Public Schools**  
UNIFIED SCHOOL DISTRICT 443

Alan R. Cunningham.....Superintendent of Schools  
Judy Beebles-Miller.....Assistant Superintendent for Elementary Education  
Gregory Springston.....Assistant Superintendent for Secondary Education  
Ray Wipf.....Executive Director of Management Information Services  
Susan Schierling.....Executive Director of Human Resources  
William Hammond.....Executive Director of Business & Operations  
Seth Eckelman.....Director of Communication and Public Information

**District Testing**

**2nd Grade Pre Reading Diagnostic**  
(Given by 2nd grade teachers and K-6 Instructional Coaches individually to students)  
September 23, 2010 - Sacred Heart and Wilroads  
September 24, 2010 - Central  
September 27, 2010 - Miller  
September 28, 2010 - Beeson  
September 29, 2010 - Sunnyside  
September 30, 2010 - Northwest  
October 1, 2010 - Linn  
October 4, 2010 - Ross

**KELPA**  
August - September 2010  
Screening: *New Students*  
6-Trait Writing  
Prat: Due September 17, 2010.  
Post: Due May 13, 2011

**KS State Assessments Testing Window**

Grades K-8	
Reading	February 16 to April 13
Math	February 16 to April 13
Science	March 16 to May 6
Alternate	December 31 to April 13 - Scores entered by April 29
KELPA	February 4 to April 29 - Answer Sheets due May 13, 2011
Grades 9-12	
Reading	Fall: 10/5 to 1/21 Spring: 2/16 to 4/13 (Open to 5/13 for 9a and 10a only)
Math	Fall: 10/5 to 1/21 Spring: 2/16 to 4/13 (Open to 5/13 for 9a and 10a only)
Science	Fall: 10/5 to 1/21 Spring: 3/16 to 5/6 (Open to 5/13 for 9a and 10a only)
Alternate	Dec 31 to April 13 - Scores entered by April 29
KELPA	Feb 4 to April 29 - Answer sheets in by May 13

**Elementary New Teacher Institute**  
Meet at The Learning Center  
3:30 - 5:00 pm  
Aug 23, Sept 20, Oct 18, Nov 15

**DCMS Mini Sessions for New Teachers**  
Meet at DCMS 3:15 - 4:15 pm  
Aug 25, Sept 8, Sept 29, Oct 13, Oct 20, Nov 10

**DCHS Mini Sessions for New Teachers**  
Meet at DCHS 7:00 - 8:00 am  
Aug 20, Aug 27, Sept 3, Sept 10, Sept 17, Sept 24

**Principals WESTED Training**  
September 21-September 24  
Information to follow

Dodge City Public Schools  
World-Class Education

**District Improvement Advisory Council (DIAC)**  
**Book Studies 3:45 - 5:00 pm**  
Sept 1, 2010 - Intro & Ch 1-3  
Oct 6, 2010 - Ch 4-6  
Nov 3, 2010 - Ch 7-8  
Dec 1, 2010 - Ch 9, Appendix A-D

**DIAC Schedule**  
**School Improvement Teams**  
3:45 - 5:00 pm at The Learning Center  
Jan 5, 2011 - DCMS/Central/Soule  
Feb 9, 2011 - Beeson/CIC/Ross  
March 23, 2011 - Miller/BB/SS  
April 6, 2011 - NW/Linn/DCHS  
May 4, 2011 - WG/STRIDE/YVC/TEC

**Instructional Technology Committee (ITC) 3:30 - 5:00 pm**  
August 18, 2010  
Oct 13, 2010  
December 8, 2010  
March 2, 2011  
May 11, 2011

**District Curriculum Committee (DCC) 3:30 - 5:00 pm**  
August 25, 2010  
September 29, 2010  
November 17, 2010  
January 26, 2011  
March 29, 2011  
May 18, 2011

**Administrative Meetings**

**Administrative Council**  
September 2, October 7, November 4, December 2, February 10, March 3, April 7, May 5, Location: The Learning Center  
Time: 8:30 am - 12:00 pm


**Elementary Principal Meetings**  
(Usually held on the 3rd Thursday of each month)  
1:30 pm - 3:00 pm  
Location: The Learning Center  
August 26, September 16, October 28, November 18, December 16, January 20, February 17, March 24, April 14, May 19

**Secondary Principal Meetings**  
(Usually held on 3rd Wednesday of each month)  
9:00 am - 11:00 am  
August 25, September 15, October 20, November 17, December 15, January 19, February 16, March 23, April 20, May 12

**District Level Meetings**

**Professional Development Council (PDC) 3:45 pm**  
Sept 13, Oct 4, Nov 1, Dec 6, Jan 3, Feb 7, Mar 7, Apr 4, May 2, June 6 (Meetings held at The Learning Center)

**Classified Development Council (CDC) - 4:00 pm**  
Sept 27, Oct 18, Nov 15, Dec 20, Jan 17, Feb 21, Mar 21, Apr 18, May 16, June 20 (Meetings held in room 104 at the Administration Building)

<p><b>September 13 - October 14, 2010</b> Mastery Check 1... Retelling</p> <p><b>October 18 - November 12, 2010</b> Mastery Check 2... QAR/SQ3R</p> <p><b>November 15 - December 17, 2010</b> Mastery Check 3... Making Words, Word Walls and Guess Covered Word</p> <p><b>January 4 - January 28, 2011</b> Mastery Check 4... Writing</p> <p><b>January 31 - February 18, 2011</b> Mastery Check 5... Fluency</p> <p><b>February 21 - March 25, 2011</b> Mastery Check 6... Word Work (K-2 only)</p> <p><b>March 28 - May 13, 2011</b> Mastery Check 7... Retelling, Thinking Maps... Cooperative Learning... Vocabulary Development emphasized all year</p>	<p>The Essential Indicators, at each grade level, represent the top priorities in students' learning. These indicators become the guaranteed, viable curriculum that gives students access to the same essential learning regardless of building or classroom.</p> <p>The district (teachers and administrators - Pre K-12) have been working with WestEd since 2009, to establish Essential Indicators, Pacing Guides, At-A-Glance and Mastery Checks. The shift in emphasis to "Focused-Essential Indicators," allows staff to assist students in reaching mastery level for the aligned Essential Indicators.</p> <p>To assist with teaching the Essential Indicators, the K-6 District Literacy Plan strategies, plus an emphasis in vocabulary, Thinking Maps and Cooperative Learning will be reviewed during quarterly grade-level meetings and Professional Development opportunities between each Mastery Check following the schedule listed. During District Grade Level meetings, teachers will be asked to share ideas on strategies to assist teachers in preparation for the Mastery Checks. Instructional Coaches will offer trainings and model strategies at each building.</p>	<p><b>USD 443</b> <b>Dodge City Public Schools</b> <b>READING FOCUS</b> <b>Professional Development</b></p>  <p><b>Dodge City Public Schools</b> <b>UNIFIED SCHOOL DISTRICT 443</b></p> <p>Alan R. Cunningham.....Superintendent of Schools Judy Beedles-Miller.....Assistant Superintendent for Elementary Education Gregory Springston.....Assistant Superintendent for Secondary Education Ray Wipf.....Executive Director of Management Information Services Susan Scherling.....Executive Director of Human Resources William Hammond.....Executive Director of Business &amp; Operations Seth Eckelman.....Director of Communication and Public Information</p>
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## Strategies/Practice for Balanced Literacy (definitions)

### Running Records

A running record is a record of reading behaviors that readers make as they are reading. Running records are intended to help teachers: monitor ongoing student progress in reading, find out which particular skills and strategies students are using, focus on specific needs of individual children, group together children with similar needs for reading instruction and choose books at an appropriate level for the students. The following miscues reveal the reading process: semantic or meaning cues (applying background knowledge and the context of the sentence or passage to identify words), graphophonic or visual cues (applying what is known letter-sound correspondences to decode words), syntactic or sentence structure cues (applying what is known about how our language goes together to identify words).

### QAR (Question Answer Relationships)

The question-answer relationships technique is used to identify the type of response to answer a question. Questions are the most prevalent means of evaluating reading comprehension; therefore, knowledge about sources of information required to answer questions facilitates comprehension and increases a student's ability to participate in teacher directed discussion and answer questions pertaining to the passage.

### SQ3R (Survey Question Read Recite Review)

SQ3R is a procedure for studying content area text that includes the five steps of survey, question, read, recite, and review. It is designed as a procedure for students to use to monitor their comprehension and learning as they read and study expository text.

### Making Words

Making words is used to help readers develop their ability to spell words and apply their knowledge when decoding. In this procedure, children learn to make a multi-syllabic word as they make smaller words. This activity is used along with writing activities to increase the children's decoding ability.

### Fluency

Teacher questions used to analyze student's reading performance: Is a student's reading fairly smooth? Does a student read words in meaningful phrases? Does the student's pitch stress and intonation convey the meaning of the text?

### Read Aloud

To help foster a love for reading and expose students to texts that they might not become familiar with ordinarily, balanced literacy includes an important read-aloud component. Teachers read to students, normally in a full class format, from texts that they would not be able to read on their own. Reading aloud also puts language in context, reflecting "research (that) demonstrates that skills taught, practiced, and tested in isolation are not used as consistently or effectively as skills taught when children are actually reading and writing".

### Shared Reading

To help readers learn new words, teachers read along with students in shared reading. In these lessons, students read familiar, predictable books along with the teacher. This not only teaches students the reading process, it also provides a time for teachers to teach phonics skills in context, to make them more meaningful and more likely to be mastered.

### Guided Reading

Continuing with the idea of learning in context, teachers conduct guided reading sessions in which they work with small homogeneous groups of students. Students read on their level, while the teacher is there to reinforce skills and guide the group through questioning and discussion of the text. Since the teacher is working with a small number of students, he or she can also use this opportunity to assess individual students' reading strategies and to provide mentoring on specific skills.

### Independent Reading

Finally, students engage in independent reading, a component of the balanced literacy process that reinforces skills that have been addressed through guided and shared reading, while allowing students to read on a level comfortable for them. Independent reading also helps to foster a love for reading, as students choose their own texts and have a chance to deepen comprehension and work on fluency. Teachers who give students time to develop close relationships with books show students that reading is a priority. Another important aspect of a balanced approach to literacy is writing instruction.

### Write Aloud

Writing is modeled for students by teachers in write-aloud or modeled writing time.

### Shared Writing

Working collaboratively, teachers and students compose written accounts in a shared writing session, so that strategies can be modeled and explained and specific writing skills can be introduced.

### Guided Writing

In guided writing, students create their own writing, with the teacher as guide. Activities associated with guided writing take place in small homogeneous groups of students. Teachers serve as mentors as students go through the process.

### Independent Writing

Integral to the process is independent writing, which provides students with the consistent opportunity to apply and practice the skills already introduced and to cultivate their love of and comfort with writing on their own level.

### Working with Words

Students are taught how to attack high frequency words and analyze patterns and sounds to help them decode and construct words on their own.

### Word Wall

This is an important part of "working with words." By displaying high frequency words where they can always be seen in the classroom, the wall aims to assist students in developing a sight vocabulary. Teachers choose "three to five new words per week on the basis of diagnostic information such as observing words that students misspell in journals, being aware of words that children often ask how to spell, or noticing words that are frequently used in their new books for guided reading" (Kaufman, 2002, p. 723). Since many words do not fall into traditional spelling patterns, some words are necessary for students to know by sight alone, and displaying them alphabetically helps students with recall while emphasizing the idea of first letter sounds as well.

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## USD 443 Walk-Through Data Instrument

School: \_\_\_\_\_ Grade/Subject: \_\_\_\_\_ Date: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

Essential Indicators and Lesson Objective: The Indicator(s) or learning objectives for the current lesson(s) are Communicated to All Students:	Comments
Essential Indicator(s) posted in student friendly language.	Learning Objectives for the current lesson are posted
Language/Vocabulary Objective(s) in addition to content objective(s) are posted.	
The Learning Objectives for the current lesson are communicated to students	
Highest DOK observed: <input type="checkbox"/> 1 Recall <input type="checkbox"/> 2 Application <input type="checkbox"/> 3 Strategic Thinking <input type="checkbox"/> 4 Extended Thinking	
Teaching Academic Vocabulary: Direct and explicit instruction of vocabulary necessary for the attainment of the learning objective(s)	
Listening/Speaking scaffolding	Language scaffolding through academic/accountable talk
Academic Vocabulary Instruction	Opportunities for student to use academic English
English Language Learner Strategies:	
Visuals	Realia/Manipulatives
Students are shown what mastery of the current lesson looks/sounds like through modeling, demonstrations, etc.	
Modelling of lesson objective	Specific feedback with modeling and reframing
Speech/activities appropriate to student proficiency level	Variety of questioning techniques
Frequent comprehension checks	Teacher provides summary frames
Marzano's Nine Highly Effective Instructional Strategies:	
Identifying similarities and differences	Summarizing and note taking
Reinforcing Effort and providing recognition	Homework – providing feedback; relating to standard
Nonlinguistic representation	Cooperative learning
Setting objectives and providing feedback	Generating and testing hypotheses
Questions, cues, and advance organizers used prior to presenting new content	
<input type="checkbox"/> Check if teacher led	Engagement Strategies – 85% of students must be engaged) Strategies used during group instruction explicitly
Whole or Small Group	mandated by the teacher to get the students engaged and for teacher monitoring of the level of student engagement.
Speech - Teacher elicits all students to respond orally in unison	
Writing - Teacher elicits all students to write or draw, to become engaged in the lesson (not worksheets, word searches, problems from book.	
Signals - Teacher elicits all students to exhibit some common gesture or symbol.	
Performance - Teacher elicits all students to demonstrate a response through movement.	
Thought - Teacher elicits all students to mentally process information. Increased wait time (5 seconds)	
Equitable Interaction – all students	
Combination - Teacher elicits all students to respond using a blend of speaking, writing, signaling and/or performing.	

78

USD443 006559





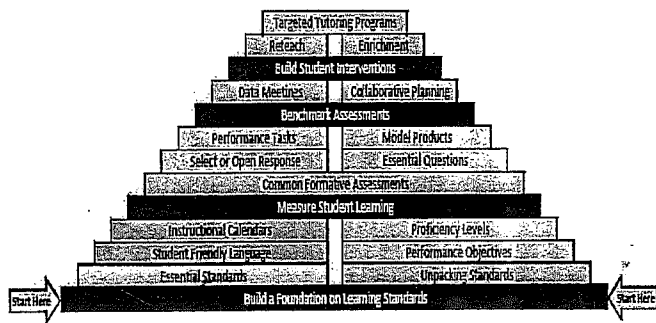
## WestED Project

**What is WestEd?** WestEd is a preeminent educational research, development, and service organization that has been a leader in conducting research and development programs, projects, and evaluations; by providing training and technical assistance; and by working with policymakers and practitioners to carry out large-scale school improvement efforts.

**What are the project goals?** Develop agreement on essential standards for all subjects and grades

- Develop agreement on proficiency levels for each subject area, K-12, to align with the state definition of "proficient"
- Develop agreement on district standards-based assessments to evaluate student progress toward proficiency
- Development of a scope and sequence for each subject and grade level to ensure alignment with essential standards
- Development of standards-based lesson planning using multiple measures to adapt lessons to student needs
- Develop agreement on the pacing and performance levels of essential standards in an instructional calendar
- Develop agreement on common formative assessments to place students in intervention classes

**WestED Pyramid:**



**August 3-5, 2009:**

- A guaranteed, viable curriculum with established pacing guides and common formative assessments supports the Multi-Tiered System of Support of timely interventions and enrichment
- Review existing state indicators as determined by the school district for a "minimum guaranteed curriculum" for each grade level in reading and math. Essential standards will also be determined for science and social studies grades 7 through 12. State indicators will be added or deleted as necessary through grade level vertical discussions.
- Learn how to define the uses of the assessment data based on the meaningfulness of the data to teachers. With the uses of the data in mind, build a blueprint for the benchmark assessment that has reliability, validity, and is meaningful. Develop performance cut scores for each proficiency level to drive the intervention process.
- Learn more about the concepts and skills described in state content indicators. Learn to break down the indicators into component parts: concepts, skills, knowledge process, and cognitive process. After understanding the components of the standard, the teachers will develop the overarching "Big Idea" for the standard to help students develop an understanding of the concepts and skills that will endure beyond the classroom. Finally,

develop "Essential Questions" to help the student understand how the knowledge of the standard will be applied in everyday life. Unpack 1st quarter state indicators as determined by the committee.

**January 2010:**

- Learn how to organize the implementation of the essential standards so that students have the opportunity to master the standards with immediate, specific feedback to improve their performance. Put the start date and end date for mastery lessons on a specific standard on the calendar. Agree on the end date to give the students a common formative assessment to evaluate the student performance. Share the results of this assessment with the team. Schedule immediate reteach and enrichment lessons on the standard over the next few days in strategic intervention classes. In addition, learn how to keep a journal of the implementation of the instruction of the standards by making a curriculum map throughout the year. Keep a journal of the time spent on classroom instruction for each standard and the student performance on the assignments from the lessons related to the standard. Share the notes at the grade level or PLC meeting to compare the experience of all teachers teaching the same curriculum using the same instructional calendar. Consider the common formative assessment results compared to the time spent teaching the standard when they adjust the instructional calendar for the following school year. Instructional calendars will be developed for the first quarter standards.

**June 2 & 3, 2010:** What can we learn from the state assessment?

- Setting goals and Determining Effective Strategies
- Guaranteed and Viable Curriculum,
- Mastery Learning
- Webb's Depth of Knowledge
- Unpacking Standards)

**June 14 - 25, 2010:** Development of Mastery Checks

- Develop Mastery Checks (MC) for each Teaching Window (8)
- 5 items, minimum per Essential Indicator (EI)
  - Study Island
  - O Drive Released test items
- Assign test items to appropriate MC Folder in O Drive
- Categorical concurrence (DOK)

**January 2010:** The goal for the two days is to have at least one Mastery Check built for each course

- Unpack that indicator
  - What do they need to know?
  - What do they have to do?
- Align indicator with the four depths of knowledge
  - Decide which depth of knowledge that this indicator needs to be tested at
  - Design a template for each depth of knowledge level
- Backward lesson design – from the depth of knowledge questions to the essential elements of the lesson.
- Write a Mastery Check for that indicator
  - Five items per indicator
  - Create a template for misconceptions
  - Time range: 1 – 3 weeks

**September 2010:** This training is for district supervisors with responsibility to evaluate school staff. The training will help the supervisors develop a monitoring protocol for schools based on the Local Accountability Implementation Rubric for Standards, Assessments, and Using and Reporting Results.

**December 2010:** English Language Learner needs with Dr. Marla Perez-Selles

**May 2011:** Continued support for English Language Learner needs with Dr. Marla Perez-Selles

## Expertise to Research

WestEd ([www.wested.org](http://www.wested.org)) is a preeminent educational research, development, and service organization that has been a leader in moving research into practice by conducting research and development (R&D) programs, projects, and evaluations; by providing training and technical assistance; and by working with policymakers and practitioners at state and local levels to carry out large-scale school improvement and innovative change efforts. WestEd's mission to work with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults—is addressed through a full range of projects.

## Research Base for WestEd's Local Accountability Professional Development Series

### A Focus on Essential Standards

Schmoker and Marzano (1999) cite case studies of schools and districts where student test scores rose markedly after teachers established common grade-level standards and assessments and then collaborated on strategies to help all students achieve the high expectations. The chief problem is that there is simply too much to teach—U.S. mathematics textbooks cover 175 percent more topics than do German textbooks and 350 percent more topics than do Japanese textbooks; U.S. science textbooks cover 930 percent more topics than do German textbooks and 433 percent more topics than do Japanese textbooks. The authors warn educators to set limits or priorities according to what can be taught and assessed reasonably and effectively.

Robert Marzano and Mid-continent Research for Education and Learning (McREL) are well known for leadership in the standards-based education movement, sample standards and development process (Marzano & Kendall, 1996), and work with states and districts across the nation. In an interview with Scherer (2001), Marzano said there are two conditions that must be met for standards to positively impact student learning. The first step is to dramatically reduce the number of standards and content within standards, perhaps by as much as two-thirds in many states, and concentrate on what is absolutely essential. Second, local testing systems must go beyond the state systems to produce waves of timely information about student progress on the essential standards at least once per grading period.

### Statement of Services

WestEd's Local Accountability Professional Development Series (LAPDS) is a customized training service that helps districts and schools meet accountability goals. LAPDS staff work with school faculty, district curriculum committees, and district and school leadership teams. LAPDS staff have extensive experience in curriculum, assessment, standards-based instruction, and leadership at the school, district, and state levels. The training is customized to implement high-quality professional development that will meet the unique needs of a district's teachers and administrators.

The goals of LAPDS are:

- Agreement on essential standards for all subjects and grades
- Agreement on proficiency levels for each subject area, K-12, to align with the state definition of "proficient"
- Agreement on district standards-based assessments to evaluate student progress toward proficiency
- Development of a scope and sequence for each subject and grade level to ensure alignment with essential standards
- Development of standards-based lesson planning using multiple measures to adapt lessons to student needs
- Agreement on the pacing and performance levels of essential standards in an instructional calendar
- Agreement on common formative assessments to place students in intervention classes

The focus of LAPDS is to build the district's internal capacity to fully implement an accountability system that will rapidly improve student achievement. The LAPDS system uses rigorous standards and assessments fully aligned with the National Assessment of Education Progress (NAEP) item specifications and the blueprints of the district's or school's state assessment.

LAPDS staff has been working with districts to assist them in accelerating student learning through standards, assessments and accountability for the past five years with significant success. Our clients have exceeded the achievement targets set by the state for all students and English Learners. We provide on-site training in building local accountability systems at the district level and intervention systems at schools to reach every student.

LAPDS is based on the research of Benjamin Bloom, Robert Marzano, Doug Reeves, Thomas Guskey, and Grant Wiggins. The training is customized to the district and school to build on the expertise and prior knowledge in the district while establishing a solid foundation in the building blocks of the local accountability system to monitor quality standards-based instruction.

LAPDS provides six modules, each containing specially designed workshop materials comprising relevant research, activities to apply the research, and processes to develop the district's list of "essential" standards, benchmark assessments, and assessment calendar. The modules provide a foundation from which to build effective intervention programs using data from common formative assessments to ensure mastery learning.

### Format for the Training

All training sessions are designed to be interactive with a high level of participation by the group. The sessions are limited to 50 participants with one trainer. The trainer provides the WestEd training materials and works with the district and/or school staff to customize the training to address local needs. The trainer will plan the training with the district/school leaders and adjust the content to fit the experience and knowledge of the group.

The training modules are designed for participants to complete work products that will be used by the district/school to implement the local accountability system. The LAPDS trainer will provide the district/school with the next steps to follow-up on the training and ensure a high quality implementation of the program. LAPDS staff is available to assist the district/site leaders in implementing the local accountability system with follow-up services.

### Training Outline

**Planning:** Conference session with Dodge City School District to customize the presentation to meet the needs of district and individual schools implementing standard-based instruction and July 2009 assessments practices.

<b>Day one</b>	Identifying and Using Essential Standards (Module 1)
<b>August 3</b>	Participants will review existing state indicators as determined by the school district for a "minimum guaranteed curriculum" for each grade level in reading and math. Essential standards will also be determined for science and social studies grades 7 through 12. State indicators will be added or deleted as necessary through grade level vertical discussions.

**Day two** Continue Vertical Alignment of Essential Standards (Module 1)  
Building Benchmark Assessments (Module 2)

**August 4**  
**A.M.** Participants will learn how to define the uses of the assessment data based on the meaningfulness of the data to teachers. With the uses of the data in mind, participants will build a blueprint for the benchmark assessment that has reliability, validity, and is meaningful. Participants will also develop performance cut scores for each proficiency level to drive the intervention process.

**P.M.**

**Day Three** Unpacking Standards – (Module 5)  
This training is for classroom teachers and administrators to learn more about the concepts and skills described in state content indicators. They will learn to break down the indicators into component parts: concepts, skills, knowledge process, and cognitive process. After understanding the components of the standard, the teachers will develop the overarching “Big Idea” for the standard to help students develop an understanding of the concepts and skills that will endure beyond the classroom. Finally, the teachers will develop “Essential Questions” to help the student understand how the knowledge of the standard will be applied in everyday life. Participants will unpack 1<sup>st</sup> quarter state indicators as determined by the committee.

**Day Four** Unpacking Standards Refresher (Module 5)  
Instructional Calendars and Common Formative Assessments  
(Module 5 and 6)

Participants will learn how to organize the implementation of the essential standards so that students have the opportunity to master the standards with immediate, specific feedback to improve their performance. The teachers put the start date and end date for mastery lessons on a specific standard on the calendar. They agree on the end date to give the students a common formative assessment to evaluate the student performance. The teachers share the results of this assessment with the team. They schedule immediate reteach and enrichment lessons on the standard over the next few days in strategic intervention classes. In addition, the teachers learn how to keep a journal of the implementation of the instruction of the standards by making a curriculum map throughout the year. They keep a journal of the time spent on classroom instruction for each standard and the student performance on the assignments from the lessons related to the standard. The notes are shared at the grade level or subject team meeting to compare the experience of all teachers teaching the same curriculum using the same instructional calendar. The teachers consider the common formative assessment results compared to the time spent teaching the standard when they adjust the instructional calendar for the following school year. Instructional calendars will be developed for the first quarter standards.

**Day Five** Common Formative Assessments (Module 6)

This training is for classroom teachers who are developing common formative assessments to help them evaluate student mastery of the essential standards. The teachers learn to develop assessments that are reliable, valid, and meaningful. They use the model products and sample items from state assessments to provide guidance for the rigor and type of items most appropriate to evaluate student learning. The teachers learn to use the results from the assessments to re-group students for specific feedback to address misunderstandings and gaps in foundational skills. The teachers learn to develop lessons to address the student needs and improve the student learning by at least one performance level after reteach or enrichment instruction.

#### Dates for the presentation

- Aug 3-5
  - 2 Trainers, teachers/administrators from 12 buildings (K-12)
  - Aug 3, 4 Training Times: 8-11:30, 1-3
  - Aug 5, Training Times: 8-2
- Jan 19-22
  - 1 Trainer
  - Teachers/administrators from 11 buildings (PK-12)
  - Training Times: 8-3

#### Costs for the presentation

The cost for the presentation is \$3220 per day including consulting services, materials, and travel.

- Trainer 1 (August 3, 4, & 5) = \$9,660
- Trainer 2 (August 3, 4, & 5) = \$9,660
- Jan 19 and 20 = \$6,640
- May 27 and 28 = \$6,640
- Total Cost = \$32,600

#### Contact Information

1. Joseph Sassone, LAPDS Project Director

Tel: 520-247-7111  
jsasson@wested.org



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### Dodge City Public Schools Scope of Work September 2010

Local Accountability Professional Development Series  
By WestEd

The training programs are based on research in mastery learning theory and the alignment of curriculum, lesson planning, instruction and assessment to provide students with specific, immediate feedback and multiple opportunities to demonstrate mastery of the academic standards at proficient performance levels.

The LAPDS consultants have extensive experience in curriculum, assessment, standards-based instruction and leadership at the school, district, and state levels. They customize the training program to fit the needs of the district and/or school to implement high quality, job-embedded professional development for teachers and administrators. The goal of LAPDS training is to build capacity for the leadership team at the district and/or school level to be able to fully implement the accountability system to improve student achievement rapidly. The rigor of the standards and assessments developed at the district and schools with the LAPDS system aligns with NAEP item specifications and the blueprints of the state assessment.

#### Training Services

##### Classroom Walkthroughs

##### *Monitoring Student Achievement: District Supervisors (Module 4)*

This training is for district supervisors with responsibility to evaluate school staff. The training will help the supervisors develop a monitoring protocol for schools based on the Local Accountability Implementation Rubric for Standards, Assessments, and Using and Reporting Results. The LAPDS staff will provide follow-up coaching for district supervisors to build their capacity to motivate and support school administrators to fully implement the Local Accountability System to help all students succeed.

##### *Monitoring Student Achievement: School Administrators (Module 4)*

This training is for school administrators to learn how to observe classroom instruction and look for evidence of mastery lesson plans and standards-based instruction. The LAPDS consultants will make observations with school administrators with an LAPDS Classroom Observation Tool to record the evidence of 1) mastery objectives for the lesson, 2) the standard and performance levels expected understood by all students, and 3) the students using model products to help them in guided practice and independent practice. The school administrators will learn how to align the results from district mini

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excellence in research, development, and service

assessments with classroom observation data and student grades to provide a clear picture of student learning.

The feedback process involves the following activities:

- A. Training the district and school administrators to use the observation tool and ensure the reliable documentation of classroom activities.
- B. Practice observing classrooms in the school district to build participant rater-reliability.
- C. Consultation to build a reporting system of school walk-through results.
- D. Facilitating the development of an action plan for the school and district to improve the implementation of the local accountability system elements.

#### Scope of Work and Costs

- The training schedule for the Professional Development Series will be developed by WestEd in collaboration with the district.
- Training the district and school administrators to use the observation tool.
- Developing the action plan to improve implementation.
- Develop a customized Classroom Observation Tool to meet the needs of the Dodge City School District.
- Costs: WestEd consultants will provide services for a total of 4 days for \$3,220 per day.

**Total Cost - \$12,880**

**Recommended Dates:** The week of September 20, 2010

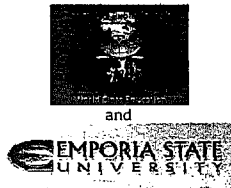
#### Contact Information

1. Joseph Sassone, LAPDS Project Director

Tel: 520-247-7111  
jsasson@wested.org

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## DODGE CITY READING SPECIALIST ENDORSEMENT CLASSES



### FUNDING:

Students selected for the Reading Specialist Program will have up to 50% or more of the tuition and books provided by USD 443 for 17 credit hours towards a Reading Specialist Endorsement providing guidelines for the program are met. The applicant is responsible for all expenses necessary to be admitted into the KSU graduate program. Applications with guidelines will be available by October 13, 2010.

### PROGRAM:

- Classes to start January 2011
- 17 college hours receiving credit from Emporia State University
  - 821 Reading Curriculum Development & Strategy Instruction (3)
  - 721 Reading Theory & Literacy Practices: Elementary (3)
  - 823 Analysis of Reading Assessment & Instruction I (3)
  - 825 Analysis of Reading Assessment & Instruction II (3)
  - 725 Teaching Reading to Diverse Learners (1)
  - 827 Practicum in Reading: Elementary (2)
  - 829 Reading Specialist as a Professional (2)
- Classes on-line, ITV and independent study
- Classes taught by Emporia State University staff

“ASPIRA”


... A TEACHER DEVELOPMENT PROJECT FOR BILINGUAL  
PARAPROFESSIONALS...

VISION

-ASPIRING TO ACIEVE EDUCATIONAL EXCELLENCE  
THROUGH THE DEVELOPMENT OF LOCAL RESOURCES-

USD 443  
DODGE CITY, KANSAS

Superintendent: Mr. Alan R. Cunningham  
ESL/Migrant Director: Dr. Robert D. Vinton

A black and white photograph of a field of sunflowers. The sunflowers are in various stages of bloom, with some fully open and others as buds. The stems are tall and thin, and the background is a light, hazy sky.

"ASPIRA"

... A Teacher Development Project for Bilingual Paraprofessionals ...

Vision

-Aspiring to achieve educational excellence through the development of local resources-

Goals & Objectives

To assist and develop the Paraprofessional to become elementary or secondary certified teachers

Process to Achieve Goals & Objectives

- A. Establish a structural framework to assist Bilingual paraprofessionals to become teachers.
- B. Establish post-secondary links with Junior college and with Universities.
- C. Establish scope & sequence of curricula.
- D. Establish district commitment to project.
- E. Solicit input and buy-in from principals for project.
- F. Fund project through federal programs.
- G. Address & stabilize turnover rate of Para's.
- H. Establish mentoring program.
- I. Establish staff development plan.

PHILOSOPHY AND RATIONALE  
FOR PROJECT

.....what will have mattered most is the difference I made in a child's life.....

- A. All will Learn.
- B. Demographics strongly indicate a need for teachers throughout the (Pre) K-12 spectrum.
- C. Cultural and social understanding.
- D. Role models.
- E. Improve Academic Achievement.
- F. Research and development.
- G. Address the drop out rate.
- H. Address school improvement efforts.
- I. Paraprofessionals are more educated and better prepared to deliver instruction.
- J. Improve issues of self esteem.
- K. Meet NCLB & OCR demands.
- L. Community involvement.
- M. District awareness and familiarity with culture and climate.
- N. Awareness or community and students.
- O. Familiarity of building specific culture and climate.

FRAMEWORK & STRUCTURE  
OF PROJECT

The framework and structure of the project will consist of establishing the parameters and commitments of common stakeholders of this endeavor. The following compromise the initial steps that must be bridged for successful implementation and completion of the goals. First, there must support and recognition of the need for educational development of the Para's in USD 443. This vision must be supported by the Central Administration and the school board. The necessity for this step resides in establishing a solid base from which the subsequent structure will follow.

Secondly, the academic framework must be established and articulated for all the stakeholders. College officials are aware that all Para's involved in this program are interested in becoming teachers. Through communication with the Community college, a set course of study has been arranged. Therefore, needed coursework is in place. Furthermore, discussion has been held with universities to address the need of those Para's who already have college classes in place. Eventually we will have a multi-tiered program where the needs of the students will be met. However, the majority of the Para's will start their course work at the same academic level,

therefore, cohort groups will be established for mutual support to create the avenues of success for the participant.

Additionally, the Community College has made a financial commitment to the Para's project. Therefore, participation in the project will not be limited. There are several reasons for this. First, to make an assessment of the students at this point would defeat the purpose or what is sought. Our purpose is to develop the human potential and capacity within these individuals and then select those with characteristics which best compliment the need in USD 443. Second, the intrinsic nature of the educational process will be a much more selective and accurate method to assess the strengths and weaknesses of the candidates. Lastly, allowing all the Para's to improve educationally will only benefit the district and the students. For these reasons participation will not be limited.

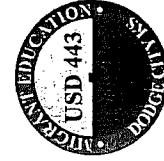
The last facet needed to complete the structure and framework of the project is to have input from the common stakeholders. It is essential that building principals have input at several junctures throughout the process. Building principals must see the merit and necessity of this project and provide the support needed by the Para's. Secondly, as Para's receive their Associate Degree's,

principals should support the candidates or withdraw patronage. Lastly, once these individuals begin to graduate as teachers, all efforts should be expended by the district to hire and place them. To conclude, the structural framework of the career ladder project titled "ASPIRA" will invariably need changes and further customizing as new frontiers are crossed. However, the basic philosophical format must remain intact. To develop local resource with the purpose of achieving academic excellence for all children must not be diluted or lost as we move forward as a district.

## ESL Endorsement Classes



Alan Cunningham  
Superintendent



Dr. Robert D. Vinton  
ESL/Migrant Director

Please contact Robert Vinton or Mollen Waincott with any questions regarding ESOL Endorsement Classes.

ESL/Migrant Program  
1000 Second Avenue  
Dodge City, KS 67801

Phone: (620) 227-1618  
Fax: (620) 227-1671

Please send me more information regarding ESOL Endorsement Classes

Name: \_\_\_\_\_ School: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

E-Mail: \_\_\_\_\_



**ENGLISH SECOND LANGUAGE  
ENDORSEMENT CLASSES**

- Classes are paid for by the district
- Textbooks are available for checkout
- Each class is three hours of graduate credit
- Newman University and FHSU will directly bill USD 443 for tuition

Newman University  
Western Kansas Teacher Center  
236 San Jose #39  
Dodge City, KS 67801

- EDUC 6133 Teaching ESL
- EDUC 6003 Cultural Diversity
- EDUC 6123 Assessment and Appraisal
- EDUC 6113 Linguistics
- EDUC 8913 Practicum

Enrollment must be completed at Newman prior to the first day of class.

Classes are held at Hennessey Hall at night once a week for four hours for eight weeks.

For more information contact Nancy Folkerts at 227-9616 or [Folkertsn@newmanu.edu](mailto:Folkertsn@newmanu.edu)

For more information return to:  
ESL/Migrant Office  
1000 Second Avenue  
Dodge City, KS 67801

**ESOL Praxis II Exam**

After completing the coursework you must pass the ESOL Praxis II exam to become endorsed.

- Register : [www.ets.org](http://www.ets.org)
- Test Number 0360
- Test Name: English to Speakers of Other Languages

The district will pay for the praxis exam in the form of reimbursement.

**Fort Hays State University  
[www.fhsu.edu](http://www.fhsu.edu)**

- AEP 880 Cultural Diversity
- ESOL 884 Methods and Materials
- ESOL 882 ESOL Linguistics
- ESOL 883 ESOL Assessment
- ESOL 885 Practicum in ESOL

Enrollment must be completed online at [www.fhsu.edu](http://www.fhsu.edu).

Classes are offered as online courses.

For more information contact Sherry Spangler at 785-628-4282 or [sspangler@fhsu.edu](mailto:sspangler@fhsu.edu)

MEMO

To: New Teachers to the District

From: Dr. Robert D. Vinton

Re: ESL Endorsements

Date: 7/22/10

First, I would like to congratulate and welcome you to the USD 443 Dodge City Public Schools system. Your presences here in the district, schools, and community will ultimately comprise positive outcomes for adults, children, and youth that we serve. Inclusive of the many dynamics that impact USD 443 is a growing population of second language learners. Currently, the district serves over 3000 ESL students Pre-K – 12<sup>th</sup> grade. Given this fact, the district offers the opportunity for all teachers to receive an ESL endorsement through any of the universities that present classes locally. Your classes and books will be paid through the district at no cost to you.

Secondly, attached are the classes required by each university to receive an endorsement. Included are the enrollment and registration forms for Newman University and directions for enrolling at Ft. Hays State University. Class schedules and university contact numbers are available in the materials. Students need to enroll in classes before 9/20.

Third, you will find in your packet a form titled *Teacher ESOL Endorsement Plan of Study* for each university. Once you enroll in the fall, this form will need to be filled out by you and sent to the ESL/Migrant Office, located in the Administration building. Also, in the packet of information is a form titled *Teacher ESOL Information Sheet*. This needs to be filled out by you even if you do not enroll in the fall. All steps will be taken to insure your information is kept confidential. Lastly, information related to the *Praxis II Exam* is enclosed. You will need to take the Praxis II Exam to receive your endorsement.

Finally, please forward all specified forms in care of Mollea Wainscott at the administration building. Again I want to take this opportunity to welcome you to the district. I hope you have a wonderful year. If any questions remain concerning classes, enrollment, or issues related to ESL please do not hesitate to call at 227-1618 and ask for Robert Vinton or Mollea Wainscott. Thank You.

**English Second Language Endorsement Class**

All ESL endorsement classes are paid for by the district and textbooks are available at the ESL/Migrant office for checkout. The ESL/Migrant office is located upstairs in the administration building in room 207. FHSU and Newman University will directly bill us for these classes.

**Fort Hays State University**

To obtain an ESL Endorsement through Fort Hays you must complete the following classes:

- AEP 880 .....Cultural Diversity
- ESOL 884 .....Methods and Materials in ESOL
- ESOL 882 .....ESOL Linguistics
- ESOL 883 .....ESOL Assessment and Appraisal
- ESOL 885 .....Practicum in ESOL

FHSU suggests you take the classes in the order above, but exceptions are made based on the classes they are offering at that time. Each class is worth three hours of graduate credit. All classes are offered as online courses through FHSU. Enrollment for FHSU must be completed online at [www.fhsu.edu](http://www.fhsu.edu). Up to six hours of transfer graduate coursework from another institution may be substituted. For more information, contact: Sherry Spangler at 785-628-4282 or [slspangler@fhsu.edu](mailto:slspangler@fhsu.edu).

**Newman University**

To obtain an ESL Endorsement through Newman University you must complete the following classes:

- EDUC 6133 ..... Teaching ESL
- EDUC 6003 ..... Cultural Diversity
- EDUC 6123 ..... Assessment and Appraisal
- EDUC 6113 ..... Linguistics
- EDUC 8913 ..... Practicum

Each class is three hours of graduate credit. Classes are held at Hennessey Hall at the Western Kansas Center. Classes are held at night once a week for four hours for eight weeks. A registration form (enclosed) and tuition payment form (enclosed) must be completed and sent to Newman prior to the first day of class. A schedule of classes being offered will be sent to you through e-mail. If you have any questions you can contact Linda Clarkson at 620-227-9616.

**ESOL Praxis II Exam**

After completing all required coursework you must pass the ESOL Praxis II exam. You can register at [www.ets.org](http://www.ets.org). The test is #0360, English to Speakers of Other Languages. You must pay the fee for this exam and will be reimbursed by the district. You will need a receipt, i.e. credit card or copy of check and a copy of the scores for your test. Please bring both the receipt and copy of the score to the ESL/Migrant office, located in the Administration Building. The contact people are Robert Vinton, Leah Burkhart, or Mollea Wainscott.

Also enclosed is a teacher ESOL Endorsement plan of study. Please complete the plan of study for the college in which you plan on completing your endorsement. Please return the plan of study to the ESL/Migrant offices as soon as possible.

If you have any questions please contact the ESL/Migrant office at 227-1618.