



Student Achievement Model Update

January 2010
Issue 5

Student Achievement Model
www.hisd.k12.mi.us
(989) 269-6406

Kick Motivation into High Gear!

*From Randy Sprick, Safe & Civil Schools Newsletter, Fall 2008

Nonreward-Based vs. Reward-Based Motivation Systems

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Nonreward-based systems improve student desire to behave responsibly by enhancing intrinsic motivation. Reward-based systems rely on extrinsic motivators to improve student behavior.

If your students are, for the most part, behaving responsibly and respectfully, completing most of their work, and exhibiting cooperation, they will not need extrinsic rewards. They are already demonstrating that they are intrinsically motivated to meet classroom expectations. In this case, if a few students are having difficulty with one specific behavior or students have grown apathetic overall, you might implement a nonreward-based system, such as goal setting.

Goal setting involves helping students learn to strive for positive goals they can achieve. Goals can be academic, behavioral, or a mix of both. Use of goal setting in a classroom where students are demonstrating intrinsic motivation can often extend and channel that motivation in productive directions.

Using a goal-setting system in which the teacher sets goals for each student and discusses goals with students individually represents a "first layer" of implementation. More sophisticated versions would involve having students themselves set goals for the class as a whole. This increases the level of student participation in goal setting and teaches them to engage in the practice of personal goal setting.

If, however, you are frustrated by the amount of student misbehavior or the lack of student productivity occurring in your classroom, your students are telling you that they are not intrinsically motivated to behave responsibly. In this case, implementing a system in which students can earn extrinsic rewards for responsible behavior may get them moving in a more positive and productive direction.

Once you decide that a reward-based system would be appropriate, it's important to choose, implement, maintain, and eventually fade the system.

About SAM	SAM Math	SAM Writing	SAM PSS
Introduction Empowering students to become self-directed learners and to take ownership of their own learning.	Introduction Empowering students to become self-directed learners and to take ownership of their own learning.	Introduction Empowering students to become self-directed learners and to take ownership of their own learning.	Introduction Empowering students to become self-directed learners and to take ownership of their own learning.
Classroom Practices That Work Classroom Practices That Work	Assessment Classroom Practices That Work	Assessment Classroom Practices That Work	Assessment Classroom Practices That Work

Check out continually-updated SAM resources at the HISD website: www.hisd.k12.mi.us



Who is on the SAM Leadership Team?

Nate Carter, TISD
 Tricia Church, Reese
 Rikkii Clarent, HISD
 Dana Compton, Owen-Gage
 Karen Currie, HISD
 Mike Distelrath, Marlette
 Jeanne Eilers, HISD
 Sue Hoheisel, TISD
 Jacquie Johnson, North Huron
 Denise Kish, Harbor Beach
 Larry Kroswek, Millington
 Heather Langenburg, HISD
 Mike McLaughlin, Kingston
 Heather Miles, HISD
 Kathy Mroz, TISD
 Greg Newland, Bad Axe
 Carrie Peter, TISD
 Peggy Randall, HISD
 Scott Richards, TISD
 Sheila Robinson, Lakers
 Terry Schulz, Akron-Fairgrove
 Kristine Simons, Ubly
 Julie Stoyka, Port Hope
 Lisa Sturm, HISD
 Dan Tighe, Caseville
 Jennifer Trusock, HISD
 Ron Wilson, Cass City
 USA Schools

Evolving Literacy Team

The SAM Writing Team is evolving into a Literacy Team. As a Literacy Team, we have been studying the research on curriculum, instruction, and assessment for reading and writing. With this change, the focus of professional development in 2009-2010 will continue to be writing. In 2010-2011, professional development will target early and adolescent literacy—including reading and writing. To begin this transition, the Writing Newsletter has been changed to the Literacy Newsletter. Some school districts may select additional Literacy Teacher Leaders for the 2010-2011 school year while others will continue with the current Writing Teacher Leader.

SAM Leadership Team Expands

The SAM Leadership Team has recently been reorganized. Starting in November, a new team was formed that includes representation from each local school district participating in the Student Achievement Model. We are excited about the opportunity this creates for improved communication. It also ensures that each district has input in the direction of SAM. The new team began by discussing our goals and hopes for the team. As a result of these discussions, the team decided:

1. Through effective two-way communication and shared decision making, we will build and maintain trusting relationships among all stakeholders.
2. Assist superintendents, principals, teacher leaders, and teachers with SAM structure and implementation.

Our team has been looking at the importance of imbedding coaching into SAM. We feel this is critical and are in the process of determining what coaching model will best fit our needs. Be sure to look for updates as we continue working on this.

We also clarified the role of teacher leaders. Thank you to those teacher leaders who completed our online survey! This was extremely beneficial to us as we used that information to update Teacher Leader role descriptions.

Be sure to contact your district representative if you have any questions or ideas that you would like shared with the SAM Leadership Team. The names of current members and their respective school districts are listed at the left. We welcome your input!

What are Grade-Level/Department Meetings?



“A teacher affects eternity; he can never tell where his influence stops.”

Henry Brook Adams



While the Building Team is comprised of teacher representatives, Grade-Level and Department Teams include all teachers. Typically teachers meet monthly to examine student achievement data. If you are in the elementary, you would take part in Grade-Level Meetings, whereas the secondary has Department Meetings.

At this point, most schools have Grade-Level and Department Meetings up and going. Teams should have a facilitator (this could be the principal, a teacher leader, ISD support, or other) and an agenda. Ideally, these Teams would examine student achievement data to consider these questions:

1. Is our core instruction (Tier 1) strong? (Fall, Winter, Spring, after benchmark testing)
 - a. Do at least 80% of students meet target without intervention?
 - b. If not, what can we change?
 - c. If we've made changes, are they working?
2. Based on benchmark data, what students need additional support, and how will we provide it? (Fall, Winter, Spring)
3. In examining progress monitoring data from struggling students (Tiers 2 and 3), are interventions working? If not, what changes should be made? (monthly meetings, not after benchmark testing)

These questions will be addressed for all topics on the Team's agenda. At a first-grade meeting, a standing Grade-Level meeting agenda might include Reading, Math, PBS, and Writing. At the secondary level, standing agenda items might include Algebra I, Algebra II, and Geometry.

Anita Archer Is Coming!

For many teachers, Spring Break is typically the most exciting part of April; however, this year Dr. Anita Archer will bring four days of excitement to the end of April. Dr. Archer will be presenting April 20-23.

The presentation on Tuesday will be Comprehension for students in kindergarten through second grade from 12-3:30 and Secondary Comprehension Strategies from 4-7:30. Wednesday will include a 12-3:30 presentation on Writing for Struggling Writers in grades kindergarten to second and a 4-7:30 presentation on Comprehension Strategies for students in grades second to eighth. On Thursday, Anita will be presenting Zip and Zest with Dynamic Vocabulary Instruction across all grades. In order to accommodate as many people as possible, Friday will be a repeat of Thursday's presentation. An invite with information regarding registration and a brief description of each session will be coming soon.

Nelson Mandela:

Education is the most powerful weapon which you can use to change the world.

Math Update

A group of states (48) have joined forces to develop a common set of core academic standards for English Language Arts and Mathematics for Grades K-12. Michigan plans to adopt these Common Core Standards (CCS) which are planned to be available yet this school year.

Expectations are that math CCS will be aligned with NCTM focal points and the findings of the National Math Panel. The recently-shared SAM Math **K-8 Alignment document** helps to show the relationship of national targets with state targets. This is useful for planning for 2010 MEAP and for the Common Core.

Grade-Level Focal Points

Documents are developed and will be distributed and discussed at the Focal Point trainings in February and March.

Math Focal Point training sessions are scheduled as follows:

KINDERGARTEN THROUGH GRADE 2

- March 25 at HATC from 8 a.m. to 3 p.m.
- March 31 at TTC from 8 a.m. to 3 p.m.
- April 14 at HISD Administrative Office from 4 to 7:15 p.m.
- April 20 at HISD Administrative Office from 4 to 7:15 p.m.

GRADES 3 THROUGH 5

- February 8 at HATC from 8 a.m. to 3 p.m.
- February 22 at TTC from 8 a.m. to 3 p.m.
- February 18 at HISD Administrative Office from 4 to 7:15 p.m.
- February 24 at HISD Administrative Office from 4 to 7:15 p.m.

GRADES 6 THROUGH 8

- March 8 at TISD Administrative Office from 8 a.m. to 3 p.m.
- March 16 at HATC from 8 a.m. to 3 p.m.
- March 10 at HISD Administrative Office from 4 to 7:15 p.m.
- March 16 at HATC from 4 to 7:15 p.m.

Please consult your principal to attend the trainings pertaining to your grade level.



Mark Your Calendar!

January 25

ALL Universal Screening Scores MUST be entered by 3 p.m. on Jan. 25 so that reports for Data Review Day can be printed

February 10

SAM Writing Teacher Leader Training
8 a.m.-3 p.m. at HATC

Feb. 8 - Apr. 2

Math Focal Points Training - see specific dates above

March 17-18

MiBLSi State Conference

April 20-23

Anita Archer Training

May 3-14

Universal Screening Window

May 17

Data Entry Deadline for Universal Screening Data

For more information about the Student Achievement Model, contact:

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