

*Regional Education
Service Agencies*

RESA

A powerful engine for education

NEWS

To provide high quality, cost effective, life-long education programs and services to students, schools, school systems and communities.

SPRING 2011

Maximizing resources, improving learning

West Virginia's eight Regional Education Service Agencies have spent decades working to improve instruction and advance lifelong learning in the state, and they're ready to help lead the way as education evolves in the future. The issues for West Virginia's students, staff, communities and state have never been more critical, and RESAs continue to help move forward in the worldwide system.

RESAs cooperate in their efforts and take a holistic approach to serving all types of educational needs. This happens with individual students and teachers, as well as with collective efforts in classrooms and communities, with significant savings to taxpayers from the joint efforts.

Of course, a major key to successful education is teaching students in the most appropriate, effective manner possible. We live in a diverse state – geographically, socially, economically and academically. That, in turn, means it's important to reach young people, and learners of all ages, in the way that best reaches them as individuals.

Because RESAs are located throughout the state, they can effectively work in smaller communities or geographic regions, providing the resources efficiently. Whether that means credit recovery and afterschool programs for at-risk students, special students events and activities or other outreach activities, RESA programs provide personalized options for our young people.

"All students have gifts, and it's the job of RESAs and other educational agencies to help bring those out regardless of what other challenges the students may face," said Priscilla Haden, President of WV Board of Education.

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We cannot accomplish all we need to for students without exceptional instructors and engaging lessons, and RESAs help foster and recognize both. Relationships between teachers and students can be truly special, with the opportunity for each side to come away enriched by the experience.

See Future, Page 4

Serving the visually impaired

Specially trained teachers serve 30 visually impaired students throughout the area as part of a program coordinated by Regional Education Service Agency 6.

RESA 6 has three teachers for the visually impaired working in Brooke, Hancock, Marshall, Ohio and Wetzel Counties.

They provide special services including Braille, orientation mobility services for students, and monocular devices.

"RESA 6 is the only RESA that hires teachers for the visually impaired, which is a great example of economy of scale," said Mary Gibson, teacher for the visually impaired. "The program is cost effective because it utilizes teachers across counties."

In addition to the services mentioned earlier, the Visually Impaired program offers in-services for classroom accommodations, works with vocational rehabilitation services for high school students, and creates IEPs for all students. The teachers also participate in local health fairs.

Students are screened in pre-kindergarten to determine whether they may need special assistance. Civanna Tomes, a third-grader at Colliers Primary School, is among those who have benefited

See Impaired, Page 4



Civanna Tomes, a third-grader at Colliers Primary School.

Improving Learning through Instructional Practices Inventory

Boosting Student Achievement

Student achievement is a concern across the nation as well as here in West Virginia. In order to compete in today's world, our students must be able to think critically, solve problems, work as part of a team and make viable decisions.

Schools in Regional Education Service Agency 8 have joined more than 10,000 educators nationwide in receiving training designed to address this issue.

The Instructional Practices Inventory, commonly known as IPI, is a process in which data about overall student engagement during classroom instruction is collected on a school-wide basis. The data is subsequently studied by groups of teachers and applied to improve classroom instruction and student achievement.

"I am convinced this IPI process can improve teaching as well as learning for our students," said Sally Piepenbrink, IEP trainer from the West Virginia Department of Education. "It can raise the 'bar of expectations' so that students can become actively engaged in higher order thinking skills."

Martinsburg North Middle School teachers Marie Bartolomeo and Dee Voorhees echoed Piepenbrink's comments.

See Boost, Page 6

Improving Teaching Techniques

A program to observe student engagement and compile data is helping faculty analyze and improve their own teaching techniques at 17 schools in the RESA 6 region.

Regional Education Service Agency 6 is using the Instructional Practices Inventory (IPI) to measure the strength of a school's instructional practices.

"We collect data about student engagement and facilitate teacher conversations about the data and next steps to increase student engagement with higher order thinking skills," said Marian Kajfez, director of programs for RESA 6. "This is an optional program, and we're extremely pleased that 17 schools in our region are taking advantage of the information gleaned from the process."

Robert Greg Bartlett, director of school improvement and special education, helps coordinate the IPI program.

The Instructional Practices Inventory was developed through extensive research involving actual school practice. The IPI consists of a set of observational categories that are complex enough to capture substantial detail about instruction in the classrooms, yet simple enough so that, with training, the data collected about classrooms can be consistent from observer to observer.

More than 100 class

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IPI in the Classroom

RESA staff are observing classrooms and compiling data that can help school faculty analyze and improve their own teaching techniques.

RESA staff have for many years actively supported the school improvement process for West Virginia schools. One key tool used in Regional Education Service Agency 3 to measure the strength of a school's instructional practices is the Instructional Practices Inventory (IPI).

The Instructional Practices Inventory was developed through extensive research involving actual school practice. The IPI consists of a set of observational categories that are complex enough to capture substantial detail about instruction in the classrooms, yet simple enough so that, with training, the data collected about classrooms can be consistent from observer to ob-

server.

The IPI observation categories used in RESA 3 focus on two primary aspects of the classroom: student engagement in learning (both minds-on and hands-on) and the presence (or absence) of higher level student thinking. RESA 3 includes Boone, Clay, Kanawha and Putnam Counties.

Observers spend a day in a school, going from classroom to classroom, looking at one- to two-minute snapshots and coding what is happening at the precise moment the observer enters the room. Typically, observers will code at least 150-200 "snapshots." Each classroom will be observed several times.

The data are then presented to the faculty, and the teachers use the data to engage in collaborative conversations. They analyze the data, reflect on their own teaching, and then as a school set goals to increase student engagement

and opportunities for higher order thinking.

"This is a great way for RESAs to support instruction in the local classroom," said Charles E. Nichols, Executive Director of RESA 3. "Our goal is to help students learn in the most effective ways possible, and IPI certainly addresses that in an effective manner."

IPI data collections take place three or four times during the year. As teachers compare data from several observations, they see school-wide instructional practice changing based on individual commitment to try new strategies.

Many RESA staff have been trained as observers and help to lead teachers in the reflection and goal-setting process. The IPI process is a positive one, one that helps teachers see the power they have to create higher-level learning for students.

Online program encourages collaboration

Regional Education Service Agency 2 is coordinating implementation of a high-tech tool that allows educators to collaborate online and improve overall support and development.

RESA 2 recently selected a digital resource to enhance the growth of teachers and administrators through an online community called TeacherStudio®. The program was developed by Orlando-based eSchool Solutions®. This asynchronous opportunity allows teachers to connect regionally, statewide or nationally – anytime and anywhere – so that they can share ideas, receive mentoring and keep up-to-date on global best practices.

In this case, that will include teachers in RESA 2's service area of Cabell, Lincoln, Logan, Mason, Mingo and Wayne Counties. The RESA 2 focus will be on developing high quality questioning in the 21st Century Classroom, co-teaching, differentiated instruction, personalized learning and technology how-to's. Educators at all levels are included, from kindergarten to 12th grade.

Teachers are researching questioning strategies and creating mini-videos of the process for teachers across the RESA 2 region to view. This viewing process will be designed in professional development modules that will allow teachers to connect with other teachers as they learn and create learning activities to share with colleagues.

"I am very excited to offer this service to my schools across the region," said Kelly Watts, program development director for RESA 2. "Often when teachers learn new strategies they are excited about trying them but need additional support as they are implementing. I feel that TeacherStudio affords RESA 2 the opportunity to provide important follow-up support as well as promoting continued growth with mentoring using technology."

TeacherStudio allows teachers the opportunity to learn a new strategy and then practice within their classroom. If the teacher does not feel successful, he or she can continue viewing

these modules with support of both the teachers who created the modules and other teachers who are going through the training as well.

"TeacherStudio offers schools across the country a unique and cost-effective way to expand upon the professional development of their teachers," said Lisa Welton, senior vice president of sales and marketing for eSchool Solutions. "We're pleased that this service will now be available to the educators in the RESA 2 region, who will now be able to easily collaborate beyond their school walls."

RESA 2 is headquartered in Huntington and provides educational enhancement resources for students, teachers and the public. For more information on its services, call 304.529.6205 or visit <http://resa2.k12.wv.us>.

"Often when teachers learn new strategies they are excited about trying them but need additional support as they are implementing..."



Technology helps record health data

School personnel involved in student health care from around RESA 6 gathered for training that will help use technology to improve record keeping.

Early childhood and pre-K coordinators, school nurses and WVEIS county contacts received Electronic Health Data System Training through the Regional Education Service Agency that serves Hancock, Brooke, Ohio, Marshall and Wetzel Counties. Sessions took place in each of the five counties, said Caryn Puskarich, Regional School Wellness Specialist for RESA 6.

"The West Virginia Department of Education is introducing a new technology application that utilizes hand-held devices such as iTouch, iPad and iPhone for specific WVEIS health data entry," Puskarich said. "Each county in RESA 6 received grant awards from the Department of Education for the purchase of needed equipment."

Puskarich and the WVEIS Staff, Ronda Kouski and Eric Schoenian, provided training for the use of the application. WVEIS stands for the West Virginia Education Information System, which provides a centralized place for school data.

The Electronic Health Data System Training was specifically targeted to all school personnel that coordinate or participate in the school enrollment and screening process. Health screening data that can be collected through the new hand-held devices include height and weight with calculation of Body Mass Index, screening and referral for vision, hearing, speech/language, development, dental and immunization records.

"The iPad/iPod provides screens that are simple and easy for data input, with minimal typing required, and will include wide use of drop-down selections, buttons and checkboxes," Puskarich said. "Health screening information is easy

See Data, Page 5

Ron Nichols retires from RESA 5

Ronald K. Nichols, executive director of Regional Education Service Agency 5 for more than a decade, is retiring.



Nichols took the helm of RESA 5 after spending seven years as superintendent of Doddridge County schools.

He also held that post in Calhoun County and worked as director of instructional services for RESA 4 earlier in his career.

“Ron has been a valuable asset for RESAs around the state and a great colleague for me,” said Charles E. Nichols, executive director of RESA 3. “We certainly will miss his input, but we wish him well in his future endeavors.”

Ron Nichols received his bachelor’s degree in education from Glenville State College and his master’s degree from West Virginia University. His doctoral degree in education leadership from WVU is pending.

importantly the way we learn – has changed dramatically over the years and the pace of that change is ever increasing. The students of today are *digital natives*, while many of their instructors remain *digital immigrants*. Bridging those gaps is vital to successful education, and RESAs are providing the necessary support to help make technology an integral part of curriculum.

RESAs increase the speed at which this technological transition can take place. Highly trained professionals are positioned around the state, providing expertise which individual schools or even counties could not possibly afford on their own.

Technology no longer is an “add on” when it comes to instruction. It is in fact a vital part of our educational process, and we need to continue to integrate that in every way possible. Whether it’s training for the use of iPods and iPads in regular lessons or ensuring that technological advances are working properly and being used appropriately, RESAs are preparing an atmosphere for life-long learning as we move into the future.

“We all appreciate the value of a great educational system that produces outstanding graduates and citizens. Creating that takes true partnerships among legions of people and groups, and RESAs are proud to play a leading role,” said Dr. Lowell Johnson who leads the WV Board of Education RESA Committee.

Future: From Page 1

There are many ways for those interactions to occur, and RESAs help provide the leadership that empowers teachers and administrators with the confidence and knowledge to be great educators. Whether it’s promoting the exceptional accomplishments of a local teacher or creating a system by which to share outstanding techniques, RESAs are encouraging excellence in our system.

With these cooperative efforts, it’s easier for teachers to develop their skills and be prepared for all the new information they receive.

Creating an environment of excellence goes beyond just those in the classroom, however. From the state level through the regional system and

into the counties, all aspects of the educational system must work cooperatively and RESAs create those collaborations with services in finance, transportation, leadership and administration.

An outstanding educational system isn’t just the job of teachers, or even teachers and families. An atmosphere of learning must be pervasive in a community, with businesses, non-profit agencies and many others involved in creating the environment.

This will not happen by accident, and RESAs encourage citizen involvement and foster the partnerships that are critical to making that happen. Whether it’s public service training to prepare our emergency responders or working with entire communities to discourage bullying and other practices that adversely affect learning, agency professionals are there to assist.

“If we are to foster the sense of learning that is required for our young people to succeed, it will take a concerted effort by many inside and outside the system. RESAs are a great resource for creating partnerships with a variety of vital stakeholders,” said Kirk King, Principal of West Hamlin Elementary in Lincoln County.

The way we teach – and more

OUR MISSION

To provide high quality, cost effective, life-long education programs and services to students, schools, school systems and communities.

Impaired: From Page 1

from the program.

Civanna’s vision impairment doesn’t hinder her academic achievement, as she ranks at the top of her class. She is very adept at using optical aides in the classroom and loves to read.

She also gets along well with her peers.

“Civanna is a pleasure to have in my class,” said Dianna Cornett, third grade teacher at Colliers Primary School. “I enjoy working with her.”

DDLS Training Fills a Void In EMS Care

Patient care in emergency situations is much more than knowing how to stop bleeding, care for broken bones, or treat heart attack symptoms.

Dealing with the patient's emotional well-being is also an important part of emergency medical care. This "bedside manner" is not an exact science, and when the patient has a developmental disability there is another level of understanding required.

RESA 8 Public Service Training has created a class for EMS providers to learn about dealing with people with developmental disabilities. DDLS, or Developmental Disabilities Life Support, was supported through a grant awarded by the West Virginia Developmental Disabilities Council.

Developmental disabilities include Intellectual Disabilities, Autism Spectrum Disorders, Down Syndrome, Cerebral Palsy, and others. Developmental disabilities are a group of chronic impairments that impede development of one or more abilities, traits, or processes, including physical, cognitive, sensory, and speech skills.

Many EMS providers have cared for individuals with a developmental disorder and never recognized it. Many have cared for developmentally disabled patients and quickly identified a deficiency in the skill set and background knowledge required to treat them appropriately and comfortably.

The DDLS program has been developed to enhance the EMS provider's knowledge of developmental disabilities as well as enhance the skills utilized by providers when caring for developmentally disabled individuals. The training includes a review of common myths about developmental disabilities and video segments showing persons with developmental disabilities being approached by EMS personnel.

Another powerful segment of the training is the video presentation of the personal stories of persons with developmental disabilities. Participants found one segment in particular to be very moving as a mother describes the life of her recently deceased son, who led a full and rewarding life with Down Syndrome.

Jane Lynch, RESA 8 Executive Director, approached David Plume, RESA 8 Public Service Training Coordinator, with the idea.

"I found a grant that may provide funding for a project for Public Service Training," Lynch told Plume. The job of completing the grant application was given to Jamie Weller, RESA 8 Assistant Public Service Training Coordinator.

"We were pleasantly surprised that we received the grant," Weller said. "Public Service Training has been delivering quality training to the EMS community for years, but we have not been known for developing curriculum."

Romney Area EMS attends RESA 8's DDLS Training



After his successful grant application, Weller was assigned the role of project manager to develop the DDLS Curriculum. Linda McQuaid, an emergency room nurse as well as a longtime PST Instructor, was immediately identified to work with Jamie on this major project.

The course took more than a year to create but will certainly fill the gap in EMS knowledge when responding to these types of emergencies. The course initially was implemented throughout the eight counties of RESA 8: Berkeley, Grant, Hampshire, Hardy, Jefferson, Mineral, Morgan and Pendleton.

The first classes were conducted in Shepherdstown, Martinsburg, Moorefield and Romney in November and December of 2010. Participants were told that their role was not only as a student, but also as a course evaluator. Final revisions to the DDLS program were made based on information from in-depth course evaluation forms.

"Linda McQuaid approached this project with a passion," Plume said. "She

went above and beyond on conducting research and taking a personal interest in learning more about developmental disabilities. Linda's approach was to learn more about *people* who have developmental disabilities, not just to learn about developmental disabilities.

"Jamie's technical expertise in coordinating the video segments and PowerPoint and his personal experience as a Paramedic, combined with Linda's passion and personal experience providing care to persons with developmental disabilities, made a powerful team to develop the DDLS Training."

Focus groups were organized to bring in people with developmental disabilities and their families to share their personal experiences. The focus groups offered their perspective on the training as it was being developed. Weller and McQuaid cite the input from the focus groups as a big reason for the quality of the training. Representatives from the WV Developmental Disabilities Council also provided feedback on the initial drafts of the training. The final version of DDLS was rolled out statewide at the ESCAPe (Emergency Services Conference at Pipestem) in February 2011. The program is now in the process of providing Train-the-Trainer sessions so that it can be implemented throughout West Virginia.

Data: From Page 3

to enter on both currently enrolled and not-yet enrolled students and will easily integrate into the existing system. It's also secure and confidential."

Participants said the training was valuable and the new system welcome.

"As the WVEIS county contact, I found the iPad health training very helpful," said Jennifer DiGiacinto. "All the trainers were very knowledgeable about the new app, as well as the WVEIS WOW screens, and eager to find answers for questions that they could not answer themselves. I always find RESA employees helpful and knowledgeable."

Collaborative Teams Create Positive Results

Four schools in Regional Education Service Agency 4 are participating in a statewide initiative that helps teachers generate better results through collaboration.

The West Virginia Department of Education Collaborative Teams Network (CTN) is a statewide group of schools working together. Through the partnership, the collaborative teams generate continuous improvement in teaching and learning.

RESA 4 schools involved in the network are Craigsville Elementary, White Sulphur Springs Elementary, Zela Elementary and Valley High School. As part of the statewide community, they use the power of collective action and the commitment of skilled teachers to focus on learning.

Dr. Gus Penix, executive director of RESA 4, said the teams are engaged in action research involving formative assessment practices.

"As the school moves along the continuum toward full implementation of learning community practices,

teacher teams engage in collaborative processes that structure the kind of learning opportunities that students need for success," Penix said. "The four schools already involved see clear benefits, and we look forward to promoting collaborative teams in other RESA 4 schools."

Administrators support the collaborative teams through distributive leadership, which allows teachers to share their skills, understanding and creativity. The results include not only satisfaction for the educators, but increased achievement for students.

"Teacher collaborative teams are empowered to improve student learning and are supported by a structured system that aligns assistance from school leadership teams, counties, RESAs and the West Virginia Department of Education," Penix said.

RESA 4 Collaborative Teams Network



Deborah Stollings, Carla Starcher, Barbara Vest, Afton Hughart and Teresa Morris, principal of Zela Elementary School, collaborate to enhance learning and improve teaching methods.

Boost: From Page 2

"I think the analysis of the data gathered during an IPI is a non-invasive way to enhance instructional practices," Voorhees said. Bartolomeo added, "Every educator will benefit from this process and thus every student."

Jane Lynch, executive director of RESA 8, which includes Berkeley, Grant, Hampshire, Hardy, Jefferson, Mineral, Morgan and Pendleton Counties, is pleased to be part of the program.

"RESA 8 has been assisting counties in data gathering while school staff representatives have been participating in trainings," Lynch said.

Bryan Cooley, program development coordinator at RESA 8, added, "Effectively implementing the IPI process in area schools may show promise in positively affecting achievement. The value of the process

will depend upon the activities implemented after data collection."

Alice Ann Guyon of Grant County concurs with Cooley.

"I think one of the greatest benefits will be the conversations that take place in the school after the inventory is completed," Cooley said.

RESA 8 offers a variety of programs and services and information is available by going to www.resa8.org.

Techniques: From Page 2

walk-throughs are used to collect the data. Afterward, teachers participate in setting goals and creating action plans. The system is repeated three to four times during the school year.

Observers spend a day in a school, going from classroom to classroom, looking at one- to two-minute snapshots and coding what is happening at the precise moment the observer enters the room. The data

are then presented to the faculty, and the teachers use the data to engage in collaborative conversations. They analyze the data, reflect on their own teaching strategies, and then as a school set goals to increase student engagement and opportunities for higher order thinking.

RESA 6 coordinates training for teachers as "coders" to help compile the information. RESA officials work with teachers when they do the coding for the first time and lead the teacher discussion until coders are prepared to facilitate that on their own.

"Once we've built capacity with the teacher coders, we can allow the teachers to continue this process at individual sites," Kajfez said. "We look forward to expanding the program next year."

Push for Quality Learning Continues

RESA 5 has established a tradition of commitment to providing continual improvement training to educators across West Virginia. Over the past dozen years hundreds of teachers and administrators have attended David Langford's Quality Learning Seminar. The four-day training through Langford International, Inc., is intended to promote improved learning in the classroom.

During the workshop, educators apply learning tools and practices focused on the theory and psychology of knowledge. It is RESA's professional development mission to enhance the quality of learning through educational programs that benefit teachers and administrators as they strive to ensure that students can successfully master a challenging curriculum.

Last year's Quality Learning Seminar drew high praise from nearly all 96 educators who attended. Among the various comments received were:

- David Langford brings years of practical use of these tools and impressive success stories to back it up!
- Please do everything you can to get Langford back again next year. It would be great to try a Langford 'Teams' training for students.
- The best thing for me was learning techniques I can immediately put to use in my classroom.
- I would love to attend this workshop again. Four days is not enough time to process and apply. Please get Mr. Langford back. Our schools would really benefit.
- Thank you so much for being a motivator of change in our area.
- I hope RESA 5 offers this opportunity again.

"We believe that all students can learn a challenging curriculum given enough time, help, and appropriate instruction," said Ron Nichols, executive director of Regional Education

Service Agency 5. "Mr. Langford's Quality Learning permits the implementation of classroom practices that engage students in exploring and deepening their understanding of content matter and allows them to take the responsibility for their own learning processes."

This professional learning opportunity was presented by RESA 5 with

"We believe that all students can learn a challenging curriculum given enough time, help, and appropriate instruction..."

support from the West Virginia Department of Education. In response to popular demand, David Langford's

Quality Learning seminar will be presented again July 12-15, 2011.

RESA 5 continues

to provide high-quality professional learning opportunities for educators in Calhoun, Jackson, Pleasants, Ritchie, Roane, Tyler, Wirt and Wood Counties.

RESA 7 programs honor employees

Regional Education Service Agency 7 has created a pair of programs to recognize employees for exceeding job expectations. One focuses on exceptional teaching techniques, while the other recognizes service personnel for standing out above the rest.

The RESA 7 Exemplary Teaching Techniques Award program aims to showcase teachers whose teaching strategies are considered to be exemplary. This program, initiated by the West Virginia Legislature in 1989, is designed to identify teachers who model exemplary and innovative teaching techniques and practices in their schools.

The RESA 7 Exemplary Service Personnel Awards Program was created to award individuals who go above and beyond the call of duty in their prospective fields. Each school or work location was asked to nominate one candidate for this award.

"We have so many people who do outstanding jobs, and this is one way to highlight those efforts," said Jeovanna Lacaria, director of curriculum and instruction for RESA 7. "Our goal is to showcase best practices being implemented within our counties."

To be considered for the Exemplary Teaching Techniques Award, each candidate was nominated by their school's faculty senate committee and

was asked to complete a 15-minute video presentation and complete the appropriate application materials and student release forms.

Those teachers submitting video presentations will take part in a review and judging at the RESA 7 Office at the end of April. Three teachers (one from PK-5, 6-8, 9-12) will be selected for monetary awards and will be recognized at a RESA 7 Advisory Council meeting on Thursday, June 16, in Marion County.

Consideration for the Exemplary Service Personnel Awards required a nomination form and a letter expressing why this individual should be recognized for his or her efforts. A committee will select the one candidate that exemplifies the Service Personnel Member of the Year. This individual will receive a monetary award and certificate of achievement at the RESA 7 Advisory meeting in June.

RESA 7 is headquartered in Clarksburg and provides educational enhancement resources for students, teachers and the public in Barbour, Doddridge, Gilmer, Harrison, Lewis, Marion, Monongalia, Preston, Randolph, Taylor, Tucker and Upshur Counties. For more information on its services, call 304.624.6554 or visit <http://resa7.k12.wv.us>.

Partnerships helps Improve Instruction

Regional Education Service Agency 1 is using local partnerships to improve educator knowledge and skill – and, therefore, instruction. RESA 1 and Concord University have recently partnered to offer graduate programs in the Master of Education (M.Ed.) Program for the Reading Specialist and Educational Leadership for teachers in southern West Virginia.

Cohorts involve a group of individuals who begin and end a program at the same time. These cohorts programs of study encourage

cooperative learning and team building as teachers collaborate to develop exemplary skills to become effective leaders in the 21st century.

“The cohort program was a lifesaver for me because I had the convenience of completing my master’s degree at half the cost while not traveling far from home,” said Denise Abrams, instructional coach. “I would recommend this program to anyone who is serious about continuing their education. The professors were supportive and wonderful to work with. I am so glad that I had the opportunity to participate in this program and to complete my dream of becoming an effective 21st century leader.”

Classes for cohorts have been offered through a web-based instructional component (blended) on Concord’s campus, the Erma Byrd Center in Raleigh County, and at the McDowell County Board of Education, or totally online for convenience to the teachers in southern West Virginia. RESA 1 serves Mercer, Monroe, McDowell, Raleigh, Summers and Wyoming Counties.

“The demands are great on educators to become effective instructional leaders, but I have witnessed steady growth as the candidates progress through the coursework and internship requirements of the educational leadership program at Concord University.”

Courses are taught by highly qualified faculty members from Concord University.

“Effective 21st century principals are instructional leaders who are guided by a clear vision that influences teachers and students to become competitive life-long global learners, driven by data-based individualized instruction, while establishing strong collaborative relationships with diverse school communities,” said Santina St. John, Ed.D., of Concord University. “The demands are great on edu-

tors to become effective instructional leaders, but I have witnessed steady growth as the candidates progress through the coursework and internship requirements of the educational leadership program

at Concord University.”

Graduate students in the programs report that cohort groups are supportive and productive, the times are convenient and meet their needs, programs are designed to accommodate their busy lifestyles, and the one-time registration and fixed tuition rates are very beneficial.

“I feel that the RESA 1 cohort has enabled me to not only learn from my professors, but from my peers as well,” said Kara Shupe, sixth grade math teacher at Park Middle School. “Without the support of the cohort group, obtaining my master’s degree would have been far more difficult. The classes are manageable and the support system is wonderful!”

RESA 1 will continue to work collaboratively with Concord University’s Graduate Program to offer programs of quality and need to benefit the individuals in southern West Virginia.

OUR VISION

To serve the educational needs of the total community.

RESA Regions

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