Berkshire Compact

November 19, 2010

Welcome New Members

- **Edward Costa**, Superintendent, Lenox Public Schools
- **Susan Edgerton**, Chair of Education Dept, MCLA
- **Helena Fruscio**, Director, Berkshire Creative
- **Jenise Lucey**, Executive Director, Berkshire South
- **Ann Marie Mutz**, Guidance Director, Pittsfield High

Berkshire Compact

Life Sciences Thrive at Our Colleges

MCLA

- 25% of students major in life sciences
- $54.5 M Center for Science and Innovation

BCC

- Nuclea Summer Science Institute
- STEM Career Fair
- Life sciences and business degrees lead to four year programs

STEM Pipeline

Berkshire Compact

Berkshire Readiness Center

Berkshire Compact

- Aspirations & Access
- Workforce

Center for Educator Excellence

- Educator Prep & PD
- Early Childhood

Berkshire STEM Pipeline Network

Center for Educator Excellence

- Educator preparation and professional development
  - Countywide training and learning communities
  - New teacher induction
  - Leadership Academy
  - Curriculum alignment

- Early Childhood Education

Workforce Priorities

Workforce Readiness

- Berkshire Youth Leadership Program
- High school and college internships
- Job shadowing
- Support for immigrants
- Workforce readiness curriculum

STEM

- Governor's STEM Advisory Council
- Student town meeting
- Compact television show
- Berkshire STEM Pipeline Activities

Governor's STEM Advisory Council

- A Foundation for the Future: Massachusetts' Plan for STEM Education

Developing a Pipeline of STEM Graduates

Goals

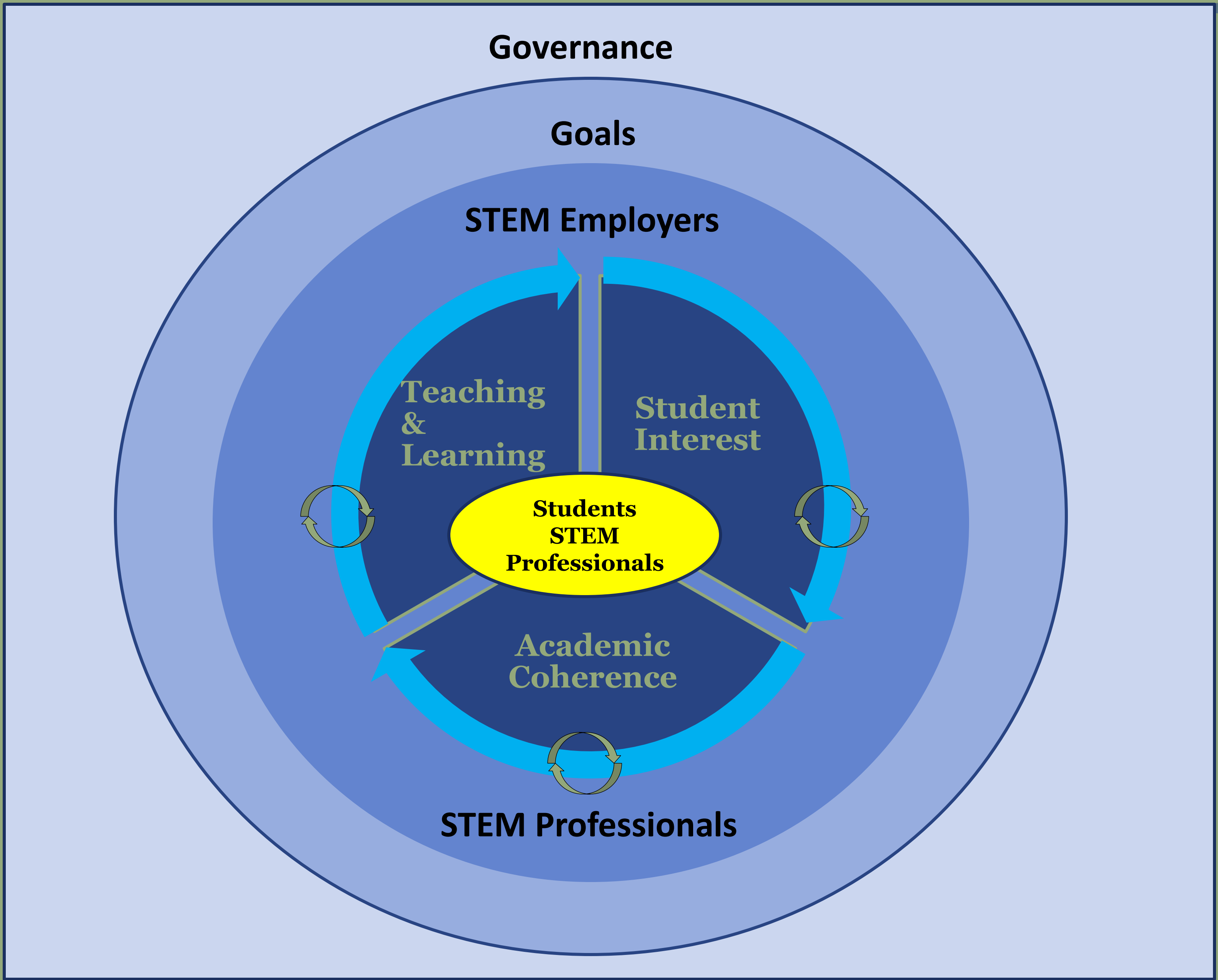
1: Increase student interest in STEM

2: Increase STEM achievement of PreK12 students.

3: Increase the percentage of students who demonstrate readiness for college study in STEM fields.

4: Increase number of students who graduate from a postsecondary institution with a degree in a STEM field.

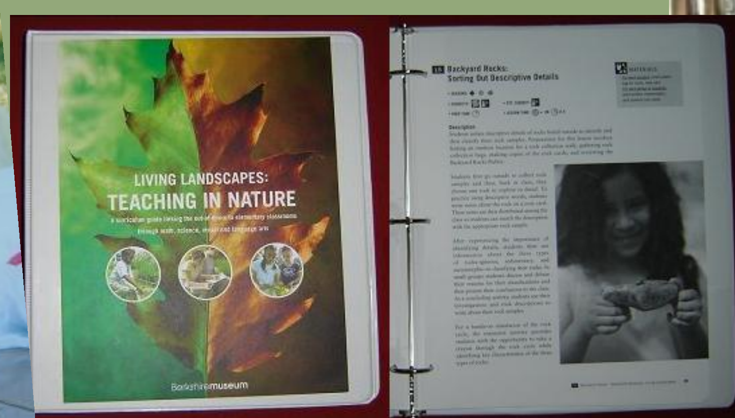
5: Increase the number/percentage of STEM classes led by effective educators, from PreK16.


Governance
Goals
STEM Employers
Teaching & Learning
Student Interest
Students STEM Professionals
Academic Coherence
STEM Professionals

Berkshire STEM Collaborative

- Annual Career Fair
- Annual Region I Mass. State Science and Engineering Fair (MSSEF)
- STEM Professional Development

STEM Programs



STEM Career Fair at BCC

November 5, 2010

- Schools: Drury, Hoosac, Lenox, McCann Mt. Everett, Mt. Greylock, PHS, St.Joe, Taconic
- Keynote Speakers:
  - Patrick Muraca, Pres/CEO of Nuclea Biotechnologies
  - Sean Donovan, Nuclea Intern and MCLA senior

- Over 400 attendees, 51 exhibitors
- Exhibitor and student feedback

BCC STEM Career Fair

Aspirations and Access Priorities

Raising Aspirations

- School initiatives
- Third grade visits
- Sixth grade visits
- Harlem Children's Zone
- Student town meetings
- Early literacy

Increasing Access

- Fast Track
- MCLA's new MBA program
- Dual enrollment
- Positive Options
- Intermodal Education Center

College Aspirations

- Sixth grade college visits week of April 11
- Third grade college visits
  - December 1: Clarksburg, Plunkett
  - December 3: Sullivan, Greylock, St. Stan's
- Harlem Children's Zone
- Dual Enrollment
- Adams Scholarships

Early Literacy

Early Warning: Why Reading by the End of Third Grade Matters

- 67% of 4th graders are below proficient in reading
- 33% are below basic reading levels
- Early literacy is predictor of academic success

Improving Childhood Literacy

- United Way's Early Childhood Think Tank
  - Reach Out and Read
  - Wee Read/Story Walk
  - Setting benchmarks
- Week of the Young Child, April 10 – 16
  - Early Years are Learning Years
- PD Grant


Professional MBA

Professional MBA Program

- Outgrowth of degree needs assessment for Compact
- Designed to meet career needs of working adults and workforce needs in the Berkshires and beyond
- 30 - 45 credits depending on undergraduate degree, 5 years professional experience required
- Can be completed in less than 2 years
- Flexible cohort model, hybrid course delivery with online and face-to-face instruction, weekend classes
- Graduate Certificate in Business Admin available for students without business undergraduate degrees
- Information Night 12/2, 6:30 p.m., Intermodal Center

Compact Outreach

- Television Shows
  - Getting ready to start preschool and kindergarten
  - Staying involved in your child's middle and high school education
  - College application process
  - Financial aid process
  - STEM Careers/Nontraditional students

- Festival of the Trees

County-wide Professional Development Day

October 29, 2010

THE STRUCTURE FOR THE DAY WAS BASED ON THE FACT THAT……….

- **We know that** student achievement increases in schools where collaborative work cultures foster a professional learning community among teachers.
- **We know that** leadership in schools is emerging as a set of functions rather than just as a formal role of one person and that it needs to be embedded in the school community as a whole through teacher leadership.
- **We know that** there is a clear connection between school reform, professional development and teacher leadership.

LOGISTICS OF PROFESSIONAL DEVELOPMENT DAY

- **Adams-Cheshire:** North County academic and SPED teachers
- **Berkshire Hills:** Central and South County academic and SPED teachers
- **Norman Rockwell:** Art and music teachers Foreign language and nurses at Lenox High School.
- **Hoosac Valley:** Physical education and librarians
- **Central Berkshire:** School adjustment, guidance, psychologists and health teachers.
- **MCLA:** Technology

PREPARATION FOR THE DAY

- **Professional learning communities** were developed by grade level at the elementary level and by subject area at the secondary level.
- **Facilitators** were assigned to each learning community (training provided by Doug McNally and Jill Pompii).

GOALS FOR THE DAY

- Sharing examples of assessment, progress monitoring and appropriate interventions
- Creating lessons that can be implemented into classrooms.
- Developing plans for each professional learning community to continue networking and collaborating throughout the year.

Observation in BHRSD

- Summer Fellowship

  (26 Fellows met for 25+ hours)
- Phase 1 - student observations

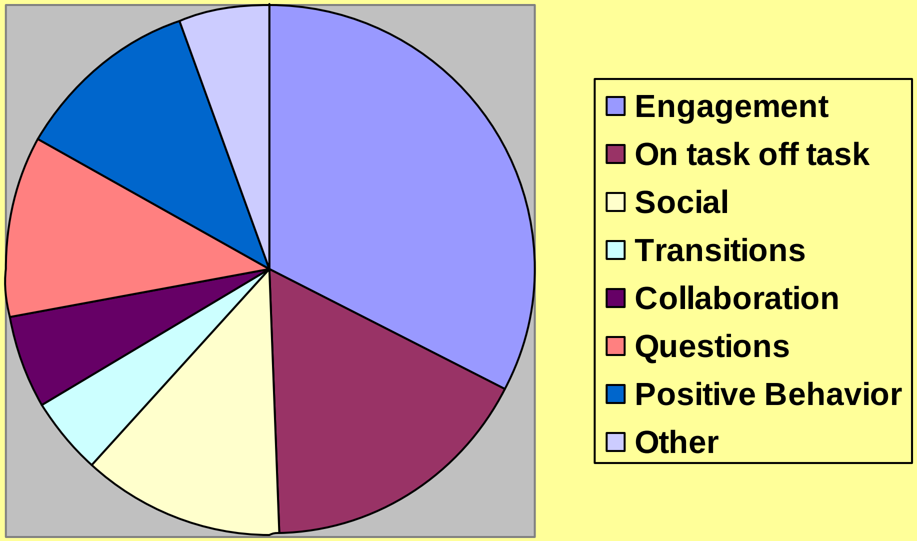
  (5 x 20 Mins. over 6 weeks)
- Phase 2 - teaching observations

  (Once over 7 weeks)
- Phase 3 - group endeavor

  (February to June)

Observing Children

What you focused on



What you found:

- Engagement vs. compliance
- High expectations, teacher behavior were both seen as contributing to engagement
- Interest was linked to engagement
- Many were surprised to learn that chatting and day dreaming did not disrupt learning, and often seemed to enhance it.
- Children seemed to self regulate more than you expected
- Most who looked at social interactions were surprised by how much courteous and kind behavior they saw
- Most saw consistency across classes, some did not

Some information on the process…

- 59% of you completed your observations by Nov.10th (ultimately more than 90% completed)
- 80% of those (who commented) found this to be valuable
- 5% (who commented) were frustrated that you didn’t get more guidance
- 4% (who commented) were frustrated at the time this required

Next step in observing:

- Make it a habit AND a priority
- Look for signs of understanding:

  -What does understanding look like?

  -You can see it in their work and hear it in the things they say, but only if you let them do work, and talk about ideas in such a way that real thinking is involved: constructing versus absorbing knowledge

Please keep in mind….

- Observations don’t always or even often lead to epiphanies, or specific concrete changes in what you do
- Instead, they should become a habit that subtly influences your teaching practice, and your understanding of students.
- Sometimes, these observations give you new ideas

and…..

- Observations should have the potential to surprise you
- Ask yourself how much of your observation is based on assumptions you made about kids- assumptions that can be questioned
- Make time to observe on a regular basis. If it wasn't that helpful this time around, do more of it or ask for help in doing it differently. *Let's reconsider our use of time….*

Observing Teaching

How to do it:

- Watch for 30 minutes
- Record everything you see and hear but this should be a non-evaluative description, not an interpretation
- Meet with the teacher you observed and
  - Tell him or her what you saw
  - Ask the teacher to expand/explain on one or two things you wondered about (you might ask them to explain how they decided to do x, what led them to a particular activity, what the context was for something you noticed, or how they chose to handle Y)

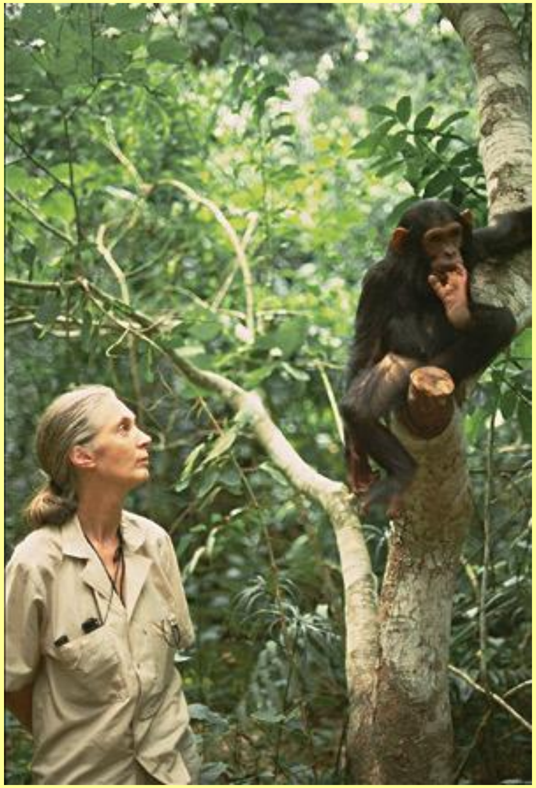
By January 14th please….

- Send us a description of your observation and the discussion you had with the teacher you observed

Next Steps…

January 28th In service

- We'll summarize your observations
- We'll provide you with an overview of what good learning and teaching look like, drawn from the observations you have been doing
- We'll establish ongoing teams for you to investigate topics that have emerged during these observations



Berkshire Compact

www.berkshirecompact.org
www.mcla.edu/readiness