



March 2017
Edition

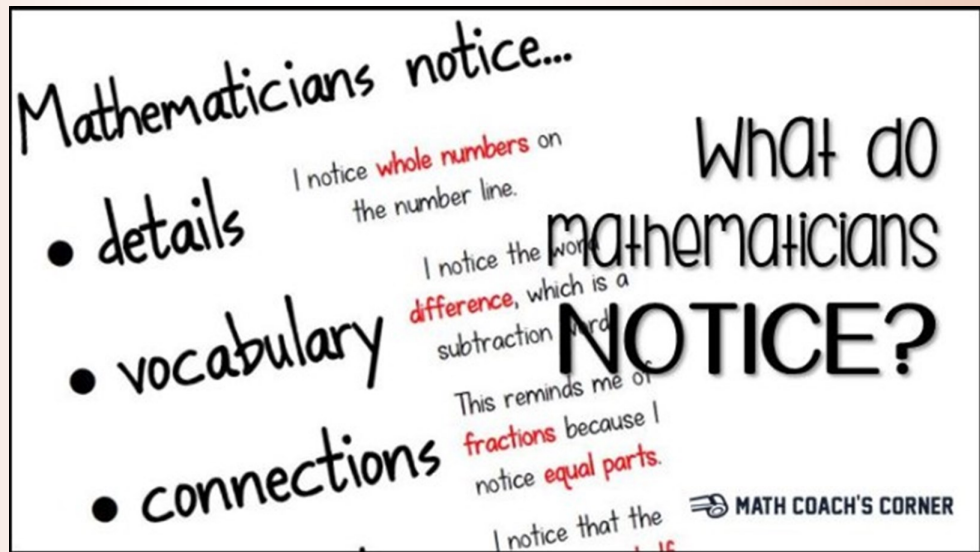
Leadership Matters

What Do Mathematicians Notice?

Beginning Teachers Academy

Academic Services is pleased to announce another year of a beginning teacher induction program. First year teachers hired next school year as well as new teachers hired after January 1, 2017 that did not participate in this year's academy will be eligible to participate. Additional changes include the incorporation of scheduled digital learning dates as well as how mentors will be asked to provide support for their assigned mentees. More details will be shared as we approach next school year.

BY DONNA BOUCHER



Ever since hearing [Annie Fetter](#) talk about [Notice and Wonder](#) at the Atlantic City [NCTM Regional Conference](#) in October, I have been obsessed with the strategy. What I immediately noticed (no pun intended) was that my students didn't notice much. Because I believe so strongly in the power of the strategy, I kept asking them to notice and it didn't take long before they started noticing more. But...their noticing were really just scratching the mathematical surface. They were saying things like *I notice numbers* or *I notice shapes*.

To continue reading please click here: <http://www.mathcoachscorner.com/2016/04/what-do-mathematicians-notice/>

[March Academic Services Calendar](#)

[April Academic Services Calendar](#)

Announcement

Please Note:
You can find more
information on our department website:
www.sisd.net/academicservices

Tech News



Twitter Chat – March 6, 2017 at 6:00 PM

The monthly Twitter Chat has been moved to 6 p.m. on **Monday, March 6, 2017!** Join us, wherever you may be, by following #SISD_Chat on Twitter. This month, we will be sharing the ways in which Team SISD members have found tools, strategies, and connected with others for their professional and personal benefit. Join our online community and help us keep moving Socorro ISD onward!

Community Engagement Survey data: STaR Chart and 8th Grade Technology Applications Assessment

In order to complete the Community Engagement Survey, principals will be receiving an email with their campus 2016-17 STaR Chart results. If applicable, schools will receive the 8th Grade Technology Applications Assessment results for 2015-16, as students will take the 2016-17 assessment in April/May 2017.

On that note, we will be working with 8th Grade CTE teachers to prepare them for the administration of the test that measures student’s grasp of 21st-century skills, as outlined below:

Dates	Event	Description
March 27– 31, 2017	Online Training Module (Currently under revision)	Teacher/Proctor will view the online training module to receive step-by-step training on the process for the administration of the assessment on StaffNet. http://www.sisd.net/Page/33724 (Link is active, but content will be unavailable until update is complete.)
April 5 - 12, 2017	Live Webinar	Teacher/Proctor will have the opportunity to join live webinars to answer any questions. Webinars will run 3:30-4:30 each day.
April 1 – 7, 2017	Finalize Student Rosters	Teachers/Proctors will be able to verify class rosters. If any student is missing, email Edna Ortega at edna@sisd.net .
April 10 – May 12, 2017	Testing Window	Students will complete the test and survey.

Film Festival

Socorro ISD has been invited to participate in an annual student film festival hosted by EPISD, which is open to all Region 19 students. This year’s theme - THE ART OF STORYTELLING - So go out and tell your best story! Teachers/Sponsors are asked to fill out the interest form so they can get an idea of how many student films to expect using this link-<http://tinyurl.com/EPISDfilmfestival> by March 10, 2017.

More information about the festival can be found at: <http://episddigitalfilmfestival.weebly.com/>

Early Childhood News

MARCH

Our department will be hosting 2 Texas Literacy and Mathematics Achievement Academies provided by Region 19 at Americas High School during the second week of Socorro ISD March Intercession.

Registration is on a first-come, first-served basis. Teachers attending will receive a \$350 stipend if they meet the following requirements:

- Attendance is specific to grade level taught (Kindergarten and Grade 1 Literacy; Grade 2 and Grade 3 Math)
- Participants are classroom teachers and/or special education
- Teachers who teach math, literacy or both
- Teachers have not attended an academy previously (Summer 2016)
- Teachers successfully complete ALL THREE DAYS of an Academy
- Teachers are not on duty
- Registration is limited to 50 participants per session.
- Registration will be through Region 19 Click'n'Learn
 - (teachers must create an account if they don't currently have one and must register on their own at escWorks at <https://txr19.escworks.net>)

Here are the Session #s for each three-day Academy:

Monday, March 20 - Wednesday, March 22, 2017:

Grade K Literacy (# 171578)
Grade 1 Literacy (#171580)
Grade 2 Math (#171317)
Grade 3 Math (# 171345)

Thursday, March 23 - Saturday March 25, 2017:

Grade K Literacy (#171579)
Grade 1 Literacy (#171581)
Grade 2 Math (#171346)
Grade 3 Math (#171347)



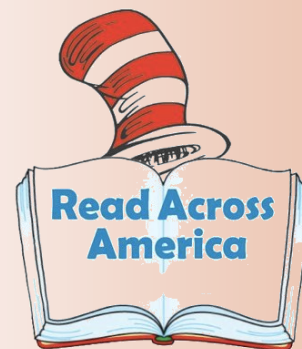
For any questions about the Academies and registration please contact ESC-Region 19 Events Management at (915) 780-5055.

ELAR News

Elementary

For the Love of Reading:

Although we celebrate reading for Read Across America this month, let us not forget to celebrate reading each and everyday. The more we, as educators, show our love for reading every single day, the more our students will learn how to love reading themselves. Whether your campus chooses to celebrate the first week of March or the second, let us ignite a fire in every child's mind about reading that continues through out the year. Everything we do in life involves reading in one way or another. The more we show that reading is fun and important, then the more our students will develop a love for reading themselves. Continue to bring fun reading activities into the classroom into the upper grades just as early teachers do. Kids continue to love to be read to at all ages! The simple act of a read aloud for enjoyment everyday will do wonders for our students. So this month lets ignite a fire that shows how important reading is and every day after let us show it by making reading fun and exciting for each and every student!! Happy reading everyone!!!



Sites for Fun Reading Activities:

<http://www.knowledgeadventure.com/subject/reading-games/>

http://www.educationworld.com/a_tech/tech/tech168.shtml

<http://www.jumpstart.com/parents/activities/english-activities>

<https://www.readers.com/blog/education/kids-online-reading-games/>

Dates to Remember:

- March 1-10, 2017** Read Across America Celebrations Continue
- March 2, 2017** Dr. Suess's Birthday (NEA's Read Across America Day)
- March 10, 2017** Deadline to Submit Read Across America Entries
- March 14, 2017** Istation: Beyond the Computer 3rd - 5th ELAR
- March 15, 2017** 3rd and 4th Grade Reading Blitz

Secondary

STAAR Surgery Series

These will be item analysis sessions which will be conducted after ELAR Spring Benchmarks. Teachers will gain a better understanding of student needs and strengths based on how they responded on the test. Seating is limited to 30 teachers.

STAAR Surgery for Grade 6 Reading

Date: **March 29, 2017**

Time: 4:00 pm - 6:00 pm

Location: DSC Project Room

Math News

Math Fluency

Procedural fluency is more than memorizing facts or procedures, and it is more than understanding and being able to use one procedure for a given situation. Procedural fluency builds on a foundation of conceptual understanding, strategic reasoning, and problem solving (NGA Center & CCSSO, 2010; NCTM, 2000, 2014). Research suggests that once students have memorized and practiced procedures that they do not understand, they have less motivation to understand their meaning or the reasoning behind them (Hiebert, 1999). Therefore, the development of students' conceptual understanding of procedures should precede and coincide with instruction on procedures. Although conceptual knowledge is an essential foundation, procedural knowledge is important in its own right. All students need to have a deep and flexible knowledge of a variety of procedures, along with an ability to make critical judgments about which procedures or strategies are appropriate for use in particular situations

Upcoming dates:

March 7, 2017 - 4th Grade Math and Science Content Advisory Committee

March 8, 2017 – 5th Grade Math and Science Content Advisory Committee

March 9, 2017 -3rd Grade Math and Science Content Advisory Committee

March 15, 2017 – MSL 4 ELL Academy Session 3

March 16, 2017 – Using Math Foldables in a K-5 Classroom

Thank you for a Successful



Secondary

Blended Learning training will be provided for middle school teachers from Hernando, Puentes, and Sun Ridge. The training will be held at the DSC on **Tuesday, March 14, 2017** at 1:30 PM.

We will be hosting session 3 of our MSL4ELL Academy during intersession. We want to focus on teachers, grades 3rd - Algebra 1, with 0-3 years experience and any teacher you feel would benefit from integrating writing, reading, and vocabulary strategies in the Math classroom. The session will take place on **Wednesday, March 15, 2017** from 1:30 pm - 4:30 pm.

Focus of the Month

8th grade STAAR is right around the corner, remember that the best intervention is Tier 1 instruction. Take advantage of the time you have with your students and provide the best strategies that are applicable to ALL.

Science News

Elementary

The **3rd-5th Math/Science Content Advisory Committees** are approaching and will focus on engaging, hands on STAAR review activities. **The primary focus for 3rd and 4th will be Math and 5th grade will focus on Math AM and Science PM.** As of now, we have a list of one participant that represents both math and science for each grade level. In order to better serve your teachers, campuses may share a 5th grade sub and send a math representative from 8:30 - 11:30am and a different Science representative from 12:45-3:30pm. **If you choose this option for 5th or need to change a representative, please e-mail Jennifer Ellis-Martinez (jellis@sisd.net).**

Grade Level	Date	Time	Location
3rd	March 9, 2017	8:30 - 3:30pm	DSC Room B
4th	March 7, 2017	8:30 - 3:30pm	DSC Room B
5th	March 8, 2017	8:30-11:30am (Math) 12:45-3:30pm (Science)	DSC Room B

5th, 8th & Biology

Just a friendly reminder that **5th, 8th and Biology STEMscopes ReTEKS** was purchased district wide last March and will **expire May 15, 2017**. ReTEKS is a targeted Science STAAR/EOC preparation program that addresses all Readiness and Supporting TEKS. ReTEKS lessons may be used for reteaching, tutoring, intersession, and Saturday camps.

Login information:

<https://n11089d41294.acceleratelearning.com/login>

User ID: SISD username

User Password: First name initial, last name initial (**both capitalized**) and last 4 digits of employee number

Example:




Employee name: John Doe
Employee email: jdoe@sisd.net,
Employee number: 123456

User ID: jdoe

User Password: JD3456



Social Studies News

SISD SOCIAL STUDIES (K-12TH)																													
<p>Curriculum/ Current Events Corner</p>	<p>Keep our SISD Students connected to real world social issues: http://www.cnn.com/studentnews/</p>																												
<p>Professional Development Opportunities</p> <div style="border: 1px dashed black; padding: 2px; width: fit-content; margin-bottom: 5px;">  </div>	<p>High School <u>USH-EOC</u> US History teachers will learn how to implement strategies that can be used for EOC small group interventions March 14th 1:00-4:00 (Eastlake HS, Room E206) <u>APUSH-Coll</u> AP social studies teachers will collaborate and plan with each other. March 15th 1:00 – 4:00 (Eastlake HS, Room E206)</p> <p>Middle School <u>8th Grade Social Studies STAAR Review Instructional Strategies</u> Teachers will learn how to locate and implement engaging review strategies for STAAR 8th Grade Readiness SE's March 15th or 16th 12:30-3:30 (DSC) (Two sessions being offered)</p> <p>Elementary <u>Teaching Historical Figures: K-5th</u> Teachers will learn various learning strategies to teach key Historical Features. March 13th (@ Helen Ball in the Library) or 14th 12:30-3:30 (DSC) (Two sessions being offered)</p>																												
<p>High Yield Practices</p> <div style="text-align: center; margin-bottom: 10px;">  </div>	<p>Stand Up, Sit Down</p> <p>In this strategy, the teacher chooses a question that has a binary answer, such as “yes” and “no.” Students then share their preference based on whether they sit or stand. For example, a teacher might ask students if President Truman should have dropped the atomic bomb on Japan. Students who say “yes” stand and students who say “no” stay seated. The teacher then calls on students from <i>both</i> groups to justify their answers. The teacher can then follow up with a writing assignment where students explain both points of view.</p>																												
<p>2017- 2018</p>	<p>Drafts of proposed pacing YAGs for middle school and high school are available on the Secondary Social Studies group in Schoology, and teachers have access to them. Please encourage conversations among your teachers as we plan to finalize the pacing for next year at the May Content Advisory Committee meetings.</p>																												
<p>CAC Meetings</p>	<p>The last set of secondary Content Advisory Committee meetings will be in May as listed below. While we know that it is difficult to have teachers out of the classroom, their participation in the planning process for the district is critical.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Grade</th> <th style="text-align: left;">Title</th> <th style="text-align: left;">Date</th> <th style="text-align: left;">Room</th> </tr> </thead> <tbody> <tr> <td>US History</td> <td>USH-CAC</td> <td>5/16</td> <td>Tech Lab-1st Floor</td> </tr> <tr> <td>World History</td> <td>WH-CAC</td> <td>5/17</td> <td>DSC-Room B</td> </tr> <tr> <td>World Geography</td> <td>WG-CAC</td> <td>5/18</td> <td>Tech Lab-1st Floor</td> </tr> <tr> <td>8th Grade</td> <td>SS8-CAC</td> <td>5/23</td> <td>Tech Lab-1st Floor</td> </tr> <tr> <td>7th Grade</td> <td>SS7-CAC</td> <td>5/24</td> <td>DSC-Room A</td> </tr> <tr> <td>6th Grade</td> <td>SS/CAC</td> <td>5/25</td> <td>DSC-Room A</td> </tr> </tbody> </table>	Grade	Title	Date	Room	US History	USH-CAC	5/16	Tech Lab-1st Floor	World History	WH-CAC	5/17	DSC-Room B	World Geography	WG-CAC	5/18	Tech Lab-1st Floor	8th Grade	SS8-CAC	5/23	Tech Lab-1st Floor	7th Grade	SS7-CAC	5/24	DSC-Room A	6th Grade	SS/CAC	5/25	DSC-Room A
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<p>Contact Us</p> <div style="text-align: center; margin-bottom: 10px;">  </div>	<p>Dr. Kim Baxter (Middle & High School) kbaxte@sisd.net</p> <p>Michelle Andha (Middle School & Elementary) mandha@sisd.net</p>																												

Advanced Academics

Upcoming Events for DC, ECHS, GT, AVID, DI and UIL

Date	Trainings	Time	Location
March 17, 2017	AVID Elementary Workshop	8:30am – 3:30pm	DSC Room C
March 24, 2017	UIL District High School Competition (SISD/EPISD/YISD)	2:00 pm - 9:00 pm	Chapin HS
March 25, 2017	UIL District High School Competition (SISD/EPISD/YISD)	7:00 am - 6:00 pm	Chapin HS



The Destination Imagination (DI) Regional Tournament was held on February 25th at Eastlake High School. DI aims to teach students the “creative process and empower them with the skills needed to succeed in an ever-changing world.” Students from all over the region competed in a Team Challenge and an Instant Challenge. Students prepare from the beginning of the year on a Team Challenge of their choice. Team Challenges included; Show and Tech, Top Secret, Vanished!, 3-Peat, In It Together, Project Outreach—Ready, Willing, and Fable. In the Instant Challenge students are presented with a task without knowing anything about it until that moment at the tournament. Students must then work together to come up with a solution based on the parameters of the challenge using their creative skills and teamwork. Students from high school, middle school, and elementary along with their Team manager devote countless hours practicing and preparing for this event. This year, once again, our SISD students swept the competition with an astounding fifteen (15) teams who advanced to the State Competition: Americas HS, El Dorado HS, Mission Early College HS, Pebble Hills HS, Clarke MS, 2 from Ensor MS, Jane Hambric, Hernando MS, Slider MS, Butler Elementary, Escontrias Elementary, Helen Ball Elementary, Horizon Heights Elementary, and Ituarte Elementary. We are so proud of our teams and are currently preparing for the State Tournament in Lubbock Texas in April. Congratulations teams!

Bilingual Buzz



This Month's Trainings

March 20 - 24, 2017	SIOP 5 day Boot Camp Training of Trainers (TOT)	Training is for SCEI Coaches only	8:30 am - 3:30 pm	DSC
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Bilingual/ESL LPAC Folder Reviews Audits: Goals of the review

- Our department will be conducting campus visits to assist campuses with consistency and accuracy of documentation in the blue folders.
- Identify ways that we can improve the registration and identification process for students entering or returning to the district.
- Help campuses prepare for a smooth transition of folders at the EOY. Any folders that are out of order or that are missing documentation will be addressed.

What do we look for?

- Documentation as stated on checklist:
Home Language Survey (HLS)
Parent Notification of approval or denial letter
Original OLPT Testing
Initial LPAC Placement form
- Signatures and dates
- Annual Reviews have testing information, LPAC recommendations, dates and signatures
- If exited, exit letter and LPAC documentation stating exit reasoning
1st year monitor form
2nd year monitor form
- Paperwork in fasteners and blue folders

Reminders:

- MOY LPAC Forms uploaded on Staffnet under Bilingual Department
- LPAC MOY Minutes due **March 1, 2017** (grades testing last week in March))
- LPAC MOY Minutes due **March 10, 2017** (grades testing first week in May)
- TELPAS Writing collection window 2/13/17 – 4/5/17
- TELPAS Testing Window 3/6/17 – 4/5/17
- Spring Pre-K/K ESL Academies March 12 – March 17, 2017 from 8:00 a.m. – 2:00 p.m.
- Friendly reminder to spend bilingual funds by end of April

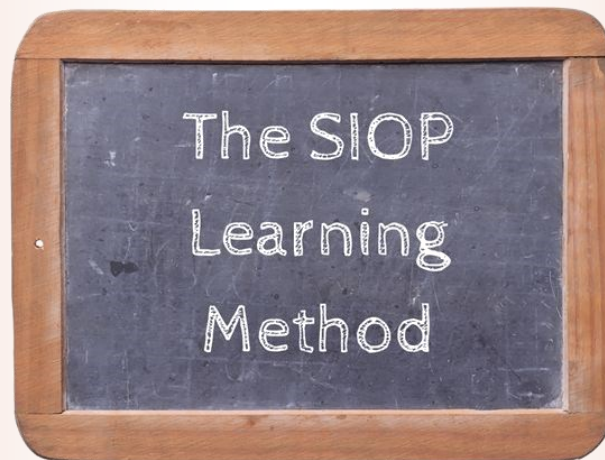
Bilingual Buzz

The SIOP® Model

Effective SIOP teachers make content concepts clear and understandable for English Learners through the use of a variety of techniques. English learners benefit from a wider range of supports to make the material understandable. The actual techniques a teacher uses should match the task. For example, when explicitly teaching academic vocabulary words in depth, the teacher might use examples and non-examples, video clips, and other concrete representation of the words (Baker et al., 2014). High-quality SIOP lessons offer students a variety of ways for making the content accessible to them. Some techniques include:

- Use of gestures, body language, pictures and objects to accompany speech.
- Provide a model of a process, task, or assignment.
- Preview material for optimal learning.
- Allow students alternative forms of expressing their understanding of information and concepts.
- Use multimedia and other technologies in lessons.
- Provide repeated exposures to words, concepts, and skills.
- Use graphic organizers effectively.
- Audiotape texts for greater comprehension.

For more information on these findings and implications on making content comprehensible please refer to "Making Content Comprehensible for English Language Learners" by Jana Echevarria, MaryEllen Vogt and Deborah J. Short.



Join our Bilingual/ESL Department!
For more information, visit the SISD Human Resources Dept.

Research and Evaluation Dept.

Great news the updated STAAR online testing tutorials are now available through the STAAR Online Testing Platform. The online tutorials have been updated to show online features and tools, including the new pencil tool and new text-to-speech functionality.

As a reminder teachers and student can access the tutorials by going to the STAAR Icon



on their desktops and clicking on the Tutorials tab.



The online tutorials are designed to provide opportunities for students and staff to familiarize themselves with the online testing environment and embedded tools. It is expected that all students participating in an online test administration complete the tutorials prior to taking an online assessment. Test administration directions for online administrations have been written with the assumption that students have completed the available online testing tutorial prior to the test administration.

WEBINAR

Editing Aware Views for Campus Data Leaders

Wednesday, March 8 at 1:00 PM MST

Target Audience: Instructional/Data Coaches, Campus Principals & Leaders with Aware Edit View Rights

Topics: Learn how to edit Aware data views to meet the needs of your campus teachers and leaders. Conquer your fear of clicking the Edit button!

Guest Panelist: Beth Harper, Assessment & Data Analyst with Volusia County Schools, FL

[REGISTER TODAY!](#)

Research and Evaluation Dept. (cont.)

SOCORRO ISD

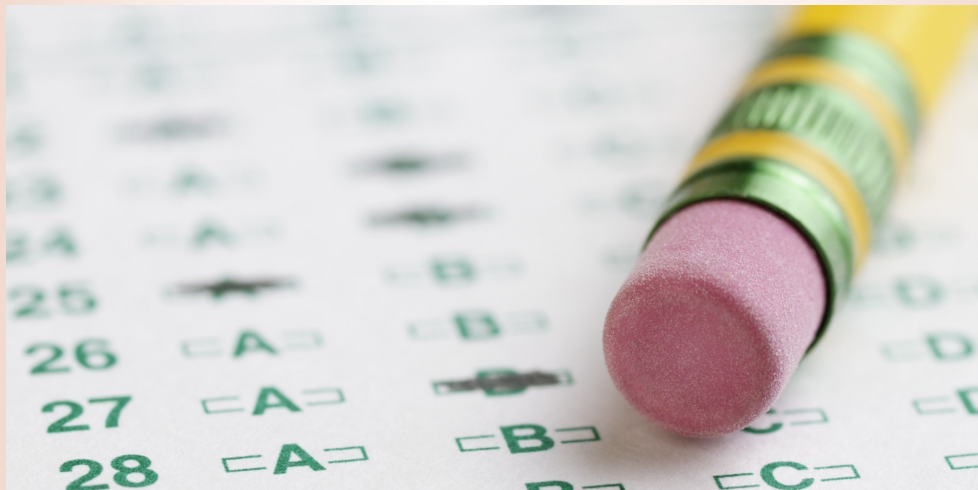
2017 BENCHMARK DATES

Spring Benchmark Testing Dates:

Date of Administration	Tests to be Administered	Scanning Deadline
March 1, 2017	5/8 Science	March 10, 2017
March 2, 2017	8 Social Studies	March 10, 2017
March 7, 2017	US History	March 10, 2017

Spring Writing Initiative Dates:

Date of Administration	Writing Essay to be Administered	Scanning Deadline
March 28, 2017	Grades K/1/2/3/6	April 17, 2017 at noon
April 10-13, 2017 (Window)	Grades 5/8	April 28, 2017 at noon



Special Education Department

Thank you Educational Diagnosticians!

2017 Educational Diagnosticians Week



#TeamSISD
Socorro Independent School District
Leading • Inspiring • Innovating

The right choice for
ENDLESS OPPORTUNITIES.

Effective Instruction for Elementary Struggling Readers-Based Practices

Three day institute—training designated to target struggling readers.

February 23, 2017	8:30 am - 3:30 pm	Phonological Awareness
March 30, 2017	8:30 am - 3:30 pm	Word Study
April 20, 2017	8:30 am - 3:30 pm	Fluency and Comprehension

****Location: Region 19**

****Fee: \$50.00 per session, three part series will be \$125.00**

We will be offering CPI Training **EVERY MONTH** for the 2016-2017 school year. This will facilitate the opportunity for every campus to train their TBSI campus core teams.

Just as a reminder, every campus must have a TBSI campus core team which should consist of (at minimum) one special education teacher, one general education teacher, and one administrator. Every campus will have specific needs and may have to train additional faculty or staff in order to best meet those campus issues or needs.

All training dates are currently posted on the Staff Development website. Each training date is restricted to **ONLY 40 PARTICIPANTS**, therefore it is best to register early. It is also recommended that if a campus plans to train a large number of people, they stagger their staff to attend different training dates throughout the year.

Coffee with the Director:

Date: **March 29, 2017**
Time: 8:30 am - 10:00 am
Location: DSC TBA

What Teachers Should Know and Do:

- Meet with your General Education Teachers in order to: - Interpret the IEP.
- Review accommodations/modifications/PLAAFPS/goals and/or objectives/BIPs and any assistive technology.
- Create student/learner profile.
- Make sure that ARD dates, for the year, are scheduled and communicated to the appropriate personnel.
- Draft goals/objectives, which should be provided to parents 10 days before the scheduled ARD.

[Experience & Learning Pyramid](#)

Special Education Department (cont.)



THE SPECIAL EDUCATION DEPARTMENT PROUDLY
PRESENTS THE
SPRING PARA EDUCATORS CONFERENCE
WITH GUEST SPEAKER MS. JO MASCORRO

MARCH 13, 2017
8:00-4:30

DISTRICT SERVICE CENTER ROOMS C & D

Ms. Mascorro, who has presented worldwide, will share her fun and practical research based strategies on understanding and supporting students with challenging behaviors. Para-Educators will take back with them purposeful and effective ways to meet the needs of their students. Join us for a day of learning and laughter with Jo's infectious energy as she teaches memorable and powerful ideas to use right away!

FOR MORE INFORMATION CONTACT: THE SPECIAL ED DEPARTMENT AT 937-4303


Special Education Department (cont.)

Brand new walk-through tool, the Special Education TESS (SE-TESS) help administrators conducting walk-throughs of teachers who serve students with disabilities in settings that are unique to special education services. SE-TESS app is designated as a data collection tool and can be used to inform the teacher appraisal system. It is available at no cost to you on iTunes and Google stores.

If you have any questions about this app feel free to contact Region 19 or Bianca Cole at Region 20.

ESC-20 SE-TESS

T-TESS WALK-THROUGH COMPANION RESOURCE FOR ADMINISTRATORS OF SPECIAL EDUCATORS



SE-TESS

ESC-20's SE-TESS walk-through tool is designed to be a companion resource to help administrators with conducting walk-throughs of teachers who serve students with disabilities in settings that are unique to special education services. It is designed as a data collection tool and can be used to inform the teacher appraisal system. Administrators are able to view the T-TESS 4 Domains and 16 Dimensions with specific descriptors alongside special education specific examples and tools. The App includes resources for low incidence disabilities, Inclusion/Co-teach and preschool programs for students with disabilities (PPCD).

AVAILABLE FOR FREE IN THE APPLE AND GOOGLE PLAY STORES

Evidence: All Information and verbiage is taken directly from T-TESS

Examples and Tools: Special education specific resources selected to support informed walk-throughs of teachers in setting unique to special education

Assessment: Provides a description of all 5 rubric ratings and allows the user to take notes, pictures and videos that support their chosen rating

The appraiser has a vital role in assessing teaching proficiency and ensuring that teachers and administrators derive reliable and meaningful information from the teacher evaluation process. By providing evidence-based feedback, appraisers help teachers and administrators make decisions that support efforts to improve instructional quality and student performance.

Low Incidence Disabilities

Inclusion / Co-Teach

PPCD

Teachers are able to access resources and supports that will support informed planning to improve instructional quality and student performance.

Special Education Department (cont.)

CREATE TEACHER OBSERVATION LOGS

ESC • 20 SE-TESS

Teacher	Program	Walk-Through	Observation	Add Teacher
Down W...	PPCD	09-08-16		<input type="text" value="Teacher Name"/>
Smith	LID	12-02-16		<input type="text" value="School Region"/>
Alan	LID	12-08-16	Beginning	<input type="text" value="Classroom"/>
				<input type="text" value="Subject"/>
				<input type="text" value="Room"/>
				<input type="text" value="Observation"/>
<input type="button" value="Done"/>				

SE-TESS Rubric: Planning Dimension 1.1

LOW INCIDENCE DISABILITIES Domain 1: Planning

DEFICIENT	ACHIEVING	PROFICIENT	BELONGING	EMPOWERED/NEED
<ul style="list-style-type: none"> Not all planning includes Major and measurable goals aligned to state content standards All activities, materials and assessments that are relevant to student prior understanding and prior work are included Engage and involve through their own ideas Provide appropriate time for student work, lesson and lesson closure Clearly articulate time for student work, reflection, lesson and lesson closure Are actually aligned to state standards It is appropriate for diverse learners 	<ul style="list-style-type: none"> All measurable goals aligned to state content standards All activities, materials and assessments that are relevant to student prior understanding are included in the plan Provide appropriate time for student work, lesson and lesson closure Clearly articulate time for student work, reflection, lesson and lesson closure Are actually aligned to state standards It is appropriate for diverse learners 	<ul style="list-style-type: none"> All measurable goals aligned to state content standards All activities, materials and assessments that are relevant to student prior understanding are included in the plan Provide appropriate time for lesson and lesson closure Clearly articulate time for student work, reflection, lesson and lesson closure Are actually aligned to state standards It is appropriate for diverse learners 	<ul style="list-style-type: none"> Most goals aligned to state content standards Most activities, materials and assessments that are relevant to student prior understanding are included in the plan Clearly articulate time for lesson and lesson closure Are actually aligned to state content standards It is appropriate for diverse learners 	<ul style="list-style-type: none"> Few goals aligned to state content standards Few activities, materials and assessments that are relevant to student prior understanding are included in the plan Clearly articulate time for lesson and lesson closure Are actually aligned to state content standards It is appropriate for diverse learners

MENU OPTIONS

ESC • 20 SE-TESS PPCCD Domain 1: Planning

- Home
- PD
- Goal
- Email
- Teacher
- Domains
- Rubric
- Course/Tools
- FAQ
- Resources
- Events

Standards and Alignment (1.1, 1.2, 3.1, 3.2, 3.3)
 (s) design clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

Standards and Assessment (1.2, 1.6, 2.2, 2.3, 5.1, 5.2, 5.3, 5.4)
 use formal/informal methods to measure student progress, then analyze and analyze student data to inform instruction.

1.1 Knowledge of student (1.1, 1.2, 1.3, 2.1, 2.2, 3.2)
 Through knowledge of student and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.

1.4 Activities (1.2, 1.3, 1.4, 1.5)
 Teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

SELECT A RUBRIC

ESC • 20 SE-TESS PPCCD Domain 1: Planning

Click on a Domain to See Rubric

Low Incidence Disabilities

Inclusion / Co-teach

PPCCD

Domains 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, 11.9, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.9, 13.1, 13.2, 13.3, 13.4, 13.5, 13.6, 13.7, 13.8, 13.9, 14.1, 14.2, 14.3, 14.4, 14.5, 14.6, 14.7, 14.8, 14.9, 15.1, 15.2, 15.3, 15.4, 15.5, 15.6, 15.7, 15.8, 15.9, 16.1, 16.2, 16.3, 16.4, 16.5, 16.6, 16.7, 16.8, 16.9, 17.1, 17.2, 17.3, 17.4, 17.5, 17.6, 17.7, 17.8, 17.9, 18.1, 18.2, 18.3, 18.4, 18.5, 18.6, 18.7, 18.8, 18.9, 19.1, 19.2, 19.3, 19.4, 19.5, 19.6, 19.7, 19.8, 19.9, 20.1, 20.2, 20.3, 20.4, 20.5, 20.6, 20.7, 20.8, 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57.8, 57.9, 58.1, 58.2, 58.3, 58.4, 58.5, 58.6, 58.7, 58.8, 58.9, 59.1, 59.2, 59.3, 59.4, 59.5, 59.6, 59.7, 59.8, 59.9, 60.1, 60.2, 60.3, 60.4, 60.5, 60.6, 60.7, 60.8, 60.9, 61.1, 61.2, 61.3, 61.4, 61.5, 61.6, 61.7, 61.8, 61.9, 62.1, 62.2, 62.3, 62.4, 62.5, 62.6, 62.7, 62.8, 62.9, 63.1, 63.2, 63.3, 63.4, 63.5, 63.6, 63.7, 63.8, 63.9, 64.1, 64.2, 64.3, 64.4, 64.5, 64.6, 64.7, 64.8, 64.9, 65.1, 65.2, 65.3, 65.4, 65.5, 65.6, 65.7, 65.8, 65.9, 66.1, 66.2, 66.3, 66.4, 66.5, 66.6, 66.7, 66.8, 66.9, 67.1, 67.2, 67.3, 67.4, 67.5, 67.6, 67.7, 67.8, 67.9, 68.1, 68.2, 68.3, 68.4, 68.5, 68.6, 68.7, 68.8, 68.9, 69.1, 69.2, 69.3, 69.4, 69.5, 69.6, 69.7, 69.8, 69.9, 70.1, 70.2, 70.3, 70.4, 70.5, 70.6, 70.7, 70.8, 70.9, 71.1, 71.2, 71.3, 71.4, 71.5, 71.6, 71.7, 71.8, 71.9, 72.1, 72.2, 72.3, 72.4, 72.5, 72.6, 72.7, 72.8, 72.9, 73.1, 73.2, 73.3, 73.4, 73.5, 73.6, 73.7, 73.8, 73.9, 74.1, 74.2, 74.3, 74.4, 74.5, 74.6, 74.7, 74.8, 74.9, 75.1, 75.2, 75.3, 75.4, 75.5, 75.6, 75.7, 75.8, 75.9, 76.1, 76.2, 76.3, 76.4, 76.5, 76.6, 76.7, 76.8, 76.9, 77.1, 77.2, 77.3, 77.4, 77.5, 77.6, 77.7, 77.8, 77.9, 78.1, 78.2, 78.3, 78.4, 78.5, 78.6, 78.7, 78.8, 78.9, 79.1, 79.2, 79.3, 79.4, 79.5, 79.6, 79.7, 79.8, 79.9, 80.1, 80.2, 80.3, 80.4, 80.5, 80.6, 80.7, 80.8, 80.9, 81.1, 81.2, 81.3, 81.4, 81.5, 81.6, 81.7, 81.8, 81.9, 82.1, 82.2, 82.3, 82.4, 82.5, 82.6, 82.7, 82.8, 82.9, 83.1, 83.2, 83.3, 83.4, 83.5, 83.6, 83.7, 83.8, 83.9, 84.1, 84.2, 84.3, 84.4, 84.5, 84.6, 84.7, 84.8, 84.9, 85.1, 85.2, 85.3, 85.4, 85.5, 85.6, 85.7, 85.8, 85.9, 86.1, 86.2, 86.3, 86.4, 86.5, 86.6, 86.7, 86.8, 86.9, 87.1, 87.2, 87.3, 87.4, 87.5, 87.6, 87.7, 87.8, 87.9, 88.1, 88.2, 88.3, 88.4, 88.5, 88.6, 88.7, 88.8, 88.9, 89.1, 89.2, 89.3, 89.4, 89.5, 89.6, 89.7, 89.8, 89.9, 90.1, 90.2, 90.3, 90.4, 90.5, 90.6, 90.7, 90.8, 90.9, 91.1, 91.2, 91.3, 91.4, 91.5, 91.6, 91.7, 91.8, 91.9, 92.1, 92.2, 92.3, 92.4, 92.5, 92.6, 92.7, 92.8, 92.9, 93.1, 93.2, 93.3, 93.4, 93.5, 93.6, 93.7, 93.8, 93.9, 94.1, 94.2, 94.3, 94.4, 94.5, 94.6, 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State and Federal Programs

Collaborative Efforts in Action Between



&



Department of Social Work

RATIONALE: To support high school students, specifically seniors, but not limited to this grade level, who are experiencing homelessness within Socorro ISD with case management by Social Worker Interns working on an MSW from UTEP.

GOAL: To increase the SISD graduation rates for this population of students to 100% over the next 2 years.

Assistance from Interns:

- Assessment of student / family needs (internal and external)
- Develop care plan with progress notes
- Track student progress (grades, attendance, PGP, behavior, assessments, etc.)
- Monitor for academic, social, and emotional gains
- Connect students to community supportive services
- Help connect students to resources for college and career after high school
- Assist with Lunch 'n' Learn sessions

Commitment from SISD:

- Provide comprehensive weekly schedule (16 hours)
- Connect interns to CIS Coordinators, Counselors, and community agency service providers
- Conduct weekly meetings facilitated by degreed Social Workers in SISD (required by UTEP)
- Support interns with skill development: reflective listening, reinforcement, summarization, interpretation, dealing with hostility, etc.



TEXAS SUPPORT FOR HOMELESS EDUCATION (TEXSHEP) Grant

Grant funded Temporary Instructional Aides (TIAs) are a small group of empowered part-time staff who provide instructional support throughout the district to our most struggling students in the HANDS Program. Currently there are five TIAs assigned to work at 20 campuses. One-to-one, small group or in classroom assistance is provided.

On-going monthly trainings are provided to help the TIAs with strategies for intervention support, awareness of the unique needs of this at-risk population, and to aid them with tools to advocate for the students in the HANDS Program. Students receiving the support love the extra attention that another adult is giving them and grades are improving for many of the students receiving assistance.



ACADEMIC SERVICES

Address:

12440 Rojas Drive
PO Box 292800
El Paso, Texas 79928

Phone:

Phone: 915-937-0000

Happy St. Patrick's Day!!!