

Connecting With the Community: Learning From the Success of Twin Cities International Elementary School

Part 1

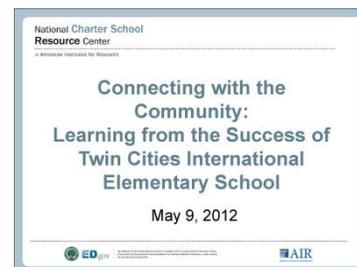


Slide 1

PEGGIE:

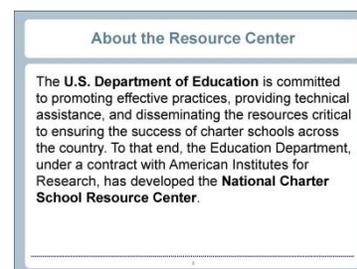
Good afternoon. Welcome to the webinar: "Connecting With the Community: Learning From the Success of Twin Cities International Elementary School." I'm Peggie Garcia from the National Charter School Resource Center.

I'm going to take a couple of minutes just at the beginning of the webinar to give you an orientation to the platform. And then we'll go ahead and turn it over to our distinguished presenters.



Slide 2

The National Charter School Resource Center is funded by the U.S. Department of Education. This is the ninth in a series of 12 webinars on ELLs [English language learners] that we will be conducting in 2012. We encourage you to register for the three remaining webinars and to check out the archive of our recorded webinars on our website.



Slide 3

In the chat on the left-hand side, you're welcome to enter your questions at [Audio skips] that come up for the Q&A. We might not respond to your question immediately but please do go ahead and enter your questions as they occur to you, and we'll add them to the list to ask the presenters during the Q&A at the end of the webinar.

Below the chat is a file share window; you can see there's a file there that's called "final Minnesota ELL slides." If you click on the file and then click on the Save to My Computer button at the bottom of the file share window, it will prompt you to download the file. If you did not receive the reminder that was sent out this morning, you can go ahead and print out the slides if you would like to do that so you can take notes during the webinar. Some of the slides do have a lot of text and data on them, so we encourage you to either print out the slides or to use the full-screen option, which is on the upper right-hand corner of your screen, if you're having trouble seeing all of the text on the slides.

Below the PowerPoint slide, there are some participant notes. So again, to ask a question, please enter your question in the chat box at any time. You can use the full-screen button.

If you are listening over your computer, please note that your bandwidth will affect the quality of the audio that you receive. To hear the highest quality audio possible, you should use a wired connection for your computer as opposed to wireless, close all applications other than Adobe that are running, and clear your browser's cache.

The webinar will be recorded, and an archive will be available after the webinar on our website, typically within three business days, at www.charterschoolcenter.org/webinars.

You can listen to the webinar either through your computers or over the phone. If you do choose to listen over the phone, please do mute your computer speakers to prevent an echo effect.

If you have trouble with the audio during the webinar, please call in at the number that's in the chat, 1-800-691-0270, and enter the participant code that is

provided in the chat. If you have any other technical questions, you can go ahead and enter them in the chat, and we'll answer them as soon as we can.

Before I turn it over to our presenters, I'm going to do a quick audience poll to find out who is in the audience. [pause] Please let us know which of the following groups best represents your organization or your role. Are you a charter school teacher; a charter school leader; a board member; an authorizer; a member of a CMO [charter management organization]; a statewide or regional CSO [charter support organization]; a nonprofit; an institution of higher education; someone from an LEA [local education agency], [a] school district, or an SEA [state education agency]; or other? If you put down other, you can enter in the chat what your role is so I can try to add it to the next audience poll.

It looks like we've got about a third who are charter school teachers and about a third from CSOs and then another third split between CMOs and other—a little bit more on the teacher side. Great. Thank you for sharing.

All right. Joining us today, we are thrilled to have a number of experts from Twin Cities International Elementary School [TIES]. Dr. Randal Eckart is the director of Twin Cities, and he's been there for six years. Before joining Twin Cities, he was a special education teacher, a junior high principal, a superintendent of three different school districts, and an adjunct professor for educational leadership at St. Cloud State University.

Kelli Wilson will also be joining them. She's the assistant director of curriculum and instruction and works primarily with elementary-age students from kindergarten to sixth grade and has done that in both California and Minneapolis. She has a number of roles at Twin Cities, serving as the testing coordinator, the English learner coordinator, the ESEA [Elementary and

Presenters
Dr. Randal Eckart Director, Twin Cities International Elementary School
Kelli Wilson Assistant Director, Curriculum & Instruction
Jim Smith Data Coordinator

Slide 4

Secondary Education Act] NCLB [No Child Left Behind] Title programs coordinator as well as designing and implementing staff development for the school. So she wears many different hats.

Randal, Kelli, and Jim Smith, the data coordinator, welcome. If you could maybe introduce the other people who are in the room with you and then we're going to turn it over to you. Welcome.

KELLI:

Great. Thank you, Peggie. Hello, this is Kelli, and I'm here with Randal Eckart and Jim Smith. I also am here with our reading coach, Carrie Walter; the school director for Minnesota International Middle School, which is a sister school to us, which serves Grades 5–8, Mr. Abdirashid Warsame; and our assistant director, Odela Mohamed; and the technology coordinator for Minnesota International Middle School, Mohamed Adur.



- Agenda:**
Welcome
Introductions
Demographics & Background
History
Academic Data
School Programming
(Instructional Programs, Assessments, Recreations, Professional Development)
Parent /Community Involvement
(Cultural Sensitivities)
Q & A

Slide 5



Introduction

Slide 6

RANDAL:

Good afternoon. I'm Randal Eckart, school director. This afternoon, we'll be talking about demographics and background of our community [and] some history of our school. We'll actually be spending the bulk of our efforts this afternoon on academic data and school programming, which is inclusive of instructional programming, assessments, interventions, and professional development. We feel that would be the best opportunity to share information. Then also we'll talk about parent and community involvement later on and have an opportunity to do questions and answers.

Are you still able to hear us? We are getting some music in between.

PEGGIE:

We are trying to mute that person, so keep going.

RANDAL:

Okay; we're ready to keep going.

Our mission statement for our school is that it's the mission of the Twin Cities International Elementary School to provide rigorous education in a culturally sensitive environment. This school was founded by educational leaders from the East-African community, and it is a public charter school; therefore, it's a public school. Our idea or the idea behind these East-African community members was to have students [lead] successful and productive lives in the United States as U.S. citizens, allowing them to retain their unique cultural heritage at the same time. These efforts were paramount at a time approximately 11 years ago when the school was founded to bring a lot of students here to this school that were actually from Africa. At this point right now, a lot of our students are being born in the U.S. communities that they live in now.



Presenters:



School Director, Randal W. Eckart Sr. Ed.D., is currently in his sixth year of employment (as Director) for the Twin Cities International Elementary School. Prior to this position, Dr. Eckart was a special education teacher, a junior high principal, superintendent of three different school districts, and adjunct professor for Educational Leadership at St. Cloud State University. Dr. Eckart has a Bachelor of Arts Degree in Psychology from Roosevelt Univ. in Chicago, Bachelor of Science, Master of Science, and Specialist degrees in education from St. Cloud State Univ., and a doctorate in education from the University of North Dakota, Grand Forks. In addition, and outside of the field of education, Dr. Eckart was the Chief Operations Officer for the National Funeral Directors Association, a Chicago police officer, and the manager of several businesses in the state of Minnesota.



Kelli Wilson has been a classroom teacher for 10 years and has served as the Assistant Director of Curriculum and Instruction since 2016. Kelli has worked primarily with elementary age students from kindergarten to 6th Grade in both California and Minneapolis. Kelli received her Bachelor's Degree from MN State University-Moorhead, holds a Master's of Arts Degree from Hamline University, and an Education Specialist Degree from St. Thomas University. Kelli is a licensed teacher for grades 1-6, and a licensed administrator. Kelli works very closely with all stakeholders to enhance the educational experience for the students, families and staff members at Twin Cities International Elementary School. Kelli serves as the Testing Coordinator, English Learner Coordinator, and ESE/NCLE Title Programs Coordinator as well as designing and implementing staff development for the school.

Slides 7 and 8



Mission Statement

It is the mission of the Twin Cities International Elementary School to provide a rigorous education in a culturally sensitive environment. Founded by educational leaders in the East African community, this public charter school ultimately seeks to prepare students for successful and productive lives as United States citizens while allowing them to retain their unique cultural heritage.

Slide 9

Our school operates primarily off of our vision statement, although we have a strategic plan. Our vision statement, we feel, has a lot of power in it to help us along the way, to make things happen. So that vision statement is that the elementary school

[envisions] teaching practices as both reflective of and responsive to the needs of all students. Through staff development, teaming and collaborative efforts, our continuous improvement initiatives [will be] generated to ensure clear evidence to support movement toward[s] mastery of content standards for all learners. Educational staff will utilize Individual[ized] Student Learning Plans, the RTI [response to intervention] model of Learning Interventions, ongoing formative assessments, [and] data record keeping and analysis to direct instruction that [will best] serve the academic needs of every student to ensure ongoing academic growth.

That supports our strategic initiative.

KELLI:

Moving on to our demographics: I'm going to go through these rather quickly.

We are a kindergarten through fourth-grade school. We have currently 600 students enrolled. Ninety-eight percent of our students are East-African or Middle-Eastern background. Ninety-six percent of our students qualify for free or reduced-price meals. Ninety-one percent of our students are identified as English learners. Four percent of our students qualify for special



Vision Statement:
To continuously provide and teach a model of success for each and every student!
The Twin Cities International Elementary School envisions teaching practices as both reflective of, and responsive to the needs of all students. Through staff development, teaming and collaborative efforts, continuous improvement initiatives will be generated to ensure clear evidence to support movement toward mastery of content standards for all learners. Educational staff will utilize Individualized Student Learning Plans, the RTI model of Learning Interventions, ongoing formative assessments, and data record keeping and analysis to direct instruction that will best serve the academic needs of every student to ensure ongoing academic growth.

Slide 10



Demographics & Background

Slide 11



Demographics :

- Kindergarten through 4th grade
- Current enrollment of approximately 600 students.
- 98% East African or Middle Eastern backgrounds
- 96% qualify for free/reduced priced meals
- 91% identified as English learners
- 4% of students qualify for special education services
- 95% attendance rate.

Slide 12

education services. We have a 95 percent AYP [adequate yearly progress] attendance rate. The students at TIES make up almost 10 percent of the total state population in Minnesota for students who can be classified into all three major subgroups: black, free and reduced, and English learners.

The TIES students speak six different home languages, including Somali, Oromo, Arabic, Amharic, Urdu, and English. Many students speak portions of other languages, as do many of our parents; [they] are very multilingual. Our students were born in 20 different countries around the world. They come to our school from 17 different cities around the metropolitan area. Eighty percent of our students now have been born in the United States and are considered first-generation immigrants or refugees.

The school environment that we have—this gives you kind of a layout idea of what we offer at our school. Things that I would like to draw your attention to is that the state of Minnesota, like many states, does not fund full-day kindergarten. However, as a school, we've decided to make full-day kindergarten free for all families that attend here.

In addition, our specialist classes: We teach physical education, media technology, and Arabic language as our foreign language. They are on a five-day rotation, and students receive 55 minutes each Monday through Thursday and 30 minutes on Friday. They receive two physical education classes a week, two Arabic language classes, and one media technology class in that five-day cycle.

We also, in addition to our afterschool and summer school programs, offer homework tutoring centers located within the communities where the majority of our students live. We bring teachers and staff to community rooms and locations around the metro area



- TIES students:**
- Speak 6 different home languages
 - Somali, Oromo, Arabic, Amharic, Urdu & English
 - Were born in 20 different countries
 - Come to TIES from 17 cities and 3 different counties across the metro area
 - 80% of TIES students are born in the United States (1st Generation immigrants/refugees)

Slide 13



- School Environment**
- 5 sections of each grade level
 - Class sizes no greater than 25 students
 - Free, full-day kindergarten
 - Bilingual paraprofessional for every 2 classrooms
 - Community members employed at school
 - Bilingual communication techniques with families
 - Full-time reading/instructional coach
 - Full-time data coordinator
 - Enrichment classes
 - Physical education
 - Media/Technology
 - Arabic language
 - English language services
 - Special education services
 - Co-teaching/collaboration methods
 - After school programs
 - Summer school programs
 - Homework tutoring centers located within the community
 - Smartboard technology in all classrooms

Slide 14

so that parents can be a part of their student's education and homework processes.

RANDAL:

East Africans, mostly Somali- and Oromo-speaking people, are one of the fastest growing populations in Minnesota. In the Twin Cities community alone, it's estimated over 50,000. Minneapolis is home to the largest population of Somalis in North America. As the number of Somali students in Minnesota Public Schools has increased significantly over the last 10 years, large urban school districts throughout the Twin Cities region have struggled to address the needs and the challenges of this new community.

Now the East-African students, when they typically arrive in the United States, they have little American schooling and enter the educational system academically behind English-speaking, American-born peers. So these kids are going to school, a lot of them...Not all but most of these kids have gone to school in Africa, but you can imagine the African system is different than this system. So when they come to this system, then it puts them behind. So their parents are often just learning English themselves and work multiple jobs being new to America, making it difficult to effectively supervise and help the children with the homework.

Despite many of our students being born in the United States, now they still arrive at school with a significant disadvantage for the English language, as do many of the U.S. citizens themselves. Until recently, many students did not attend preschool programs or have lived outside the United States prior to entering school.

In addition to language barriers, the American education system historically struggles to provide students from families with financial distress a greater challenge in achieving academic success.



Background:

East Africans, mostly Somali and Oromo-speaking people, are one of the fastest growing populations in Minnesota. The Twin Cities community alone is estimated at over 50,000 and Minneapolis is home to the largest population of Somalis in North America.

As the number of Somali students in Minnesota Public Schools has increased significantly over the last ten years, large urban school districts throughout the Twin Cities region have struggled to address the needs and challenges of this new community.

Slide 15



East African children typically arrive in the United States with little formal schooling and enter the educational system academically behind their English-speaking, American-born peers. Their parent(s) or guardian(s) are often just learning English themselves and work multiple jobs, making it difficult to effectively supervise and help their children with homework.

Despite many of our students being born in the United States, they still arrive at school with a significant disadvantage in their English language skills. Until recently, many students did not attend preschool programs and/or have lived outside of the United States prior to entering school.

In addition to language barriers, the American education system historically struggles to provide students from low-income families with a greater challenge to achieve academic success.

Slide 16

In response, the East-African education leaders, [Audio skips] alarmed that their children were not reaching their levels of academic achievement necessary to lead successful adult lives, started a grassroots initiative to create a public elementary charter school to meet the specific needs of children in the East-African community [Audio skips].

The history that we're talking about of this school is that it opened in 2001.

The Twin Cities International Elementary School, commonly known as TIES, started with 150 students [in Grades] K–6. After two building moves, however, in the near following years, TIES grew to over 500 students by 2006. Since that time, we've maintained an enrollment of approximately 600 students. TIES successfully has completed its 10th year of operation during the 2010–11 school year.

There is the potential for us having another school, in addition, with even more students in the near future. The same group of school leaders, together with the community, has come together to open up a 5–8 grade middle school, and a ninth-grade school, [and a] high school from [Grades] 9 to 12 in the past 10 years. We really have, in this community, schools to go from K through 12th grade. Right now, we have approximately 1,250 students between the three schools.



In response, East African education leaders, alarmed that their children were not reaching levels of academic achievement necessary to lead successful adult lives, started a grass-roots initiative to create a public elementary charter school to meet the special needs of children in the East African community.

Slide 17



History

Slide 18



History:

Opening in 2001, TIES started with 150 students in K-6. After two building moves in the following years, TIES grew to over 500 students by 2006. Since that time, we have maintained an enrollment of approximately 600 students. TIES successfully completed its tenth year of operation during the 2010-2011 school year.

The same group of school leaders, together with the community, have come together to open a 5-8 middle school and a 9-12 high school in the past ten years. Total enrollment between the three sister schools averages approximately 1250 students.

Slide 19

KELLI:

We're going to spend a little more time talking about some of the academic data that we have at our school. We have a strong focus on looking at data with teachers, with staff, [and] with the community and really analyzing what's working and what needs to be adjusted or shifted.

The first graph that you see is the state MCA, which stands for the Minnesota Comprehensive Assessment; that's our state accountability test. On the left-hand side, you'll see the MCA reading data as compared to the state since 2006–07. On the right-hand side, you see the MCA math[ematics] data. The last column has a blue box around it. That blue box indicates that we had a new transition to a different test in the 2010–11 school year: The math[ematics] test went online, and it was all electronic. You'll see that both the state and TIES had slight drops in those scores. However, TIES did drop less than the state during that time as well. You'll notice the steady increase in gains that we've had over the last few years. As we get into the academic programming section, we'll discuss how and why some of these changes came to be.

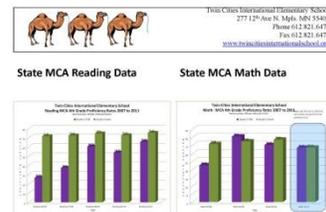
Our next slide: You'll see the state MCA reading and math[ematics] data as it's determined by proficiency level at the state of Minnesota. The state of Minnesota uses a four-level system: does not meet, partially meets, meets, and exceeds state standards. If you'll notice, the dark purple column is of students that have been continuously enrolled since kindergarten. (This is fourth-grade data.) The light lavender color indicates the students who have not been continuously enrolled.

As the columns go, you'll see the student count for the number of students continuously enrolled versus not continuously enrolled. You'll notice the high number of exceeds students that are continuously enrolled

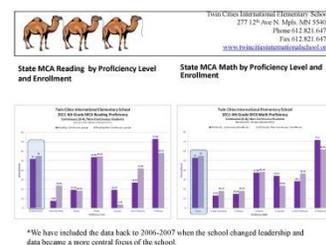


Academic Data

Slide 20



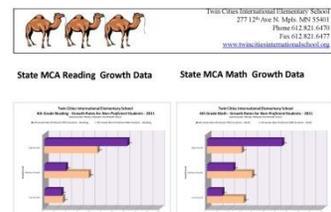
Slide 21



Slide 22

compared to noncontinuously enrolled. You'll see the number of proficient students for continuously enrolled students definitely exceeds the noncontinuously enrolled students. This is something that we share with our parents and with our community so that families understand that it's important to try to maintain that sense of stability in the child's education system—because we do have the data to show that if children stay in the program that we've developed here over the years, that they can do significantly better than moving from school to school.

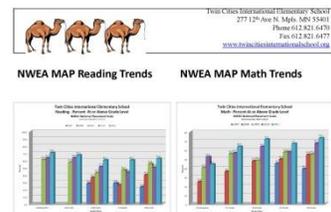
The next slide: This is the state MCA reading growth data. The state of Minnesota has recently in the last two years begun determining growth based on two years of assessments. This illustrates the students who are not proficient yet on the state test but the amount of growth they've made since their third-grade tests. So these would've been fourth-grade students. You'll notice the high percentage of students making that high growth as compared to the state students.



Slide 23

One thing that many of us have read in the research and seen is that even for students that are not proficient, they have to make that tremendous growth in order to work on closing the achievement gap. We definitely have the data to prove that that is something we're working very hard on at Twin Cities International.

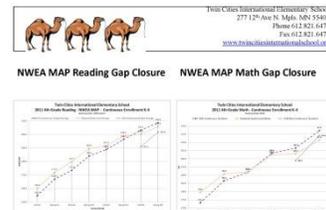
The next slide is the MAP [Measures of Academic Progress] test through NWEA [Northwest Evaluation Association], which is a nationally normed test. We assess kindergarten and first-grade students using the primary MAP, and we assess Grades 2–4 students on the intermediate MAP. The increases throughout the years illustrate the various pieces that have been put into place schoolwide as part of the continuous improvement process. We celebrate the small gains yearly that have impacted the tremendous growth over the past five years. We will give you a breakdown in the



Slide 24

academic programming by year of the different implementations of things that we've done in order to contribute to some of these successes over the years. You'll also notice that each grade level itself has become smarter and wiser as the years go on, along with if you trend the students across to see increases as they go.

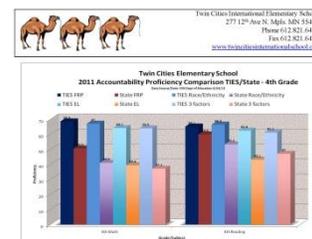
The next slide is the reading gap closure; this is through NWEA and the MAP tests. This is looking at fourth-grade students. If you notice, in both reading and math[ematics], the gap of students entering stays relatively equal distance apart until the fall of third grade when it begins to close rapidly, crossing that national trend line by the spring of third grade or fall of fourth grade.



Slide 25

You'll also notice that the trend for the noncontinuously enrolled students has a sharp uptake on both reading and math[ematics] as well. We believe that this data supports much of the EL [English learner] research that students need that four to seven years to become proficient in the English language. As you can see, students that have been continuously enrolled with us begin to make that shift [in] third to fourth grade.

Our last slide in the data is a comparison of the subgroups. We have the dark blue group of TIES, free and reduced[-price] lunch students compared to the state free and reduced[-price] lunch scores. This is, again, [based] on the MCA data. The darker blue is the TIES black subgroup as compared to the state black subgroup in purple. The light turquoise there, the TIES ESL [English as a second language] group as compared to the state ESL group in orange. You'll see the light blue group is students that fall into all three of those subgroups as compared to the state students that fall into all three subgroups.



Slide 26

We're very pleased with our results over the past few years.

We'll now send you into some information about the programming and how we got to some of that data.



School Programming

Slide 27

RANDAL:

Okay. Some of the numbers here, say, 2007–08... Actually back in 2006, we began with population changes of teachers adding new ideas and concepts to the system. We added a lot of things in the beginning. As I take you through some of those things that we did year by year, basically the strategy was that a lot of these things had been added, but we focused on them as initiatives in year-by-year processes.



Timeline of Program Development

- 2007-2008:**
- Large population of staff new to the school
 - Addition of a reading teacher and reading paraprofessional to the staff
 - Trained staff in the SIOP (Sheltered Instruction Observation Protocol) method for best practices in English language instruction
 - ENVoy classroom management training (Michael Grinder)
- 2008-2009:**
- Sent many staff to various trainings on "Train the Trainer" model
 - Redesign of curriculum to focus on standards based education
 - Professional learning communities (PLC) began
 - Added literacy components to math program
 - Adopted new social studies and science curricula that also had a strong focus on content literacy
 - Began focus on differentiated instruction & creating Individual Learning Plans for ALL students
 - Used our reading program, Success for All, with fidelity and analyzed student data with teacher input to enhance the program for the future years.
 - Developed a New Teacher Seminar

Slide 28

At the beginning, some of those things that were most important to us was to have teachers having common prep times, identifying what those prep times were going to be used for, adding reading teachers and paraprofessionals to the staff, training staff in various concepts—the SIOP [Sheltered Instruction Observation Protocol] model being one of the most important, significant ones because in SIOP, all of our kids, primarily 97 percent of them in 2006, were EL kids. And then also in addition to the SIOP instruction was also classroom management. We used the [ENVoy](#) for that particular process, which we still do. We sent a lot of staff to trainings, for Train the Trainer–type models, redesigning curriculum to focus on standards-based education, and professional learning communities [PLCs] began early on, even though we didn't necessarily name it as a primary initiative until later on in the process. [We] added literacy components to the math[ematics] program [and] adopted new social

studies and science curriculums with a stronger focus on content literacy. We began our focus on differentiated instruction at the get-go and just kept getting better at it and more focused at it along the way. We used a reading program, *Success for All*, with a great deal of fidelity and analyzed student data [Audio skips].

In [the] 2009–10 year, we did a strong push on the kindergarten process. Getting students into the first-grade component of the *Success for All* program. That was one of our biggest successes over the beginning years as these students started demonstrating their readiness, and we were getting a little sharper at seeing their readiness and advanced the literacy work that we did with those kids.

We began using the MAP for primary assessments for first graders and kindergartners. We implemented DIBELS [Dynamic Indicators of Basic Early Literacy Skills] reading fluency assessments [and] piloted response to intervention programs with our third-grade students, which was implemented across Grades 1–4. And then we implemented individual learning plans for each student.

I want to mention to you that we started with individual learning plans at the get-go in 2006 when Kelli and I both started here. But year by year, there was a challenge on how to address students more adequately with individual plans. Even though we worked on it year by year, we've gotten much better at it—identifying [the] specific needs of kids—for every kid, having their own individual learning plan and then being able to go back to that plan and identify what we've accomplished, what we haven't accomplished, has been a major focus on what we do.

We began collecting and analyzing progress on specific areas of need, adding that to individual learning plans to



2009-2010:
•Pushed kindergarten students into the 1st grade component of the Success for All program as they demonstrated their readiness for the advanced literacy work.
•Began using the MAP for primary assessment for 1st graders and kindergartners
•Implemented DIBELS reading fluency assessment across the grades
•Piloted a Response to Intervention program with our 3rd grade students, which was implemented across grades 1–4 in 2010.
•Implemented Individual Learning Plans for each student
•Began collecting and analyzing progress on specific areas of need to assist with differentiation in the classroom
• Trained staff on common formative assessments for implementation beginning in 2010.
•Data coordinator meets weekly with grade-level teams to facilitate conversations regarding student data and planning for instruction
•Attended professional learning community seminar and began implementation of PLC's

Slide 29

assist with differentiated instruction in the classroom [and] training staff on common formative assessments. We spent several years sharpening that process, implementing a data coordinator, [and] meeting weekly with the grade-level teams to facilitate conversations regarding student data and planning for instruction. The conversations were a very integral part in making this actually come to fruition.

We identified Power Standards in 2010–11 and essential learnings. We wrote state standards in student-friendly language. We implemented common formative assessments across reading and math[ematics] and just expanded the process by restructuring the individual learning plans again for teacher ease, [and] created more frequent assessment programs.

Students [also] began to take ownership of their learning. This is our initiative this year and last year, where students themselves are looking at:

- What's my target?
- What do I have to accomplish?
- How far am I getting?

So not only are teachers doing this, [but] students are seeing teachers all excited about watching how the grades are going and how the data [are] going, students are actually involved in that process.

[We created] instructional cycles, using knowledge from the staff development of total instructional alignment, which was our staff development over several years. We made available to families a variety of Web-based literacy programs that students can use at home or for their computers. We attended PLC seminars with more staff members. We keep that strategy going on a consistent basis to keep a continuous improvement model.



2010-2011:

- Identified Power Standards / Essential Learnings
- Wrote state standards in student friendly language called learning targets
- Implemented common formative assessments (CFA) in reading and math
- Restructured Individual Learning Plans for teacher ease
- Created a more frequent assessment program utilizing pre- and post-test data along with data for progress monitoring
- Students began to take ownership of their learning and set goals and tracked progress on those targets
- Created instructional cycles, using knowledge from staff development of *Total Instructional Alignment* and Effective Schools research.
- Made available to families a variety of web-based literacy programs that students can use at home or from any computer.
- Attended PLC seminar with more staff members

Slide 30

In 2011–12 now, we’re aligning our new Common Core [State] Standards both horizontally and vertically. We’re creating an integrated approach to standards-based education. We’ve restructured our report cards to reflect the standards-based learning. We’ve merged the individual learning plans with school report cards.

As you can see, the learning plans, the ILP [individual learning plan], has gone from the very beginning of our process and just keeps getting more strengthened each year as teachers work it into the system. We’ve created local databases in addition to our data warehousing solution to assist with data analysis. And then our data coordinator meets weekly with grade-level teams but also meets on an individual basis and keeps them focused. We’ve provided substantial meeting time for teams to do the common formative assessments and standard work and then staff book study on total instructional alignment. We work with that, again, with our teacher staff development.

KELLI:

Taking a look at these next slides will be just a very basic sketch of the structure that we have. We have adopted a belief that the school curriculum is the state standards and not the adopted textbooks. The textbooks are considered materials used to support the instruction of the [Audio skips]. This is by no means all encompassing, but those are a few of the programs that we do use. One thing to note is that when we switched our math[ematics] program from one curriculum to the Harcourt Math[ematics] program, we saw a huge increase in math[ematics] scores, just simply using that curriculum and then that increase has continued to increase with the implementation of it through the standards.

[End of chapter 1]



- 2011-2012:**
- Aligned the new Common Core State Standards both horizontally and vertically
 - Created an integrated approach to standards-based education
 - Restructured our report cards to reflect standards-based learning
 - Merged the Individual Learning Plan with the school report card
 - Created local databases in addition to our data warehouse solution to assist us with data analysis
 - Data coordinator meets weekly with grade-level teams to facilitate conversations regarding student data and planning for instruction
 - Provided substantial meeting time for teams to do CFA and standards work
 - Staff book study on *Total Instructional Alignment*, by Lisa Carter and Power Standards by Larry Ainsworth
 - Attended PLC seminar with more staff members

Slide 31



- Curriculum:**
The school curriculum is the state standards, and not the adopted textbooks. Textbook programs are considered materials to support the instruction of the standards.
- Supporting Materials:**
- | | |
|---------------------------------|------------------------------|
| Harcourt Math | Time For Kids |
| Foss Science Kits | National Geographic for Kids |
| Scott Forsman Science | |
| Success For All Reading Program | |
| Houghton Mifflin Social Studies | |
| Zaner-Bloser Handwriting | |

Slide 32

Part 2

KELLI:

On the next slide, I have listed up the assessments that we use. We have a strong belief in using assessments for learning rather than of learning. We use the MAP, the *Success for All* program assessments, the DIBELS, the state accountability data, and the ACCESS tests. However, the most informative assessments that we use on a regular basis are the common formative assessments based on state standards, which are pretests and posttests of those standards.

To talk a little bit about our intervention program, we've adopted the response to intervention plan. We piloted the program with third grade and then took it schoolwide Grades 1–4 the following year. We actually built in an additional 30 minutes to our school day Monday through Thursday in order to allow this target practice intervention time to take place—and we call it Masterminds. They rotate every two to three weeks, those groups, based on targets, and they use the assessment data to identify groups of students and the teachers to teach specific targets.

If you go on to the next slide, that will show you an example of our Access database. You'll notice at the top is the actual specific state standard. For example, “retell a story using beginning, middle, and end with detail.” That may be a pretest or a posttest; that's a posttest there. The teachers enter the score. They create a rubric. (We use a one through four scale on our rubrics.) The rubrics are identified together with the teachers and sometimes with the students. They give a pretest then a posttest and enter those scores. We then color code those scores so that teachers can sort groups of students by learning target to see which groups of students need more work with which learning target.



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Assessment:

THES uses a multiple measure assessment plan to triangulate data used to inform instructional practices.

- Measurement of Academic Progress (MAP) assessment for reading & math in grades 2-4
- Primary MAP assessment for reading & math in grades K & 1
- Success For All (SFA) reading program assessments
- DIBELS reading fluency assessment
- State MCA-II reading assessment
- State MCA-III math assessment
- Students (gr. 3 & 4) who are in need of special services, as indicated by an Individual Education Plan (IEP), are assessed using the state approved MTAS assessment
- English Learner (EL) students (gr. K-4) are also assessed for English proficiency using the state adopted ACCESS test or the W-APT for identification
- Common formative assessments

Slide 33



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Intervention:

Intervention programs are blended into the school day, allowing for 30 minutes of specific learning target interventions for students not meeting the target as well as for students at grade level and enrichment intervention for students working above grade level. Students attend a “Masterminds” class four days a week with rotating classes every two to three weeks.

Interventions are created by teachers using the state standards as a guide. Identification for these sessions come from teachers analyzing common formative assessment data from the instructional cycle to determine which students need additional work on specific targets or enrichment work. These groups are formed using the research-based framework of Response to Intervention (RTI), following a tiered support system.

Teachers are selected to teach specific skills based on data related to current and past student growth and achievement for those standards. Students are re-assessed at the end of the Masterminds session to determine progress on the learning target. The following slides illustrate some of the data collection processes and analysis teachers use to determine Masterminds groups.

Slide 34

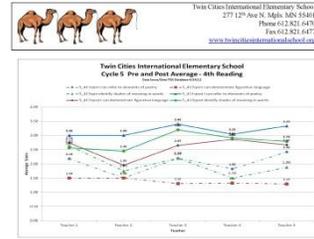


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Learning Target	Teacher	Assessment	Score	Color
Retell a story using beginning, middle, and end with detail.	Ms. Smith	Pretest	2	Yellow
Retell a story using beginning, middle, and end with detail.	Ms. Smith	Posttest	3	Green
Retell a story using beginning, middle, and end with detail.	Ms. Jones	Pretest	1	Red
Retell a story using beginning, middle, and end with detail.	Ms. Jones	Posttest	2	Yellow
Retell a story using beginning, middle, and end with detail.	Ms. Brown	Pretest	3	Green
Retell a story using beginning, middle, and end with detail.	Ms. Brown	Posttest	4	Blue
Retell a story using beginning, middle, and end with detail.	Ms. Green	Pretest	2	Yellow
Retell a story using beginning, middle, and end with detail.	Ms. Green	Posttest	3	Green
Retell a story using beginning, middle, and end with detail.	Ms. White	Pretest	1	Red
Retell a story using beginning, middle, and end with detail.	Ms. White	Posttest	2	Yellow

Slide 35

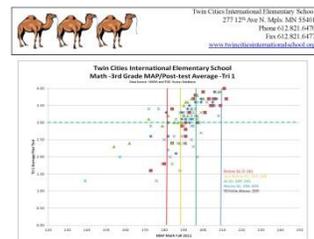
And if we go on to the next slide, this is another type of graph and data that we use with our teachers. If you follow the color-coded lines across, that's a specific target. So, for example, the dashed red line is the "I can demonstrate figurative language," and the solid red line is the posttest for "I can demonstrate figurative language." You'll notice Teacher 1, 2, 3, 4, and 5. It has taken us a few years to get to the point where our teachers are comfortable looking at each other's data and being able to share that data. But they are able to do that now in a learning environment.



Slide 36

So, for example, in this situation, we would suggest students that need more work on figurative language [but] that Teacher 2 not be the teacher to teach that particular skill but perhaps Teacher 4 maybe would teach that skill because they showed tremendous growth with their students on that skill. And we may, at some point depending on the number of groups that are made, actually pair Teacher 2 and Teacher 4 up together so that Teacher 2 can see what Teacher 4 is doing to teach figurative language and actually learn from them and then split the group off into smaller groups once they've had a chance to learn from their colleagues as well.

On the next slide, another type of data that we use with our teachers is an analysis using this scatterplot, and this is really a comparison of our in-house common formative assessments to the MAP data to illustrate and analyze the correlation of the common formative assessment to the MAP assessment on those particular skills.



Slide 37

We can identify individual kids. You can tell the correlation is quite high, as the number of students fall right around at grade-level RIT [Rasch Unit] score. And so we're able to kind of target skills and things that need a little more time in instruction—that may need reteaching. Some of the students that are way off—kind

of the outliers—we can put into either enrichment groups or more directed intervention groups as needed by looking at those kinds of data. But that’s an example of the data that our teachers look at on a weekly basis.

Going into professional development, we do a lot of professional development at our school.



Professional Development

Slide 38

Our workshop week at the beginning of the year is one and a half to two weeks long. There’s maybe one to two days of that time which is time for teachers to work in their classroom, otherwise, we’re digging into state standards and really looking at those things.



- Workshop week (1 ½ to 2 weeks)
- New Teacher Seminar (1 wk for first Trimester)
- Weekly staff development (Mon & Wed – 1 hr. each)
- Prep times (Tues & Thurs – two 45 min. meetings)
- Professional development days (3-4 full days per year)
- End of year PD (2 full days)

Our ongoing professional development is focused in four areas – standards, ELL, best practices, data collection/goal setting for students and RtI and early intervention services for at-risk students.

Slide 39

We have a new teacher seminar, which is once a week for the entire first trimester for new staff to the building to get caught up. It’s additional pay; it’s after school—to get caught up on staff development that we’re doing. We have weekly staff development: one hour [on] Monday and Wednesday. We have prep times on Tuesdays and Thursdays; we use about 45 minutes. [We have] professional development days throughout the year, and at the end of the year we have two days of end-of-the-year professional development where we also do a large data retreat with our staff to analyze the data from the previous year.

RANDAL:

TIES has adopted an extensive professional growth plan model based on the research from Charlotte Danielson’s four domains: planning and preparation, classroom environment, instruction, and professional responsibilities. This model encompasses both peer and administrative observations, conversations surrounding guiding questions for the four domains, placement on a rubric for each component, development of growth plans, research and action to implement goals defined in the growth plan, and revisiting the rubric placements in a reasonable timeframe with which to measure/observe growth.



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This model encompasses peer and administrative observations, conversations surrounding guiding questions for the four domains, placement on a rubric for each component, development of growth plans, research and action to implement goals defined in the growth plan, and revisiting the rubric placements in a reasonable timeframe with which to measure/observe growth.

This process has created many professional opportunities for teachers and other educational staff to directly impact the learning program of the school. In addition, the school board is comprised of a majority of teachers, and these teachers participate in summer professional development to assist in the design of the school’s learning program.

Slide 40

rubric for each component, [the] development of growth plans, research and action to implement goals defined in the growth plan, and then revisiting the rubric placements in a reasonable time frame, which [is] to measure and observe growth.

We've been working on this type of an observation/ evaluation. We talk of it more in terms of observation than evaluation. We've been doing this now for a couple years.

As you can see, it's extremely involved. As we first began this process, it took us into a little bit of uneasiness on the part of teachers. But as they got into it and saw how this was meant to be a very progressive build ourselves—build our organization together—it became a much more valuable tool.

Right now, this process has created many professional opportunities for our teachers and other educational staff to directly impact the learning program of the school. It's rigorous, but it's very honest, and there's lots of opportunity built in within it for us to improve ourselves together. And that's how we're using it.

In addition to that, the school board is comprised of a majority of teachers, and these teachers participate in summer professional development to assist in the design of the school's learning program.

We do have summer school, by the way. Our school provides summer school, and it also provides an afterschool program during the school year.



Parent & Community Involvement

Slide 41

We encourage the importance of education. Ninety percent of our TIES parents attend conferences twice a year, so we have a very large parent turnout and involvement. And then the involvement in goal setting and the ILP is a very large focus for us—supportive of our concerns—and then attending parent meetings in large numbers, serving as board members, and participating in homework tutoring centers. Those are all things that our parents and community are involved with on a regular basis.

KELLI:

Addressing our cultural sensitivities: Because of the large population that we have, some of the things that we do a little bit differently, for example, is we allow students certain headgear to wear. The [inaudible] and the [kofia](#) are allowed to be worn at school.

Parent communication is done almost exclusively verbal[ly]. We do write and send notes home in English and also translated into Somali and Arabic, which are our main languages. However, the Somali language has only been written since the early [19]70s and has been developing as a written language, so there's many parents that don't read Somali language or are [just] learning to read Somali language. Our materials can be both educational for them to learn from as well as informative from the school. But we use a verbal phone tree that makes phone calls as well as the bilingual paraprofessionals that we have in the school we utilize to call home and make sure that parents have contact for specific things regarding testing dates and afterschool programs and things like that.

We employ a number of staff members from the community, which, I think, has resulted in the high support of parents that we have. They feel like coming into the office. They're immediately greeted by someone who can speak their language. That fear of coming to a school and not knowing or not



- Encourage the importance of education
- 95% of TIES parents attend conferences twice a year
- Involved in goal setting and the ILP
- Supportive of concerns
- Attend parent meetings in large numbers
- Serve as Board members
- Participate in homework tutoring centers

Slide 42



Cultural Sensitivities

- Student dress
- Parent communication
- Staff members from the community
- Accommodation for religious beliefs and observances
- Food service
- Adult education program

Slide 43

understanding what's happening or what's going on has been eliminated here.

We provide cultural liaisons for families that are readily available. We have a transportation coordinator who speaks the Somali language, who is available for parents with transportation concerns. We've tried to eliminate some of those main issues for parents in other schools.

Like all public schools, we are required to accommodate for religious beliefs and observances as we would with any other public entity. Our food service, we do serve [Halal](#) food, as are most public schools nowadays.

We also provide an adult education program that happens in the evening offered to our families and community members to come and utilize our building and a staff that's employed to teach adult basic education in English.

RANDAL:

Okay. In summary, we started out with talking about our strategic vision a little bit. I'm going to end this here with some summarization of our strategic plan.



Summary

Slide 44

Some of the major innovative practices that have been implemented over the past several years and currently set in place for our current years right now, 2012 [are as follows]:

- Individualized learning plans started at the get-go, still going, will continue
- Common prep times for teaming
- Addressing individual student needs during that time and building teaching interventions



Some of the major innovative practices implemented over the past four years and currently set in place for the 2011-2012 school year are as follows:

- Individualized Learning Plans
- Common prep times for teaming, addressing individual student needs, and building teaching interventions
- Data collection and analysis
- Using data to drive instruction
- Goal setting based on a mind-set of continuous improvement
- SLOP and structured reading interventions
- RII (Response to Intervention)
- Creating common assessments

These innovative practices have been implemented in accordance with the Twin Cities Elementary School's strategic vision for improving student academic achievement. Our primary focus is on learning. Being in accordance with various professional learning community models, we emphasize a collaborative learning model in our school, holding high expectations for all students, in which continuous improvement and essential learning outcomes are results-based.

Slide 45

- Data collection and analysis—extremely important to us
- Using that data to drive instruction
- Goal setting based on a mind-set of continuous improvement; that is our goal
- The SIOP structure reading interventions and RTI intervention process that we do
- Creating common assessments

These innovative practices have been implemented in accordance with our elementary school’s strategic vision.

The other half of our innovative practices put into place to ensure [that] our strategic vision come to fruition [is] an entire teaching staff that is dedicated to commit to learning for all; building shared vision and values [Audio skips]; essential learning outcomes; and creating common assessments, examining student data to improve instruction, and a commitment to continuous improvement.

So thank you for listening to us rattle on here. In addition to that, we have question[s] and answers. So if you would guide us, Peggie... Thank you, Peggie, again, for including us in this project and [the National Charter] School Resource Center.

PEGGIE:

Great. Well, thank you so much; that was really informative. So we will go ahead and open it up for Q&A. You’re welcome to enter your questions in the chat at any time. If you’re on the phone and I muted you, you can unmute yourself by using star six—star six if you want to ask a question over the phone. Or please enter a question in the chat.



The other half of our innovative practices put in place to ensure our strategic vision comes to fruition is:
An entire teaching staff that is dedicated to:

- Commit to learning for all
- Build shared vision and values
- Work in collaborative teams
- Establish essential outcomes
- Create common assessments
- Examine student data to improve instruction
- Commit to continuous improvement

Slide 46



Thank you for your time.

A Special “thank you” to the National Charter School Resource Center and Peggie Garcia for including us in this project.

Q & A

Slide 47



Slide 48

We had one question from Maureen. She's curious about how you were able to get 98 percent East-African or Middle-Eastern students in your school. I was wondering if you could talk a little bit about the outreach that you do to the community to recruit students to your school and how you basically get the word out about your school to all students in Minneapolis.

KELLI:

Sure. One of things—and this question comes up a lot—is, essentially, as a charter school in the state of Minnesota, we are a school of choice. Therefore, parents have chosen to send their students here. Typically, the best form of recruitment has been through word of mouth, with parents being very pleased and happy with the success and with the education that their students are getting here.

We also employ, as I mentioned, two full-time community liaisons that live in the community, that have families in the community, who on a regular basis are talking with friends and family. It really has been simply through that word of mouth and through acknowledgment of things like our homework tutoring programs that are located in locations, let's say an apartment building where a high percentage of our students live. Other families [are] wondering why our school offers this there, [but] that's where we've chosen to dedicate our monies. And parents have looked at the things that we offer and have wanted their children to be a part of that. And I think our successful test scores. We've been making AYP. When that shows up in the newspapers, parents see that, and they're excited about that, and they want to bring their students here.

Our enrollment is open to anyone who chooses to come here. It's not just simply for East-African or Middle-Eastern students, however, that is the group of founders that created this school and has typically been the students that we have found wanting to enroll in our school.

RANDAL:

Also, as we mentioned, there's a very large population of East-African individuals living in the Twin Cities area. We are by no means the only Somali school. There's a lot of them around.

PEGGIE:

Great. Thank you. I wanted to start digging in a little bit into some of your practices. If people have other questions, please go ahead and enter them in the chat.

The one I think I'm most curious about is the individual learning plan, so I have a couple questions. One, I'm wondering if there's a tool or a form that you might be willing to share with us that we can post on our website; it sounds like a really helpful process. And then if you could talk a little bit about the process:

- How they're developed?
- Who's involved in the development?
- Those kinds of things and how progress is monitored throughout the year.

KELLI:

Sure. Originally, we had the idea and just created a very generic template. That generic template has now developed into a very extensive process. We actually use a component of our data warehouse solution. We go through a company called [cmERDC](#) [Central Minnesota Educational Research and Development Council]—again, that is cmERDC—and they provide a program called Viewpoint, which is our data warehouse solution. On the flipside of that program, they have an academic plans program, which originally started out as a special education program.

Essentially, what we did is adopt their special education format for interventions for tracking students through a child study team—sort of to become our individualized learning plan. We have created that from the ground up

with them. Our data coordinator goes in and enters all of the learning targets by cycle, and teachers select those.

Unfortunately, [while] I could put up a sample of a finished product, I wouldn't be able to put up one with all the choices and selections because it's an online Web component. But they select that. They also select the scores to enter in. The parents participate. There's a part at the end of the individual learning plan where when the teachers sit down with parents at conferences, the parents talk about the goals that they want to see for their child. And teachers then go back into the program and enter those goals from the parents—and for students, if the students are there and participating in that as well.

So that's kind of the initial direction. There's a part...this is in addition to the regular teaching that they get in the classroom. So not only do they have the regular instruction, but these are more detailed, short paragraphs about the interventions they received, the enrichment they received, [and] the reteaching they received—and kind of tracking their progress throughout the school year on those specific standards.

PEGGIE:

Great. That sounds like a very informative process, and it's fascinating how you're really able to help the teachers use data to improve student achievement. Could you talk a little bit about how you use this data on a weekly or monthly basis to really inform their instruction?

RANDAL:

Let's let our data coordinator answer that a little bit.

JIM:

Well, we do a variety of things. The data meeting once a week is probably central to what we do, where we

look at performance of the students in the classrooms to see who's having the best success [Audio skips]—not just data as a once-a-week thing. But when things come along, I try to bring them to the attention of the teachers on more than a weekly basis just to keep the data in front of them.

To be honest, I'm new here in the last year. And the teachers keep me busy. They're always looking for new ways of looking at data. They want to know how individual kids are doing—if things are working in their classroom. They push me all the time to come up with new types of data for them. I illustrate a lot of it using graphing, just like the graphs we saw in the presentation today, because I think the visuals really help drive home what's going on with the teachers.

PEGGIE:

Great; that's wonderful. I guess my next question would be about the common formative assessments. Could you talk a little bit about the development of those again?

- Who's involved?
- When they're developed?
- How often you give those?
- How you use the data?

KELLI:

Sure. We started out by attending a conference on developing common formative assessments—just kind of a how-to workshop—and reading some different materials that are out there/available.

What we wanted to do...is we have a team of teachers at each grade level, and we have what's called—back up a little bit—what we call instructional cycles. At the beginning of the year, we take all of our state standards, we turn them into learning targets in student-friendly language, and then we place and organize those targets into the year.

We break the year up into instructional cycles, which are approximately 21 to 25 days long for each cycle. At the beginning of each instructional cycle, they give a pretest; at the end of each instructional cycle, they give a posttest. The pretest and the posttests are the common formative assessments; that's the test the teachers have created.

During the 21 to 25 days of the instructional cycle, the teachers are incorporating into their lessons a set of standards that they have determined are going to be taught at that time—so maybe three to five literacy standards and maybe three to five math[ematics] standards that are going to be taught during that specific time frame. It might be one actual Common Core State Standard, but they feel like it's broken down into three or four components. They give the students a pretest on those assessments, see which standards they need to focus on, they start with those standards, they teach those, and then give the posttest.

The teachers work collaboratively together in their grade-level teams to put those tests up. And then they also post them on a shared server so that teachers from different grade levels can then go into this sort of database of what the teachers have created.

If I'm a third-grade team and I've got a standard on multiplication or division, I might go into the second-grade assessments and look to see if they have any standards or assessment questions that are going to pertain to multiplication or division. Then I'm going to go into the fourth-grade assessments and look to see if they have questions that pertain to multiplication and division for their standard. And I'm going to write four to six questions on that specific standard, which are going to range in skills that are scaffolded.

If I have six questions, three of my questions are going to be at my grade level, one question or two might be at an advanced level, and two questions might be at scaffolded levels below what the grade-level target is. Even if my student isn't at grade level, I can determine at what level the student is actually working on that skill scaffolded down or at what level they are enriched or advanced on that skill. That information from those pre[tests] and posttests is used to regroup the students for that Masterminds group, which starts following each instructional cycle.

It's kind of a complex process, and it's one that we usually take about four days of our workshop week at the beginning of the year to align vertically standards, to get teachers started on writing in their common formative assessments, [and] to be revising ones from years past. Teachers will pull questions from the end-of-the-unit tests or chapter tests from some of the curriculum resources we have. Some of the teachers will write their own questions. We use the guides for the state MCA test specifications. We'll look at the NWEA [DesCartes](#) information. They use all that information to create and generate those test questions on those common formative assessments.

RANDAL:

The whole goal there is to know what to teach and how best to teach it and to know how successfully we're doing that. As teachers have worked on this common formative assessment process that Kelli just laid out, over the last several years, it got more and more focused on students and the student portion of it; they have a component part of this. They need to know what their targets are. They need to know what they're accomplishing or not accomplishing as a result of the formative assessment. The students now have become more focused in that, and it's been much more advantageous to the overall process with the students buying in.

KELLI:

And then, in addition, when the teachers give the pretest and posttest and they look at and analyze their data, they're able to go back and say, okay, you know what, a number of students got this question wrong.

- Was it the question or did we not teach it?
- They actually take those [Audio skips] looking for or did it give them different information?
- Do they need to rewrite the question for the future?
- Do they need to replace it?
- Do they need to do something different?
- Do they need to break it down into smaller skills?

So they're constantly redoing [Audio skips] that's just the assessment they can use for the next year and the next year and the next year. They're constantly changing and adjusting and shifting things around as they meet in vertical teams, as they meet in their horizontal teams, as they come to a better understanding of what the standards and the targets are actually looking for. Does that answer your question?

PEGGIE:

Absolutely. That sounds like a really complex system, but it's something that is designed to really drive student learning and involves a lot of work, but, obviously, you're really gathering the right information to help move your kids forward.

It looks like Kimberly might be typing, so I'll give her a moment, and I will shoot out one last question to you.

I guess I'm just wondering about lessons learned. You have fabulous results; you've implemented some really innovative programs and services. So what lessons learned might you like to offer to other charter school

leaders when they're concerned about how they can best serve their ELLs and their students who might be struggling?

RANDAL:

There's any number of lessons learned. But just to piggyback again on what we were just talking about: It sounds like an awful lot of work; it is an awful lot of work—just that one concept of common assessments.

But I can assure you that that work has become a lot of fun. It's been a lot of fun for teachers because they're being successful at what they're doing. And as students, they're watching it. Students want to join in on this [Audio skips]. The work is not [Audio skips] to be frightened of. We're not to be afraid of the work because the work in and of itself becomes a fun means to an end of accomplishing this rigorous thing that we're trying to accomplish. And then at the end, we're accomplishing it, and it's a lot of fun for the teachers and the kids too. So that's been one lesson.

JIM:

As a new employee, I must say there's no more exciting place to work than there is here.

KELLI:

For me, the biggest lesson is that it really does take all of us. It takes the administration, it takes the teachers, it takes the paraprofessionals, it takes the parents, it takes the community, and it takes the students to really build the program that we've been able to build here. It takes the flexibility of people to trust—to jump in and try things when they might not feel like they exactly know what they're doing. We've had to refine and redefine and readjust in the last five years as we've gone to make it better. But without that feedback, we wouldn't be able to make it better. So it's keeping the dialogue open, being able to just keep moving forward in education and adjust and do what we need to do. I think

we keep in mind that everything we're doing is what's in the best interest of the students—that really is what's driven us forward.

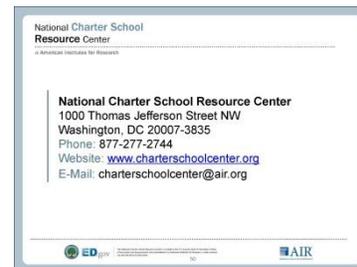
PEGGIE:

Great. I think that is a wonderful way to end the webinar. So thank you all for sharing all of the innovative practices that you're implementing—the wonderful outcomes that you've achieved. I just want to send a special thank you to all of the participants who joined us and to Dr. Eckart, Kelli Wilson, and Jim Smith who shared so many wonderful practices and strategies with us.

We are hosting a series of webinars focused on ELLs, and you can check out the archives and learn how to register for future webinars at the address that's on your screen. I'm going to send you to a short evaluation in a moment: If you could take a couple of minutes and tell us what you liked, what we could've done better, and topics you might like to explore in the future, that would be wonderful. Again, thank you to the leaders from Twin Cities and to all of the participants for joining us today.



Slide 49



Slide 50