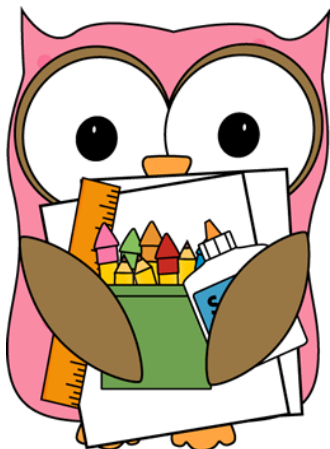


# RESP

Roughrider  
Education  
Services  
Program



## Monthly Newsletter

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### *Greetings from Director Riley Mattson*

Welcome to the RESP Activity Bulletin for the 2016-17 school year. The purpose of the newsletter is to communicate with our stakeholders highlighting activities and programs in the RESP Organization. We will also communicate this upcoming school year through Administrator and Governing Board Meetings, in addition to e-mail messages. The newsletter will be one more method of keeping our membership informed.

We plan to publish this newsletter on a monthly basis beginning September 2016. It will be sent to all member school district administrators, principals, governing board representatives, school board members, and teaching staff.

The goal of RESP is to serve and assist schools toward their school improvement goals while doing it in the most efficient manner. RESP is striving to be a "Go To" agency to our member schools and be a contact for future assistance. Superintendents, principals, teachers, and staff have many duties and responsibilities in the school improvement process and in the support of their students. RESP is here to help, and in that process take some of the work load off of the professionals as they work to improve their schools.

RESP will be focusing on 3 Levers in Executing Quality Instruction and Culture in our school districts for the 2016-17 school year. They will be Data-Driven Instruction, Observation & Feedback, and Student/Staff Culture. These main

points will be incorporated into all of our Administrative Board Meetings, High School & Elementary Principal Meetings, and Content & Grade Level TLC Meetings.

Our goal is to provide to member districts, professional development based on our 3 Levers of Focus, along with the individual school district goals and educational needs. Please contact any of our staff members to facilitate tailored professional development for your district.

Lastly, I would like to extended a SPECIAL THANK YOU to all who attended our Teaching Like a Pirate Conference with Dave Burgess and Matt Miller & Pathways to Reading (PTR) Level I & II Trainings this past June and July. They were both a great success with a total of 245 attending the Teaching Like a Pirate Conference and 62 attending the PTR sessions!! We hope that you were able to take away ideas/strategies from these sessions and take back to your classrooms to make an impact on your teaching and learning for your students. A special reminder that we will be sending out a survey to the Teaching Like a Pirate Conference attendees in October, so please respond with your input when that comes out.

Thank you for everything you do and have a great school year!!!

## *From the Desk of Yvonn Weigel-Frank*

### Succeed 2020 Project Director

Greetings!

Succeed 2020 is now officially in its last year. This summer, Project Directors consistently worked on gathering data and computing percentages in various areas of impact. We continue to work on this with FHI360 and we should have an impact brochure in October or November. Along with impact data, Riley Mattson and I have been attending webinars about Returns on Investment for sustainability purposes. These webinars help us to look at different programs and their impact within our REA. These meetings will continue throughout the year until the end of the grant period in June 2017.

The RESP Succeed 2020 work plan continues with ongoing programming as in past years with the addition of sustainability pieces planned for this year.

On another note, we were trained in five modules of **Trauma-Sensitive Schools**. These modules cover neurobiology of the brain, impacts of trauma on children's functioning and development, strategies for teachers, and many other things related to trauma. The modules are perfect if you need more mental health training hours for your school or, if you have enough hours, you can pick it up next school year. It really is worth it.

This summer was packed full of training for us! Please read more on what is offered for suicide prevention and college and career development.

As always, if you have questions or comments, please contact me!

Respectfully,

Yvonn

## Question, Persuade and Refer (QPR) for Suicide Prevention News

### *Ask a Question, Save a Life*

September 5-11 is National Suicide Prevention week. This is a reminder for you to refresh your mind on the risk factors and warning signs, hone in on your listening skills and spread the word that there is HOPE!

The American Foundation for Suicide Prevention (AFSP) Out of the Darkness walk is scheduled in Bismarck on September 16<sup>th</sup> at the State Capitol Building. I will be there to help the North Dakota Suicide Prevention Coalition and AFSP register people and also to participate in the walk. If you are in Bismarck, come walk with me! I started a donation page, so if you wish you can donate to that AFSP page @ <http://afsp.donordrive.com/index.cfm?fuseaction=donorDrive.participant&participantID=1053700>. Your donations are 100% tax-free and they support a lofty goal! There is no timeline for donations!

We completed our Sources of Strength T4T in August. Hands-down, this was the most impactful training I have ever attended! Please note that this *complete* program is offered free to schools interested in adopting the Sources of Strength program (see the attached flier). As many schools have already completed QPR, I will be focusing my attention on **Sources of Strength** mini-trainings and **ASIST** trainings at your schools for the year. If you have any questions, please don't hesitate to contact me.

The North Dakota Suicide Prevention Coalition works hard to communicate there is HOPE for anyone considering suicide. Let's keep this going! One life lost is too many!



**Question Persuade Refer (QPR) for Suicide Prevention** is a protocol for suicide prevention that helps people to recognize warning signs of suicide crisis and how to question, persuade and refer someone for help.

The protocol teaches “gatekeepers” (those in a position to help), to prevent suicide through hope and action. In this suicide prevention training, participants learn about statistics, learn the QPR protocol and practice the protocol through role play, which gives them a chance to walk/talk through a person’s wish to commit suicide and get them help. Short videos are also used during the presentation to give more insight into the global statistics, the QPR method and why it helps, and also some background on brain disorders that pertain to suicidal thoughts and actions.

**QPR** is not intended to be a form of counseling or treatment.

**QPR** is intended to offer hope through positive action.

**QPR** is intended to teach those who are in a position to recognize the warning signs, clues and suicidal communications of people in trouble to ACT vigorously to prevent a possible tragedy.

## Ask a Question, Save a Life

For further information, please contact: Yvonn Weigel-Frank, Certified QPR Gatekeeper Instructor, at RESP, 483-0999.

# SOURCES OF STRENGTH

## NORTH DAKOTA 2016-2017 SCHOOL PREVENTION CAMPAIGN

In collaboration with:



**TITLE IV**  
**WELL ROUNDED STUDENTS**



## ABOUT SOURCES OF STRENGTH

- ✓ An international wellness and strength-based program that uses peer leaders to change social norms and school climate.
- ✓ Is the most heavily researched peer leader program in the world.
- ✓ Is on SAMHSA's National Registry of Evidence Based Programs & Practices (NREPP), the highest prevention standard in the US.
- ✓ Spreads strength-based safe messaging through guided campaigns that focus on hope, help and strength; not sadness, shock or trauma.
- ✓ Meets state mandates for suicide prevention and mental health professional development.
- ✓ Meets state requirements for bully prevention.
- ✓ Fulfills 21st Century Learning Initiative for Communication, Creativity, Collaboration and Critical Thinking.
- ✓ Relationships, student-teacher connectedness and resiliency are also addressed.
- ✓ Complements Every Students Succeeds Act (ESSA) and ND AdvancEd accreditation process with built-in baseline surveys.
- ✓ Is free for the 2016-2017 school year through a suicide prevention grant from the ND Department of Health. The normal startup cost for a school is \$5,000.
- ✓ Sustaining annual costs are \$500 per school per year.
- ✓ Sustaining costs can be drawn from Title IV, fitting programs for well-rounded students.

Contact Cody Sletten at Sources of Strength with any questions.  
701-426-9057 • [cody@sourcesofstrength.org](mailto:cody@sourcesofstrength.org) • [sourcesofstrength.org](http://sourcesofstrength.org)

## *Succeed 2020 College & Career Readiness*

Riley Mattson and Yvonn Weigel-Frank have set a date for the Southwest Counselor's meeting for September 28<sup>th</sup>. This date was selected via a Doodle poll that indicated a few more were able to attend that day. Linae Bieber, SW Region Career Resource Coordinator, will present on "Quick and Ready Refresh on RUReady" before we begin the RESP/Succeed 2020 discussion.

The dates for the Career Expo and Discovery Day have been set as follows! Career Expo – March 15<sup>th</sup>, 2017 and Discovery Day – May 3<sup>rd</sup>, 2017. Please take a moment to put it in your calendars! This year's Career Expo will feature a national speaker which will be revealed at the meeting! We are also considering a speaker for Discovery Day so if you have some suggestions, please let us know!

I have received my CTE Endorsement for Global Career Development Facilitator. If there is something you would like me to come in to do with your students, let me know and I'll do my best to make it happen! Within time constraints, I can focus on specific challenges that your students face in the realm of college and career.

"PASSION is the difference between having a job and having a career."

### RESP Events

Please visit our website at:  
[www.resp-k12-education.org](http://www.resp-k12-education.org) to view upcoming RESP Events.

We continue to update our website, periodically. If you have suggestions for inclusion, let us know!



Please forward this newsletter onto staff & school board members.

If you have any questions regarding an item discussed in this issue, please contact our office at: 701.483.0999, M-F from 8AM - 4PM<sub>MST</sub>.



## *From the Desk of Denise Soehren*

Professional Development Specialists

Handwriting is a critical skill. It builds a solid foundation for school success. Research shows that handwriting is a foundational skill that can influence student's reading, writing, language use, and critical thinking. It has an important role in brain development, is necessary alongside technology in the classroom, and promotes success in other academic subjects. Handwriting Without Tears works and is a proven success preparing children for the demands of school.

### **About Handwriting Without Tears**

The Handwriting Without Tears curriculum draws from years of innovation and research to provide developmentally appropriate, multisensory tools and strategies for your classroom. Millions of students all over the world use Handwriting Without Tears. Our easy-to-teach, easy-to-learn curriculum makes handwriting mastery joyful for students and their teachers.

For more information, visit [hwtears.com/hwtworks](http://hwtears.com/hwtworks)

If you would like to know more about the Handwriting Without Tears curriculum or training please contact Denise Soehren at RESP.

## *From the Desk of Sarah McFadden*

Professional Development Specialists

### **LEGO in Education**

<https://education.lego.com/en-us>

Lego bricks were possibly a staple in your childhood years. They are a way to foster and unleash creativity and can help students discover and retain concepts. LEGO in Education offers ideas for bringing the fun of representing your imagination in 3D to the classroom.

RESP has some of the LEGO in Education kits available for checkout. We also have laptops with the LEGO software installed. Contact the RESP office via phone or email to check out any of the kits.

- StoryStarter
- Wedo Construction
- Mindstorms

### **LEGO in Education and LEGO classroom activity resources**

- StoryStarter - <http://tinyurl.com/lego-storystarter>
- Engage all types of literacy learners with StoryStarter <http://tinyurl.com/storystarter-engage>
- Ideas for using StoryStarter in the classroom <http://tinyurl.com/storystarter-classroom>
- WeDo - <http://tinyurl.com/wedokit-lego>
- Classroom Challenges using WeDo - <http://www.wedobots.com/>
- Dr. E's WeDo classroom challenges - <https://wedo.dreschallenges.com/>
- LEGO activities for kids - <http://littlebinsforlittlehands.com/kids-lego-activities/>
- Lego in Education
  - Twitter - <http://tinyurl.com/twitter-legoed>
  - Facebook - <https://www.facebook.com/LEGOeducationNorthAmerica/>
  - YouTube channel - <https://www.youtube.com/user/LEGOeducationUS>

## *From the Desk of Jillian Wass*

### ELL Specialist

### Academic Language and ELLs: What Teachers Need to Know

Perhaps you or your colleagues have taught a student who gave every sign of being fully "fluent" in English, only to find that the student struggled on more academic kinds of assignments. English language learners (ELLs), have difficulty mastering the kinds of academic language needed to succeed in school, especially if they have never been explicitly taught how to use it. These students include [long-term ELLs](#), students who have attended U.S. schools for much or all of their education but have not yet mastered the language of school.

Teachers may be most familiar with the level of students' social language — the language they hear students using with their friends in the hallways or on the playground. Students typically achieve proficiency in social language long before they have mastered a grade-appropriate level of academic language. As a result, a student's ability to use language in social settings is not necessarily an accurate indicator of their mastery of academic language. Academic language is the language of school and it is used in textbooks, essays, assignments, class presentations, and assessments. Academic language is used at all grade levels, although its frequency increases as students get older.

Social Language	Academic Language
I like this book more.	This story is more exciting than the first one we read.
It worked.	Our experiment was successful.
Because they were brave.	The soldiers received their medal because of their courage.

### 5 Strategies for Teaching Academic Language

**1. Encourage Students to Read Diverse Texts** - Reading and then thinking and talking about different genres is a robust sequence for learning academic language.

**2. Introduce Summary Frames** - Summarizing is a simple and fail-safe approach to academic language activities. Students read a section of text to themselves before verbally summarizing the passage to a partner. Alternatively, learners can complete *sentence frames* -- guides for summarization.

- If the **main idea** of the paragraph is **problem/solution**, use the frame: "\_\_\_\_\_ wanted \_\_\_\_\_ but \_\_\_\_\_ so \_\_\_\_\_."
- If the **main idea** of the paragraph is **cause/effect**, use the frame: "\_\_\_\_\_ happens because \_\_\_\_\_."

**3. Help Students Translate from Academic to Social Language (and Back)** - Model how to say something in a more academic way or how to paraphrase academic texts into more conversational language. Provide students with a difficult expository passage, and have teams reinterpret the text using everyday language.

**4. Have Students Complete Scripts of Academic Routines** - Some discourse routines seem obvious to adults, but are more complex than NASA for young learners unless you provide scaffolding, like these speech examples:

"The topic of my presentation is \_\_\_\_\_."

"In the first part, I give a few basic definitions. In the next section, I will explain \_\_\_\_\_. In part three, I am going to show \_\_\_\_\_."

**5. Dynamically Introduce Academic Vocabulary** - Repeated encounters with a word in various authentic contexts can help students internalize the definition. They also benefit when teachers make their first encounters with vocabulary sticky. Use the word in a funny or personal story. Show a short video from [VocabAhead](#) that features 300 SAT words and categorizes vocabulary by grade level.



## RESP ELL SERVICES

RESP provides support through training and resources for identification and screening of ELL students. Once identified, the RESP ELL Coordinator will collaborate with staff to create an individual language plan for each student and determine best practices of language development to improve students' English language and academic content skills. RESP also assists schools with standardized testing and compliance requirements.

**RESP** | Roughrider  
Education  
Services  
Program

**SUCCEED2020** ►  
ND Education and Workforce Initiative

Identification and  
Placement of New ELL  
Students

Individual Language Plans

Collaboration with  
Teachers on ELL Best  
Practices

Screening and State  
Mandated Testing  
Services

Compliance with State  
and Federal Policies

**JILLIAN WASS**  
ELL COORDINATOR

jillian.wass@k12.nd.us

Work: 701-483-0999  
Cell: 307-359-3433



# 2016-2017 RESP TLC: TEACHER LEARNING COMMUNITY

Each session will focus on effective instruction, mindset, differentiated instruction, and key subject area standards. There will also be time for sharing of ideas and resources.

**Registration:** Opens Aug 24 - <http://www.resp-k12-education.org/registration.php>

**Cost:** \$50 per session

**Time:** 8:30 am – 3:00 pm

**Location:** DSU Klinefelter Hall Room 106

Name	Date	Day
Pre-School	12/8	Thursday
Kindergarten	2/9	Thursday
Grade 1	2/7	Tuesday
Grade 2	1/31	Tuesday
Grade 3	1/11	Wednesday
Grade 4	11/29	Tuesday
Grade 5	9/20	Tuesday
Grade 6	9/13	Tuesday
Art K-12	1/26	Thursday
Business Tech/Computer Science 7-12	2/8	Wednesday
Counselors/ Career Advisors K-12	11/22	Tuesday
English 7-12	1/10	Tuesday
Family & Consumer Science 7-12	3/7	Tuesday
Librarians K-12	3/8	Wednesday
Math 7-12	11/30	Wednesday
Music K-12	9/15	Thursday
Physical Education K-12	2/22	Wednesday
Science 7-12	10/11	Tuesday
Social Studies 7-12	11/3	Thursday
Title I - Interventionist - Special Education K-12	11/2	Wednesday
Vo Ag 7-12	2/28	Tuesday

## 16-17 PRINCIPAL LEARNING COMMUNITY

ORGANIZER	RESP	<p>The Principal Learning Community will focus on Data-Driven Instruction, School Culture and Climate, Leadership, Mindset, and the Observation and Feedback Cycle.</p> <p>Time will also be devoted to sharing of ideas and resources.</p> <p>A minimum of 7 registered participants are needed for each session.</p> <p>To register for a session, go to <a href="http://www.resp-k12-education.org/registration.php">http://www.resp-k12-education.org/registration.php</a></p>
COST	\$50	
TIME	8:30 AM - 12:30 PM	
REGISTRATION	OPENS 8/24	
LOCATION	DSU KLINEFELTER HALL ROOM 106	

ELEMENTARY PLC	DAY	HIGH SCHOOL PLC	DAY
9.27.2016	Tuesday	9.28.2016	Wednesday
11.8.2016	Tuesday	11.9.2016	Wednesday
1.24.2017	Tuesday	1.25.2017	Wednesday
4.4.2017	Tuesday	4.5.2017	Wednesday

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY
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MARCH	APRIL	MAY	JUNE	JULY	AUGUST
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# Active Recess Training!

Sept. 23, 2016 | Fargo



We are excited to kick off this school year with a fantastic Active Recess Training that supports the national Let's Move in School initiative, specifically targeting the Physical Activity During School component.

## Encourage movement during recess time.

Training includes discussion and application of playground safety and behavior management, indirect and direct strategies, and site-specific active recess action plans.



### Participants will be able to:

- Describe and demonstrate recess behavior management strategies.
- Describe and demonstrate both direct and indirect strategies for promoting physical activity at recess.
- Design a site-specific active recess action plan.
- Identify appropriate resources for facilitating active recess.

**PLAYGROUND SUPERVISORS**  
**PHYSICAL EDUCATION INSTRUCTORS**  
**PRINCIPALS**

**[Register Now!](#)**



## VCSU - MASTER OF ARTS IN TEACHING

### Majors:

Art Education  
 Business Education  
 English Education  
 Health and Physical Educ.  
 History Education  
 Mathematics Education  
 Music Education  
 Science Education  
 Social Science Education  
 Spanish Education  
 Technology Education  
 Career and Technical Educ. –  
 (14 Trade and Technical Areas)

### Other Major Fields:

Majors that are not listed above can be completed at one of the other NDUS institutions and combined with the MAT for North Dakota licensure.

### Need for the Program:

This concentration will help meet the increasing demand for teachers in shortage areas and also provide graduate credentials for career and salary advancement. This program responds to needs identified by ESPB and interest expressed by currently enrolled students in Valley City State University's Master of Education, clinical practice and transition to teaching programs. The program will provide an entry-level, professional degree that will move teachers more quickly into higher-paying salary lanes while supporting professional development and quality teaching and learning in secondary schools.

### Cost:

This program is priced competitively with other institutions in the state and region. At just over \$370.00 per credit, VCSU has very competitive prices per credit for a master's program.

### Program Delivery:

The program is offered online and delivered using the Internet and Blackboard course management software in the same manner as the undergraduate programs and concentrations in the M.Ed. degree.

### Program Objectives

The Master of Arts in Teaching parallels the undergraduate Teacher Education program and Master of Education degree by employing a set of core courses required to meet North Dakota teacher certification. Designed around the National Board for Professional Teaching Standards (NBPTS) all core courses center on five core propositions that express the effectiveness, knowledge, skills, dispositions, and commitments of the accomplished teacher.

*"The MAT degree is completely online and flexible enough to meet the needs of working individuals"*





# VCSU - MASTER OF ARTS IN TEACHING

## Majors:

Art Education  
Business Education  
English Education  
Health and Physical Educ.  
History Education  
Mathematics Education  
Music Education  
Science Education  
Social Science Education  
Spanish Education  
Technology Education  
Career and Technical Educ. –  
(14 Trade and Technical Areas)

## Other Major Fields:

Majors that are not listed above can be completed at one of the other NDUS institutions and combined with the MAT for ND licensure.

## Program Requirements:

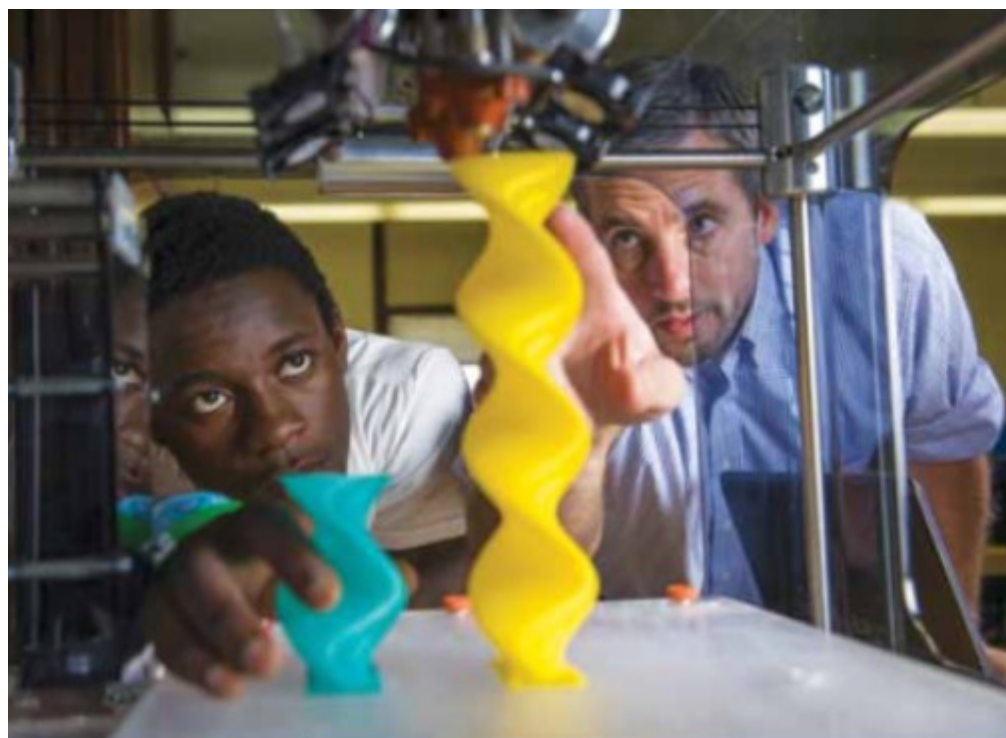
Courses required for the 33 credit Master of Arts in Teaching degree.

Prefix	No.	Course Title	Crs.
EDUC	611	Foundations of Teaching for Learning	3
EDUC	612	Adolescent Development and Learning Needs	3
EDUC	613	Reading and Multiple Literacies	3
EDUC	614	Secondary Methods and Assessment	4
EDUC	625	Issues in School, Community, and Family	3
EDUC	640	Supervision and Assessment of Teachers and Learners	3
EDUC	657	Exceptionality, Diversity & Differences	3
EDUC	675	Teaching with 21 <sup>st</sup> Century Tools	3
EDUC	682	Internship/Student Teaching	6
EDUC	683	Integrative Capstone Project	2
<b>Total Program Credits</b>			33
Prefix	No.	Course Title	Crs.
<b>Total Special Program Credits</b>			
<i>Content Major Deficiency Sequence</i>			3-24

## Program Assessment:

The Master of Education program met all Advanced Standards required as part of the National Council for Accreditation of Teacher Education (NCATE) in 2008. Review of the new MAT program will take place as part of the scheduled NDESPB/NCATE review in 2022. In addition to the state required program review process, VCSU will complete the institutional requirement of an Annual Program Update (APU) each year.

[www.vcsu.edu/](http://www.vcsu.edu/)



*"This is a great opportunity for many people choosing a second career in education"*

*Janet Welk, North Dakota Educational Standards and Practices Board*