



inside this issue:

DoDEA 2013 ToY Speaks at U.S. Dept. of Ed. 1, 2

Assessment News 1, 3

My DoDEA Story 2017: Professional Chef Robert Wiedmaier 1

BAS (2nd Ed.) Administration Support Within Reach 2

Customer Satisfaction Survey Results Online 2

Literacy Resources for Elementary Educators 3

CILs Update 4

Expanding STEM Integration 4

Assessment News

New resources are available on the DoDEA Assessment web page under the **Resources** tab at <http://www.dodea.edu/assessments> to support educators as they prepare students for the summative assessments. The resources are aligned to the College and Career Ready Standards (CCRS) for Literacy and Mathematics and include:

- ⇒ links to practice tests and tutorials,
- ⇒ FAQs,
- ⇒ test blueprints,
- ⇒ evidence tables, and
- ⇒ performance level descriptors.

The **practice tests** provide an opportunity for students to become familiar with....

(continued on page 3)

DoDEA 2013 ToY Speaks at U.S. Dept. of Ed.

Ms. Daniele Massey, the DoDEA 2013 Teacher of the Year (ToY), was a featured speaker during International Education Week at the U.S. Department of Education on November 6, 2017. Ms. Massey participated in a TED-style talk and panel discussion entitled, *The Role of Global and Cultural Competencies in National Security and Diplomacy*. Along with four additional panelists....

(continued on page 2)



(1) Daniele Massey, DoDEA 2013 Teacher of the Year, discusses the role of global and cultural competencies in national security and diplomacy.

My DoDEA Story, 2017: Chef Robert Wiedmaier

Through the work of the Partnership and Outreach branch last year we had the good fortune to meet Chef Robert Wiedmaier, a former DoDEA student, at the Blue Star Families Celebration where he was one of several local restaurateurs that partnered with an active duty chef to cater the event. Chef Wiedmaier tells DoDEA in a video testimonial about his experience growing up in Europe as a military-connected student and how those years shaped his future. He was named Washington's Chef of the Year by the Restaurant Association of Metropolitan Washington, D.C., in 2009 and is a member of the Brussels Knighthood of the Brewers' Mashstaff, a century old brewer's guild. The video featuring Chef Wiedmaier can be accessed at: <https://www.youtube.com/watch?v=D4qvlvFGYaI>. ●





COLLEGE AND CAREER READY

A WORLD-CLASS EDUCATION FOR MILITARY-CONNECTED STUDENTS

DoDEA 2013 ToY Speaks at U.S. Dept. of Ed.

(continued from page 1)

....Ms. Massey spoke from the perspective of a mathematics teacher of military-connected students stateside and abroad, addressing the questions: *How do U.S. students know about the world?* and *How do U.S. students engage with the world?*

Ms. Massey represented DoDEA, professional educators, and the worldly view of our students, noting that "the world is out there for them to explore" and that a strong global and cultural competency in K-12 education includes a professional development network, parent engagement, and relevant learning opportunities for students. Sharing her experiences as a mathematics teacher for DoDEA in Germany and the Virtual High School, Ms. Massey requested that the attendees

join her with passion, communication, and creativity in "everyone's favorite subject: Algebra 1," masterfully using content-area stories to articulate the social-emotional needs of military-connected students, their many moves, and the social pressures they face (including missing their friends) as a way for an audience of national stakeholders to glimpse an understanding of our students. Citing diversity as an American value, Ms. Massey spoke on cultural competency as part of her day-to-day life, locally and abroad, as we as educators listen to the language, traditions, and experiences of diverse students. ●



(2) Conference attendees (l. to r.): Kathleen Facon, Chief, DoDEA Education Partnership and Outreach; Daniele Massey, DoDEA 2013 Teacher of the Year; Linda Curtis, DoDEA Principal Deputy Director and Associate Director for Academics; Terri Marshall, DoDEA Virtual High School Principal.

BAS (2nd Ed.) Administration Support Within Reach

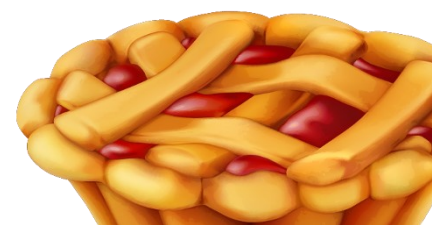
The Benchmark Assessment System, 2nd Edition, (BAS) is DoDEA's kindergarten through grade 3 reading proficiency assessment. In order to ensure fidelity of implementation and to sustain capacity there are many layers and types of supports offered related to the BAS conference. Each district and school has a BAS facilitation team. The team members at the district level are the Superintendent (or their designee), the Assessment and Accountability Instructional Systems Specialist (ISS), the PK-5 Literacy ISS, and the Educational Technologist ISS. At the school level, the team consists of the Principal (or their designee), the Educational Technologist, and a teacher member. Teachers who are new to the assessment receive professional learning on how

to administer, score, and use BAS results by their local BAS teams. The BAS Schoology group (access code: X6CZ3-BMS4K) houses training materials and ideas. Each teacher's BAS kit has videos and resources available for on-demand administration support. Headquarters continues to provide district PK-5 Literacy ISSs with ongoing BAS program management tools to support the district and school facilitation teams and teachers. ●

Customer Satisfaction Survey

In the September newsletter, the most recent DoDEA Customer Satisfaction Survey results were highlighted, with a promise that the full results would be provided. The results are now online and can be accessed at:

<https://surv.dodea.edu/CSS/report/css1617/>





Assessment News

(continued from page 1)

the kinds of items and format used for the summative assessments. The **tutorials** demonstrate the navigation and tools that are available for the summative assessments. The items appearing in these tutorials are samples used to allow students the opportunity to gain familiarity with the technology platform.



(3) **Dr. Blessing Mupanduki (DoDEA HQ Assessment Specialist)** explains how to administer the field test on the Previ Learn assessment platform at Dahlgren.

Interim Assessment Field Test

Forty-two schools are currently field testing the online interim assessments aligned

to the CCRS for literacy and mathematics. The purpose of the interim assessments is to evaluate where students are in their learning progress in order for teachers to adapt instruction to meet student needs.



(4) **Ms. Tracie Fairfax (Dahlgren School Assistant Principal)**, with her assessment team, shares how the success of the online interim assessment field test was based on good teamwork, planning and scheduling.

The DoDEA Assessment Division and the Standards and Curriculum Division have provided guidelines, resources, and training to all schools participating in the Interim Assessment Field Test. On

November 6–7, 2017, a team from Headquarters (HQ) visited classes at Dahlgren School to gather information through an in-person experience of students and teachers participating in the field test. Dahlgren educators had the opportunity to share their experience and successes with the visiting team.



(5) **Ms. Sharon Summerlin (DoDEA HQ Mathematics ISS)** explains how to use assessment data to support instruction.

For more information on the Interim Assessment Field Test, please contact the HQ Assessment Team at AssessmentSupport@hq.dodea.edu. ●



Literacy Resources for Elementary Educators

In October, Elementary School Information Centers received four titles from Heinemann's "Not This, But That" series as part of our awareness for PK-5 CCRS for Literacy. The titles include:

- No More Independent Reading Without Support
- No More Reading for Junk
- No More "Look Up the List" Vocabulary Instruction
- No More Reading Instruction Without Differentiation

Each book in this series starts with an educator's lens on an ineffective practice, followed by a researcher's lens with current research to support better approaches, and then ends with an educator's lens on how to implement better approaches to support student learning. There are many other titles in the series, which can be found at:

<https://www.heinemann.com/series/72.aspx>.



CILs Update: Improving Teaching & Learning Using Effective Feedback

It has been said that “feedback is the breakfast of champions” (Ken Blanchard), and as the Centers for Instructional Leadership (CILs) continue to support our districts by rolling out the new DoDEA Learning Walkthrough professional learning, DoDEA leaders are honing their practice in providing meaningful feedback. Adapted from Harvard’s Project Zero, the “Ladder of Feedback” Model is one of the modules being taught to provide DoDEA leaders with a framework to organize their thinking as they prepare to

provide feedback. The “rungs” of the ladder of feedback are:

- 1) clarify
- 2) value
- 3) raise questions
- 4) suggest
- 5) thank

This structure supports leaders as they work to establish and sustain cultures of trust, growth, and continuous improvement. An exciting feature of the new Learning Walkthrough digital tool is that feedback will be e-mailed to teachers as administrators complete the walkthrough forms, ensuring that feedback is timely.

As the CILs continue to fulfill their mission to develop high-impact educational leaders, we believe that a central part of being an instructional leader is supporting educators to improve their practice. The ladder of feedback is another tool in our leaders’ toolkits to enhance their efforts to improve teaching and learning.

The Learning Walkthrough digital tool is currently being field-tested around the world. As the official launch of the new DoDEA Learning Walkthrough tool begins in January 2018, we are optimistic the digital component to support this systemic initiative will also launch in January 2018. ●

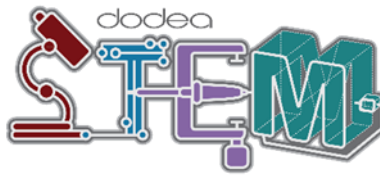


Expanding STEM Integration at DoDEA Schools

With the ever-increasing national discussion on STEM (science, technology, engineering, and mathematics) and the importance of building student interest in STEM fields as a vital factor in career choice and for promoting innovation in our military-connected workplaces, DoDEA is moving forward with implementation of STEM integrative instruction and awareness.

STEM is much more than the four specific disciplines represented by the acronym. It is important not only for students’ success in school, but also for their ability to acquire good jobs in their future. Opportunities for students to engage in STEM learning are expanding throughout DoDEA. As students connect with our new mathematics and science curriculum, take advantage of increased opportunities in

computer science and apply their critical thinking and problem-solving skills in projects that utilize the engineering design process, they are building STEM skills that will prove invaluable as they begin their college and career journeys.



DoDEA is promoting STEM integration throughout all classes during the course of the school day in order for these skills to be accessible to every student. This intentional integration also enables students to better understand how components of STEM exist in all they do, in and out of school and are not solely tied to the core STEM areas. Beginning with

our youngest students, the introduction of project-based STEM learning activities with a focus on solving a problem enables them to engage in the kind of higher-level thinking that sparks creativity and innovation. Engaging these young minds in STEM-focused activities also begins to build the kind of interest in STEM required to move students into more challenging coursework as they advance through school. By putting the focus squarely on STEM, we are providing the foundation to build STEM-proficient students who are equipped with the skills necessary to address the challenges of their 21st century world.

Our STEM vision:

**STEM for all students,
every day, everywhere. ●**

