



ADVOCATE

Ontario-Montclair Teachers Association

October 2017

IMPORTANT DATES NOVEMBER

2nd OMSD BOARD OF TRUSTEES MEETING

3rd OMTA FALL SOCIAL

6th OMTA EXECUTIVE BOARD MEETING

10th VETERANS DAY – NO SCHOOL

16th OMSD BOARD OF TRUSTEES MEETING

20th – 23th
THANKSGIVING HOLIDAY

27th OMTA REP COUNCIL MEETING

FROM MARYKAY TO YOU

Fall is finally upon us. Happy Halloween! For me, Halloween signals the countdown for the rest of the year's holidays. Hang in there! The Thanksgiving and Winter vacations are right around the corner.

Our listening tours have begun. As I explained last month, the Executive Board member who visits your site will also serve as your board liaison for the year. If you cannot connect with your site rep, you can contact your Executive Board liaison. Of course, I am always available to answer your questions as well. In my efforts to support teachers as they encounter issues, I have been working to emphasize the power we have as a collective body to communicate our concerns. Classroom teachers directly provide the service to our students, with the support of our district administration. And classroom teachers are best suited to identify the issues most in need of attention. I believe it is our responsibility to convey to our administrators what those needs are.

Your voices were heard loud and clear this August, when the temperatures in classrooms were not suitable for student learning. Recently, there have been some concerns voiced about Instructional Rounds. The rounds process has proven to be a positive experience for some sites (see Sam Sager's article on page 2). Others are unclear on the benefits and would prefer not to participate. We all know that when our students feel stressed, their learning is negatively impacted. Adults respond to stressors in much the same way. The process cannot produce the desired results if the teachers and students are fearful of the visits. I am planning to do a Survey Monkey to try to get a better understanding of member concerns.

In San Bernardino, the Teachers Association and the District, over the course of several years, arrived at a mutual understanding regarding teacher involvement in Instructional Rounds. Teachers there can be compelled to participate in the rounds process as observers, but may decline visitors. In Ontario-Montclair, we have not arrived at the same understanding. But if you are feeling particularly uncomfortable about the visits, discussing your concerns with administration might help to assuage your fear.

At its core, the Instructional Rounds process is designed to improve best practices at school sites, and to allow the staff to reflect on their own practices as well as those within the school as a whole. The protocol calls for participation in the process to be voluntary. It furthermore calls for participants to both observe and be observed. As enthusiastic participants in the process, teachers can safely take risks, make mistakes, set goals, and implement change. That sort of approach is something we all can support.

I would love to hear from you regarding these and other concerns. A great way for you to share your ideas is to join us for the next OMTA Membership Social this Friday, November 3rd at Rodrigo's (formerly Don Jose) in Montclair at 3:00 PM. We won't have another celebration until February 2, 2018. I hope to see you there.



MaryKay Scheid, OMTA President



 Find us on
Facebook

www.myomta.org

Affiliated with



INSTRUCTIONAL ROUNDS

By: Sam Sager

For just over three years, OMSD has been facilitating and participating in a process called Instructional Rounds. If you've ever seen a medical drama on TV, chances are you've seen doctors, residents, and medical students go on "rounds." A medical professional, presented with a medical problem, presents his/her diagnostic conclusions and recommended course of treatment to other doctors. The group listens to the speaker and then provides feedback.

As often happens with good ideas, rounds have been adapted by others – including educators. According to "Instructional Rounds in Education," the book OMSD is using to guide its Instructional Rounds, there are four steps to the process: 1. Identifying a Problem of Practice; 2. Observing; 3. Debriefing; and 4. Focusing on the Next Level of Work. This process should be very collaborative, non-judgmental, transparent, and formative to schools' professional development.

We can always improve. Oftentimes, improvement is easier when we approach a problem together in a systematic fashion. We should be working collaboratively with our site administration teams to identify areas where instructional practices can be improved. A site's problem of practice originates from this collaborative work between teachers and administration. The problem of practice does not need to be a "problem" in the traditional sense, rather it could be an area of instruction that a school believes needs some greater attention.

Instructional Rounds call for inviting teams of educators from different sites together to observe. Observers have much less at stake at a site that is not theirs. When the observers come to your room, they should be collecting objective observations. No evaluative statements or

judgements at all! They are asked only to identify: *what is the task, what is the teacher saying or doing, what are the students saying or doing.*

After a group of people have been in my room, I want to know what they thought. Unfortunately, this is not the kind of feedback Instructional Rounds are designed to give. First, this type of feedback is full of judgments and evaluative statements – exactly the opposite of what Instructional Rounds are supposed to be. Second, the data collected is supposed to inform a school site how they are doing in regards to their problem of practice as site, not individually.

After observations are done, the Instructional Rounds team meets to find patterns in the evidence they collected. Any specific evidence collected from an individual classroom is folded into the larger patterns noticed by the whole team. One of the goals of Instructional Rounds is to provide the school site with a clear, objective, and unbiased snapshot of their problem of practice. This snapshot should be used to guide a site's professional development goals. Site administration should be sharing this snapshot with the site to foster a collaborative conversation about the site's next steps.

Instructional Rounds should be an opportunity for administration and teachers to work side-by-side in creating a shared vision for a school. It offers an opportunity for shared leadership and positive collaboration to emerge as well. Administrators need to give teachers a voice and role in steering a school site towards its next goal. Instructional Rounds, when done with integrity, can be the vehicle to promote shared leadership, shared vision, and shared responsibility. 🍏

KNOW YOUR CONTRACT – ARTICLE VIII, SECTION C

Article VIII addresses Hours of Work. Section C highlights the sorts of work that teachers may be required to do beyond the contract day:

Additional Hours and Instructional Duties:

In addition to assigned classroom teaching duties, unit members may be required to perform other duties, many of which will occur outside of the minimum school-based assignment hours, and some of which may be performed away from the worksite after hours. Such duties may include preparing materials for instruction; reviewing and grading work of pupils; conferring and counseling with pupils, parents, staff, and administrators; keeping records; supervising aides as assigned; attending site level meetings, subject to the limitations specified in Section D. Additionally, unit members may be assigned to adjunct duties (to) supervise school related activities, and provide leadership to pupil organizations, and serve on committees providing advice and service to the school site and District. In assigning the

adjunct duties set forth in this paragraph, site administrators shall make a reasonable effort to see that the hours of work involved are equitably distributed among the staff, with volunteers sought prior to making an assignment.

It is generally understood that the independent preparation and review of lessons and student work, communication with parents, maintaining records, etc. cannot typically be completed within the 6.75-hour day. The contract distinguishes between those sorts of tasks and "adjunct duties" like supporting student groups and attending community events. As you can see, such adjunct duties must be equitably distributed, and volunteers must be sought before making an assignment. The bargaining team is discussing Article VIII, Hours of Work with a goal of better defining the differences between preparation, supervising, providing leadership, advising, etc. 🍏

NEXT GENERATION SCIENCE STANDARDS (NGSS)

By: Vickie Harri

OMSD is racing to implement the California Science Framework adopted by the State Board of Education in November 2016. The Framework is based on the Next Generation Science Standards' three-dimensional learning model of science and engineering practices (SEP), cross-cutting concepts (CCC) and disciplinary core ideas (DCI). For those unfamiliar with NGSS, the SEPs consist of behaviors that scientists and engineers engage in as they perform investigations and develop models and theories about the natural world. The CCCs link the different domains of science and include: patterns, similarity, and diversity; cause and effect; scale, proportion and quantity; systems and system models; energy and matter; structure and function; stability and change. Finally, the DCIs are the standards grouped into four domains: the physical sciences; the life sciences; the earth and space sciences; and engineering, technology and applications of science.

OMSD is offering a variety of professional development opportunities for teachers at all grades levels and at all levels of comfort with NGSS. *NGSS 101 and Modeling to Explain* introduce teachers in grades 4 to 6 to the three dimensions of an NGSS lesson from phenomenon through explanation with an emphasis on making learning visible through the modeling process. *Writing in Science* is giving teachers at all grade levels a chance to explore the scientific writing process using claim, evidence and reasoning (CER).

At the middle school level, OMSD is offering *Using AVID Strategies to Address 3-Dimensional Learning* during which teachers will engage with a phenomenon using questioning during a Socratic Seminar, explore a phenomenon through experimentation, construct an explanation using CER, evaluate an argument using Philosophical Chairs, and use the 5E lesson plan as a planning tool (description taken from the OMSD STEM website). 🍏

MULTI-TIERED SYSTEMS OF SUPPORT

By: Monica Lite

There may be some discussion about Multi-Tiered Systems of Support (MTSS) at your school site. Members of the MTSS Task Force have been at work learning about the four units of MTSS Implementation as defined by the California Department of Education. Members include one representative from each school site and program. They include Principals, EAs, Outreach Consultants, teachers, and district personal. The Task Force is led by Jennifer Clark, Rhonda Cleeland, and Tammy Lipschultz.

MTSS is a comprehensive framework that focuses on providing quality instruction to ensure students' academic, behavioral, and social success. MTSS addresses both academic and behavior challenges through a three-tiered approach. Tier 1 includes high quality core and differentiated instruction for all students. Tier 2 includes strategic and targeted instruction. Tier 3 students receive targeted intervention. MTSS differs from RTI2 in that it addresses the needs of all students, including gate and high achievers, aligns all school-wide systems, supports, and resources, and implements improvements at all levels of the system. MTSS is driven by data and relies on strong and consistent classroom management structure. PBIS is consistent with the principles of MTSS, including data collection for behavior.

With so many supports already in place, what will bringing MTSS to scale look like in OMSD? MTSS will be a school-wide change that includes all staff members. General education teachers will continue delivering high quality Tier 1 instruction and support, relying on classroom-based screening to identify students who need additional support. Multi-tiered and evidence-based instruction matched to all students in need of additional support, and parent involvement will ensure the fidelity and success of the implementation process.

MTSS looks at each child holistically. The infrastructure is finally catching up with what we do each and every day.. 🍏

MEET THE OMSD SCHOOL BOARD MEMBERS!

By: Tracy Taylor

Beginning next issue, The Advocate will highlight each of the five members of our OMSD School Board, one member each issue. We have some very passionate people on the Board, all of whom want what's best for the children in the Ontario-Montclair School District. Most have expressed interest in listening to the insights of the teachers about how the district programs are working for our students. As you get to know them through their 'bios,' take them up on their desire to learn from us! 🍏

STATE COUNCIL OCTOBER MEETING

Your State Council representatives met in Los Angeles from Friday, October 20 through Sunday, October 22 for the first State Council meeting of the 2017-2018 year. As members of a variety of committees, we attended meetings to discuss pending legislation at the state and national levels and made recommendations to CTA on how to support students and teachers. Furthermore, we took action to endorse a variety of candidates for political office. Beyond the political conversations, several gatherings focused attention on issues like Deferred Action for Childhood Arrivals (DACA) and the devastating fires in Northern California. Of interest is AB 1035, which will become law in January. According to the presenters, the new legislation will provide teachers greater autonomy in the use of interim assessments. Added to Education Code is 60642.7: "The interim assessments offered to local educational agencies pursuant to Section 60642.6 are intended for the purposes of improving teaching and pupil learning . . . Results from the interim assessments shall not be used for any high-stakes purpose." OMTA will engage in discussion with the district to ensure we are using interim assessments in accordance with the new legislation. 🍏



John Egan, MaryKay Scheid, and Tracy Taylor representing OMTA at CTA State Council.

SAFETY ON CAMPUS

There has been a lot of discussion around "driveway duty." The district policy is that teachers and other employees should not be off campus directing traffic and/or acting as crossing guards. As for on-campus parking lot activities, employees should not be assigned a duty that puts them in harm's way. If you are asked to help with drop off or pick up, you should be directing the students. You are not expected to direct vehicles and should not open or close car doors. 🍏

HAVE A HOME-BASED BUSINESS? ADVERTISE.

OMTA offers advertising in The Advocate. Distributed eight times during the year (all school months except December and May), the newsletter reaches 1400 teachers, administrators, and district personnel. Advertisers pay \$150/month to distribute a full-page flyer. The flyer can be as big as 8-1/2" x 11", one or two sided, with no staples. You are welcome to share the space with others by formatting the full page into multiple sections. You are responsible for providing 1400 copies of the ad to the OMTA. We will stuff the newsletter and deliver them to unit members and administration. Contact Cindy Newey at officemanager@myomta.org for submission deadlines. 🍏

OMTA OFFICERS AND OPERATIONS

President: MaryKay Scheid
president@myomta.org
1st Vice President: Tracy Taylor
2nd Vice President: Daniel Salcido
Secretary: Tisha Curry
Treasurer: Erine Ames

CTA State Council Representatives
MaryKay Scheid, John Egan, Tracy Taylor
Service Center 1 Representatives
Trudy Cowan, Shari Megaw, Vickie Harri,
Sam Sager, Judy Westbrook
Bargaining Chair: Tracy Taylor
Elections Chair: Vince DeFabiis

Office Manager: Cindy Newey
officemanager@myomta.org
Advocate Design: Dorreen Petersen Davis
Advocate Editor: Judy Westbrook
OMTA Office
417 West "E" Street • Ontario, CA 91762
Tel: (909) 986-2414 • Fax: (909) 983-0585

OMTA REPRESENTATIVES

Arroyo: Brenda Zola
Berlyn: Crystal Cook, Erik Kobulnick
Bon View: Abel De Casas, Nancy Mason
Buena Vista: Michael Hatter
Central: Marina Garcia
Corona: Julie Rafeedie
DeAnza: Alissa Garcia
Del Norte: Natalie Cantos/Mary Braunstein
Edison: Rayvelyn Swift
El Camino: Susie Imrich/Sandi Missick
Elderberry: Roxanne Hernandez, John Packer
Euclid: Wendy Beltran, Kelly Duffy
Hawthorne: Monique Gray, Celina Marshall

Haynes: Robert Mariani, Leslie Miller
Howard: Kelly Pawley
Kingsley: Michelle Montes, Javier Sandoval
Lehigh: Robin Carr, Jennifer Ron
Lincoln: Kellie Wilson, Denise Dryden
Mariposa: Sendai Parker, Guadalupe Mireles
Mission: Debby Hilak, Vince DeFabiis
Monte Vista: Kay Hoover, Tonya Scott
Montera: Ana Waldschmitt, Dawn Falkenberg
Moreno: John Ross
Oaks: Lora Dahms, Lisa Eckersley
Ramona: Kelly Albers, Lindsay Gallagher
Serrano: Sam Sager, Ana Moreno

Sultana: Terri Tucker, Elsa DeShazo
Vernon: I-Esha Scott, Rosa Whitton
Vina Danks: Lisa Ochoa, Edima Umanah
Vineyard: Nila Delise
Vista Grande: Monica Lite
Wiltsey: Kim Hunter, Brad Joplin
Music: Daniel Salcido
PE/APE: Vacant
Speech: Ulla Tang Larsen
Health/Nurse: Dana Smith
Early Ed/Pre-School: Vacant
HFB/Hardy Center: Vacant