



# Goodhue County Education District

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## Important Upcoming Events/Meetings

November 1, 2016: National Author's Day and National Family Literacy Day  
 November 4, 2016: National Stress Awareness Day  
 November 5, 2016: Book Lovers Day  
 November 11, 2016: Veteran's Day  
 November 11, 2016: ADSIS/Coaching PLC  
 November 13-19, 2016: American Education Week  
 November 15, 2016: I Love to Write Day  
 November 16, 2016: National Educational Support Professionals Day  
 November 20, 2016: Future Teachers of America Day  
 November 21, 2016: GCED Special Ed Leadership Team  
 November 29, 2016: Autism Cohort

## The Progress, November 2016: Volume 2, Issue 3

### The Progress archive

[Click here](#) to view past issues from the current school year.

### Comments? Suggestions for new articles?

Contact Jillynne Raymond, Editor, The Progress, [jraymond@gced.k12.mn.us](mailto:jraymond@gced.k12.mn.us)



## Our Children are Watching: Creating a New Narrative

The following article is reprinted with permission. It first appeared in the Fall 2016 MASE Newsletter, IMPACT.

By Mary Clarkson, MASE President and Executive Director of Special Programs for Richfield Public Schools

Our children are watching. We have watched the events of this past summer that evoked visions from the civil rights movement. We have also watched and listened to the political rhetoric that has been broadcast across all forms of media. In considering all of this, one can't help but wonder what our children have internalized. Many of our students enter our schools after hearing and absorbing negative narratives about who they are, which impacts their sense of

security and innocence. I look into the faces of our students, especially our students of color, and wonder about the spoken and unspoken messages they have internalized in their day to day lived experiences.

Truth be told, these messages are manifested outside of our schools, however, may be reinforced if we are not mindful of our own inherent bias and discomfort in working and engaging children and families across racial, ethnic, economic, and linguistic differences. As leaders in education, we must remain mindful of the current sociopolitical context and the recent unveiling of violence in our communities and its impact on our students, especially our black and brown students.

*"Children are watching, listening, and most importantly, **becoming** the repeated spoken and unspoken messages communicated to them about their worth and capabilities."*

*- Mary Clarkson,  
MASE President*

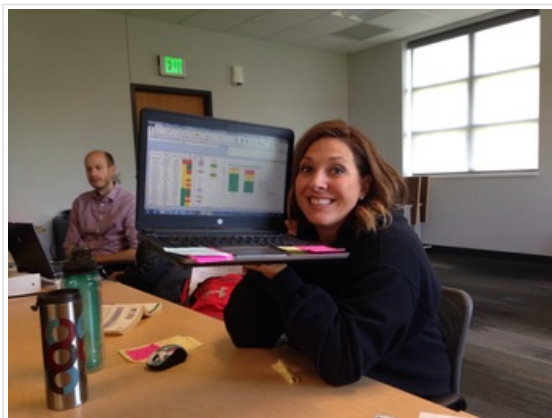
I had the opportunity this past August of learning from Alexs Pate and his innovative Innocent Classroom Project. His work focuses on discovering the **good** in each child through relationship, connection and context. The basis of this premise is that many students of color lose their innocence at a very early age, due to the internalization of negative narratives. What struck me most in listening to Alexs Pate was his description of how black and brown children enter schools with their backpacks heavily weighed down by the negative narratives around who they are and their value in society. It is a narrative all too familiar to many. Children are watching, listening, and most importantly, **becoming** the repeated spoken and unspoken messages communicated to them about their worth and capabilities.

Our children are watching. Aristotle defined an individual's "good" as the thing for which all other things are done. That is, the "good" is the end goal to which an individual's activities are directed. Think about that - if we work from this premise, every behavior exhibited is done to meet a need - one's own sense of "good". It is our responsibility as leaders in education to ensure that we find the "good" and name the "good" in each child that walks through our doors. For example, a child's "good" can be to feel seen, free, happy, or safe throughout daily life. When this "good" is not being met, they will then demonstrate behaviors that are counter to their good. The only way to identify a child's "good" is through taking time to build relationships. As we enter a new school year, keeping this truth in the forefront of our work is critical.

As stated by the wise Frederick Douglass, "It is easier to build strong children than to repair broken men." This statement illuminates the impact that we as educators have on the trajectory of our students. Regardless of circumstances and life challenges, all parents and their children hope for success in life. Parents and students desire a school experience where their child's unique abilities are embraced and celebrated. As we move into the school year, engagement with students and families focused on creating relationships that are authentic will be the foundation that supports learning and ongoing success for all students.

As leaders in Special Education, we are constantly leading the work of ensuring equity for all. Given our current societal realities, this work is even more important, especially for our students of color. As we lead the work of equity for all, we must remain keenly focused on the students impacted most significantly by the current educational and resource disparities. Equipped with an awareness of the narratives they have been told, we are now able to participate in the creation of a new narrative of promise, success and hope. We need to remember: Our children are watching.

## 1st Assessment Window Data



Instructional coach Jaime Winchell knows...data is fun!

The first assessment window for GCED reveals data that indicates we continue to move forward in an effort for 80% of our students to reach proficiency in reading and in math with our first tier of instruction. While moving forward, we still have work to do and we are not alone. MTSS/RtI and school improvement experts from around the country indicate that more systems are in place to help our teachers assess our students and then respond to that assessment, intervening or enriching as necessary. They also identify the need for Tier 1 instruction to be effective in order to have at least 80% of students proficient with only tier 1 instruction. Our GCED wide reading and math data from the 1st assessment window is below for your review.

Our focus remains on the 4 essential questions:

1. What do we want our students to know?
2. How will we know if they know it or not?

3. How will we respond if they do not know it?

4. How will we respond if they already know it?



Fall '16 Reading Data per Risk Category  
Download File



Fall '16 Math Data per Risk Category  
Download File

## Intervention Scheduling Logistics

By Weston Johnson, GCED Instructional Coach

The following intervention scheduling logistics need to be used with supplemental and intensive support for accelerating student learning growth to decrease discrepancies - problems.

- **Power Block.** This is a common block of time for students to receive an intervention while students not in an intervention typically engage in independent learning tasks. This provides more grouping flexibility across grades. Also, it may include time for gifted and talented, ELL, and other diverse learner group support.
- **Floating Block.** Specific intervention blocks are scheduled throughout the day to align with schedules. these blocks of time align to grade-level, specialist times, or other schedules. This provides more resource flexibility than having a Power Block since resources are spread across the full day schedule.
- **Acceleration Courses.** All courses include consideration of scope and sequence and pacing of instruction to accelerate learning. All types should consider including additional staff, reduced class size, grouping and dividing instruction into blocks of time. Educators should avoid labeling courses as "Tier 2" courses.
  - **Embedded within a class** (Elementary) - Increased instructional time within a class.
    - Option 1: Reduced class size (approximately 10-15 students per class or small group) depending on additional staffing and learner needs. Provided during regular instructional program time.
    - Option 2: Provide additional small group time while peers are assigned independent work.
  - **Embedded within a course** (Secondary) - Intensified support is embedded in a for credit course. The class size is approximately 20 students depending on additional staffing and learner needs.
    - Option 1: Split class design where the content specialist and interventionists split the class then switch. For example, 25 minutes for science content and 25 minutes for basic skills.
    - Option 2: Pull out during a course period or small group time during independent work.
    - Option 3: Extended time across two periods to target students content area and/or basic skill deficits.
  - **Isolated course** (Secondary) - This for credit or no credit course is provided for a minimum of 8-12 weeks with a focus on flexibility vs. scheduled full year courses.
    - Option 1: Course uses material specific to basic skill needs (i.e. math, reading, writing, behavior courses; approximately 10-15 students depending on staffing and learner needs.
    - Option 2: Course uses materials specific to a content area (i.e. social studies, science, etc.). Course targets students content area and/or basic skill deficits.
    - Option 3: Homeroom or study hall variations with targeted intervention support.
    - Option 4: Provide additional course period by shortening other periods and/or transition times (approximately 5 minutes) to add a course period, such as an intervention or elective course.
- **Extended Learning.** This is a block of time outside of existing schedule (before or after school). Schools should structure instructional time to maximize engagement, collaborate with parents and community to maximize attendance, target student learning needs, and align instruction to core through communication with teachers. Examples may include online learning (e.g. credit recovery, computerized intervention program, etc.), offering a course before or after school, or student tutoring.



## Who's teaching *our* students?

As we all know, the students that attend River Bluff Education Center are **our** students. They are Cannon Falls students, Goodhue students, Kenyon-Wanamingo students, Lake City students, Red Wing students, and Zumbrota-Mazeppa students. Here is an opportunity to briefly meet the staff that are dedicated to teaching all our students at River Bluff Education Center.

**Maggie Helwig** returns for her second year with GCED and leads the way as RBEC's Assistant Director of Special Education/Principal.

**Alisha Dalsin** returns for her second year and serves as RBEC's Coordinator.

**Becky Alsop** joins us for her second year as our secondary science teacher.

**Stacey Anderson** has been with GCED since 2013 and is our Transitions/PAES Lab teacher.

**Matt Badker** joins us as one of our mental health workers.

**Julie Braford** joins us for her second year as one of our Upwards teachers.

**Molly Dodge-Brage** began with GCED as an intern in 2010. This year she serves as a social worker at RBEC.

**Erica Eggenberger** is our newest teacher in our Upwards program. This is a new position due to growth of the Upwards program.

**Nicole Gnotke** joins us for her second year as an EBD teacher for our secondary REACH students.

**Emily Grobe** has been with GCED since 2005. She teaches READ 180 as well as supporting member districts' needs with READ 180 and Math 180.

**Kathy Gronvall** has been with 2005 since YEAR and is an EBD teacher for our secondary REACH students.

**Weston Johnson** has served GCED and its member districts since 2012. He now serves as a full time instructional coach here at RBEC.

**Peter Kroneman** joins us as our secondary social studies teacher.

**Kiran Makhija** joins us as our FACS teacher.

**Jennifer Marquardt** joins us for her second year as one of our Upwards Teachers.

**Michelle McElmury** joins us as our secondary English Language Arts teacher.

**Becky McQuiston** joins us for her second year as an EBD/elementary teacher for our older elementary students.

**Josh Nalan** joins us for his second year as a DAPE and PE Teacher.

**Jen Nerison** has been with GCED since 2002. She is an EBD teacher for our secondary REACH students.

**Tira Petersen** was with us last year as a mental health worker. This is her first year as an EBD teacher for our secondary REACH students.

**Kaydee Riegelman** joins us as an EBD/elementary teacher for our youngest students, PK - 3.

**Matt Rodgers** has been with GCED since 1999. He is one of our social workers.

**Joni Schank** joins us as one of our mental health workers.

**Elaine Seekon** joins us as an EBD teacher for our middle school REACH students.

**Becca Smith** joins us as one of our mental health workers.

**Adam Walther** joins us for his second year as our secondary math teacher.

**Abby Wiley** has been with GCED since 2003 and serves as our STEP program teacher.

In addition to our teaching staff, we have amazing service providers at RBEC that include:

**Teasha Archambault**, Physical Therapy  
**Monica Capra**, Assistive Technology  
**Pam Johnson**, Speech Language  
**Barb Kittelson**, Occupational Therapy  
**Heather Mortel**, School Psychologist  
**Rebecca Susag**, Speech Language  
**Jessica Tlougan**, Vision

## American Education Week Reflection

By Jillynne Raymond

Pardon my indulgence, but when I think about American Education Week I cannot help but to reflect on the K-12 educators that helped me along the way. The images are so clear when thinking about positive learning experiences:

- Mrs. Susan Forsberg (4th Grade) not only tolerated my loud voice, she celebrated it. She would not let me audition for the part in a class play that I thought I *really* wanted - the sheriff's daughter, Miranda. Instead she asked me to audition and then she cast me as Bandit Ben in *Bandit Ben Rides Again*. As I understood it, the audience heard me.

- Mrs. Margie Roerkohl (7-9 Grade FACS) understood and used the power of positive relationships to support student growth as she held us to high expectations. This was equally true for our academic work and our social learning/development.
- Mr. Brent Larson (9th Grade Civics) used project based learning to engage students while we learned about our government. Through a mock presidential candidate selection and election, as well as writing a party platform, we learned by doing in his classroom. Mr. Larson was also kind enough to continue and support the academic and social learning when I returned to school after a two day hiatus with the flu. In my absence my "boyfriend" reversed our roles as candidates so that he was the presidential candidate and I was the vice presidential candidate.
- Mrs. June Ruolff (9th Grade Counselor) did not allow me to give in to my physiological response to stress as I prepared to give a speech to a local Kiwanis group. She supported me when I got sick at the thought of it; she taught me how to breathe in a way to calm myself. She smiled at me as I gave my speech. She allowed me to learn the invaluable lesson of picking myself back up when down.

These learning experiences bring a grateful smile to my heart. *Interestingly enough, they also demonstrate what we now know as effective teaching strategies.* Another image is even stronger; it has resonated with me so often. My 5th grade teacher was Mr. Robert Hebzynski. To tell you the truth I do not remember his teaching strategies. I do remember that he recognized something that I had not fully understood myself. When I read aloud I stuttered. When I did math problems on the board, I made silly mistakes in the process. Both scenarios left me feeling embarrassed in front of my classmates and that was the learning that was cemented in me for the day, until Mr. Hebzynski intervened.

Mr. Hebzynski took me aside and talked to me about focus and my brain. While it would be decades later that I learned the term *metacognition*, he taught me all about it. Since then metacognition has become one of my favorite words. I had to be aware of my brain wandering away or going too fast. It was my responsibility to be aware of my own learning and to take charge of it. I surely needed explicit instruction, progress monitoring and a supportive relationship with my teacher to make progress. Mmmmmnnn, upon further reflection I know how to celebrate American Education Week. Mr. Hebzynski needs to hear from me; it's absolutely time to send him my thanks.

## Whitewater Learning®

### Education is Like Whitewater

Always moving forward, ever changing and exciting.

But, if the navigator does not know how to do the job those entrusted to his or her skills can realize dramatic consequences.

### Whitewater Learning® E-Education for Educators

program is committed to setting the standard for professional development of educators, educational leaders, state agency personnel focused on education, and policy makers for the purpose of building their capacity to provide for each PK-16 learner cognitive, social, and civic knowledge, skills and dispositions that result in productive citizenship as a member of a global community.

([www.whitewaterlearning.org](http://www.whitewaterlearning.org))

This is a note to **ALL** GCED and its Member Districts' teachers, support staff, and administrators regarding your Whitewater Learning benefits.

As you may know, this is the third year your district is enrolled in the Whitewater Learning® (WWL) online professional development program, with the exception for Lake City, welcomed this year. Starting last year, all non-licensed staff was added to the GCED group subscription at WWL's expense. Now every employee, no matter their role, has access to all modules in the WWL library.

In addition to adding everyone to your district's subscription, this year two additional benefits have been included.

1. Licensed employees now have copyright permission to use WWL content deemed age appropriate for classroom lessons with students. One of our clients, a counselor at the high school level, is planning on sharing the bullying modules with students in his school. He is particularly interested in sharing the videos of actual students sharing their experiences and emotions from the perspective of the victim.
2. The same is true for using WWL content with parents or groups of parents. Think about parents who are facing learning about their child's disability for the first time and are struggling. Watching a WWL video with their child's team of professionals may help develop a shared understanding of the condition(s) as well as improve their working relationship.

In both cases, the licensed employee must be present and individual passcodes may not be shared with others.

In addition to the above, another benefit you can access is WWL's partnership with the University of North Dakota (UND). Graduate level online professional development courses, using entirely WWL content, are now available through UND. In most districts they can be used toward lane change or other monetary gains, as long as they are completed on the employees own time. Check with your district for eligibility. If interested, the employee must pay the UND tuition but can take advantage of a discount rate because you already have access to the WWL content. If interested, BEFORE enrolling in a course contact me for a special passcode enabling a reduced tuition for the UND credits.

**Did you know?**

Whitewater Learning® was partially purchased via a Blandin Foundation grant. Blandin has highlighted Red Wing Public Schools' (RWPS) use of Whitewater Learning® for snow days. [Check it out Blandin's website to read about RWPS.](#)

Remember, we have **options available for all six content areas required for teacher relicensing and we continue to be pre-approved by the MN Board of School Administrators for license renewal.**

There are now 77 modules available in the Whitewater Learning library. We are in the process of writing a series of modules on life readiness including workforce, living, civic, and metaphysical. I hope you will find them interesting and useful for your students at any age. One of the emphases is on civility in society.

You may contact your subscription facilitator, Cindy Luhman [cluhman@gced.k12.mn.us](mailto:cluhman@gced.k12.mn.us) or me anytime you have questions.

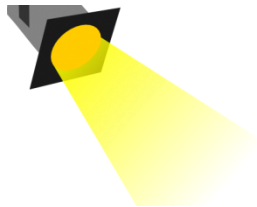
If you have not yet logged into your district subscription, you do so by using your district email as your username and then the default password is Gced123! After logging in you will be directed to change the district code. If you have set up your account but forgotten your password, simply click on "forgot password" and an email will be sent to you.

Best,

Ann Zweber Werner, PhD  
 Founder and CEO  
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Ann Petersen's 6th grade Pathways students learn about MN history on site at Fort Snelling.



## In the Spotlight: Greg Berge, Principal of Lincoln Junior/High School

Greg Berge's path to education was the same as others: unique to the individual. In his case, coaching was the impetus for his path.

Greg grew up in the Twin Cities and knew that he wanted to be a head coach of some sort. He headed to college thinking about a business major; he could work in business and find coaching opportunities. The opportunity found him in college when he served as a coach for a B-squad football team. The experience showed him that he truly loved coaching, which forced him to look at teaching to combine with coaching. Admittedly, he enjoyed the natural "high" of working with kids; teaching made sense for him. He began his career as a math teacher in



Greg Berge, Lincoln Jr./Sr. High Principal

Lake City, the same district he now serves as principal.

In between the two gigs, he joined area teachers that wanted to earn their administrative license. The cohort progressed and Greg began his administrative career in Goodhue for two years before returning to Lake City. Thinking about it triggers a memory with one of his own coaches. Greg asked his opinion about working towards being an assistant coach in a large district vs. striving to be a head coach in a smaller district. His coach/mentor replied, "Knowing you, if you go to a small district you will never leave." He obviously knew Greg well.

Lake City is an ideal spot to serve as principal. In addition to its great beauty Lake City has terrific people, all of which make up an extremely "supportive community of education". This community and working with students at this very important phase in their development keeps Greg motivated. He enjoys the work and doing it with such strong professionals makes it all an "awesome experience". When asked what challenges he see students facing today, his response is ready "so much is thrown at kids today. The ones that are successful are the ones that can manage it all; they have their priorities in the right place." He believes that our students are more on the ball as they manage so many different stressors: school rigor, sports, activities, working while in school, teen life, family life. Those that struggle with managing it need our help, which often boils down to mental health challenges.

For staff members the challenges are similar - managing all that is put on their plates...federal and state mandates. All serves purpose and change is important, but managing the pace of that change is most important as Greg leads his staff.

Not only is Lake City a great spot to work, Greg admits, "Lake City is a wonderful community to raise a kid!" He and his wife, who is a 6th grade teacher at Lincoln, are raising their 9th grade son and 6th grade daughter in Lake City. The Berge family is busy with school and activities, Greg included. Thanks to an incredibly supportive wife and family and an ideal opportunity that presented itself about 4 years ago, Greg got back into coaching with Lake City's boys basketball team.

Now at this point in his life and career, I asked Greg about his former educators. He was not able to pick just one or two educators that impacted his trajectory. Rather, he was inspired and motivated by the "collective experience of all my teachers and coaches". Thinking of them reminds him how important it is for our kids to have those experiences and interactions with adults. "A lot of what we say to a kid at a given time" leaves a lasting impression. Good reminder for all.

*"Things work out best for those who make the best of how things work out."*

*- John Wooden*

**Rapid Round with Greg**

**Favorite Book?**

*WOODEN by Coach John Wooden*

**Pet Peeve?**

*People not taking responsibility for their actions.*

**Pizza Topping?**

*Pepperoni*

**Subject you excelled at in high school?**

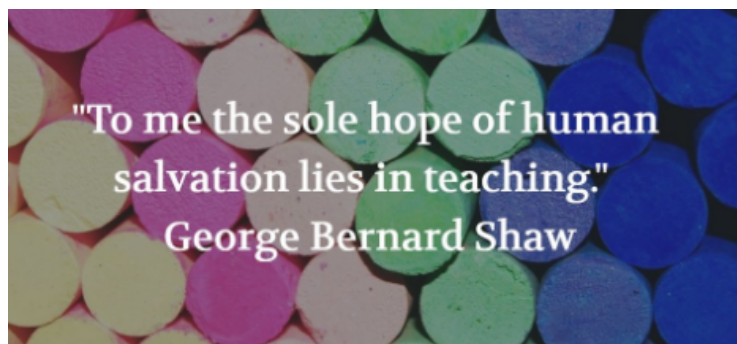
*Math*

**Subject you found least enjoyable at the time in high school?**

*English*

**If you could go anywhere in the world - no cost concerns - where would you go?**

*New Zealand*



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**Goodhue County Education District, 395 Guernsey Lane, Red Wing, MN 55066 651-388-4441**

Goodhue County Education District is a group of six southeastern Minnesota school districts: [Cannon Falls](#), [Goodhue](#), [Kenyon-Wanamingo](#), [Lake City](#), [Red Wing](#) and [Zumbrota-Mazeppa](#). Working together, the

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districts provide effective and efficient educational services and funding for special education programs, staff development, extended and alternative summer school services.