

THE MASHBURN VOICE

TARGETING STRUGGLING LEARNERS

UNIVERSITY OF CENTRAL ARKANSAS-MASHBURN CENTER FOR LEARNING

University of
Central Arkansas**Dr. J.D. Mashburn**

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The Cart Before the Horse

BY DR. MARK COOPER

Director of the Mashburn Center for Learning

At the present time, the Mashburn Team, Drs. Renee Calhoon and Patty-Kohler Evans, and I are writing an article entitled School District Interventions: Made to Stick. It is about our many Professional Developers who continue to grow in quality and quantity. It is also about our many school districts that continue to show determination, tenacity, and resolve to use what works to maximize learning for marginalized students - the Content Enhancement Routines and Learning Strategies. The Mashburn intervention team has learned so much about ways to implement interventions at optimal levels of productivity in very efficient and effective ways..

The lessons learned in our prospective article will help education cooperatives, school districts, state departments, private foundations, policy makers, universities, and legislators pay closer attention and apply the best practices that make interventions work and stick. Millions of dollars are invested every year for educational reform and change. It is imperative that external partners understand the financial investment is necessary but not sufficient. Quality intervention is KEY.

Such bold statements beg the question, "What are such best practices?" The following examples represent them:

Seek collaboration versus co-existence

Individualize service

Provide high quality professional development

Build capacity, sustainability, and scalability models

UCA's Mashburn Center for Learning is determined to represent high quality implementation of interventions. There will never be a shortage of interventions for education reform. There are too many people standing in line representing the next best panacea in the name of research validated practices. There is a shortage, however, of implementation practices that contribute to the enhancement of intervention success. External partners must assume more responsibility in conducting round-table discussions about the characteristics of effective implementation practices. External partners must assume more responsibility in using effective implementation practices. This way, they become better stewards of their budgets and difference makers among their recipients. Otherwise, the funding source has the cart before the horse.

AALI Celebrations!

Dr. Renee Calhoon

The UCA Mashburn Center for Learning is proud to announce the certification of 11 new AALI/SIM Professional Developers. Each of these professional developers served in a two-year apprenticeship and fulfilled multiple requirements to reach this accomplishment. These 11 certifications now increase the number of AALI/CER Professional Developers to 33 and AALI/LS Professional Developers to 10. The UCA Mashburn Center for Learning Leadership Team gives a big shout out to all of the AALI/SIM Professional Developers because they are the reason that the AALI continues to thrive!

AALI

FACTS AND FIGURES

Certified Professional Developers (CER) 33

Certified Professional Developers (LS) 10

Potential Professional Developers (LS) 4

TOTALS: 43 Certified PDer's 4 Potential PDer's



Arkansas SIM Update

Dr. Patty Kohler-Evans

Twenty-five professional developers attended a one-day session on the UCA campus on August 8, 2013, while completing additional activities in a virtual format. Kudos to Arkansas PDers for responding to the opportunity to participate in this specially designed hybrid update.

Professional developers were able to view and discuss video segments featuring Jim Knight, Keith Lenz, and Jan Bulgren, all KU-CRL researchers. The discussion was rich and focused on how the information pertained to our work in Arkansas. In the words of Patty Graner, Director of

Professional Development at KU-CRL, "The (Arkansas) effort has been concerted and with passion by a few dedicated people." As part of the leadership team at the Mashburn Center for Learning, I echo Patty Graner's sentiment. You are awesome men and women, and it is a joy to work side by side with each of you! We hope all of you have a wonderful year filled with countless experiences that bless and enrich your lives and the lives of others.. There is an adage we embrace, "I am as strong as we are." The AALI Professional Development team strengthens our ability to help teachers maximize success among struggling learners.

ACRONYMS

AAI- Arkansas Adolescent Literacy Intervention

SIM-Strategic Instruction Model

CER- Content Enhancement Routines

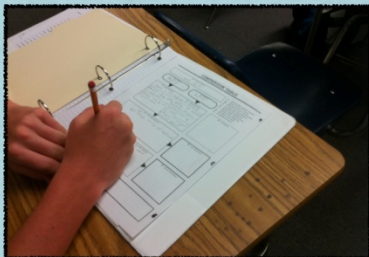
LS- Learning Strategies

PDer- Professional Developer

IR SESL- Institute for Research on Social, Emotional and Service Learning

SEL- Social Emotional Learning

KU-CRL- Kansas University- Center for Research on Learning



Coaches' Corner

by **Dr. Patty Kohler Evans**

Coordinator of Professional Development



Coaching is one of the most important elements of our professional development

practice. Teachers need the presence and support of a respectful, compassionate, and honest coach. This is especially critical when engaging teachers in new interventions. The Mashburn Center for Learning team believes that the personal touches established through the building of relationships and the delivery of instruction on interventions should be a necessary and non-negotiable element in any professional development process. Relationships must remain a

key focus in the one-on-one conversations that follow teachers' attempts to implement with integrity the interventions themselves. The personal connection created among teachers, administrators and highly committed coaches can become one of the most highly regarded practices. Each hour invested in fully attentive, committed listening and honest, non-judgmental feedback is worth its weight in gold.

Reflective Practice: Reflection + Action

by **Dr. Renee Calhoun**

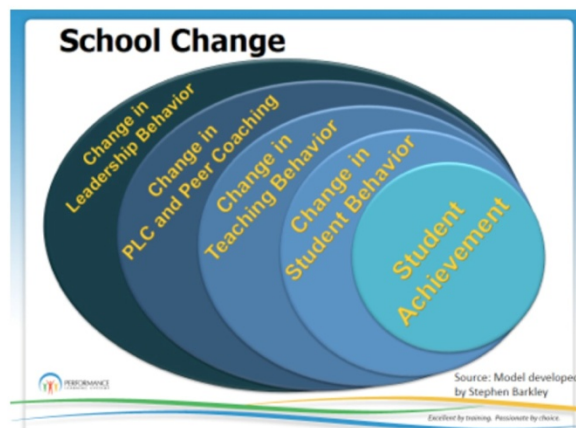
Director of the Arkansas Adolescent Literacy Intervention



Reflective practice is a process by which an individual or group of people analyzes current practices and identifies areas needing modification or change. Far too many times, reflective practice is used by educators to improve the teaching and learning within their classrooms or schools; however without the needed action to follow. Stephen Barkley's model below outlines the necessary actions needed by

all stakeholders to create a domino effect that will generate the needed modification or change to current practices and will maximize student learning. Reflective practice encompasses both the necessary analysis of current practices as well as the

needed modification or change to current practices or behaviors. Reflective practice increases the potential of an individual or group of people bridging the gap between talking the talk and walking the walk.



Introducing the Institute for Research on Social, Emotional, and Service Learning

by **Dr. Mark Cooper**

Director of the Mashburn Center for Learning



Dr. J. D. "Don" Mashburn, founder of UCA's Mashburn Center of Learning, housed within the Department of Early Childhood and Special Education, has stated emphatically, "I won't be satisfied until every school in Arkansas has at least one teacher who has been trained in evidence-based

practices and is helping struggling learners. This explains the development and implementation of the Arkansas Adolescent Literacy Intervention (AALI). At the present time, SIM, the Strategic Instruction Model, is that AALI research validated intervention introduced by the Kansas University Center for Research on Learning. There are now 40 plus Certified Professional Developers in SIM who help teachers maximize academic learning among struggling learners.

Equally important, Dr. Mashburn exclaims, "I want all teachers to have the vision that the ultimate goal of true education is to plant the seed of self-worth in the hearts of all students!" To this end, the Mashburn Center for Learning has created the Institute for Research on Social,

Emotional, and Service Learning. The superordinate goal for the institute is to develop and research instructional practices and programs designed to significantly enhance social, emotional, and academic learning among children and adolescents, especially those who struggle. The application of service learning as a teaching strategy designed to enhance academic, social, and emotional learning is also integral to the institute's mission. It is our plan to facilitate statewide discussion about the importance of social, emotional, and service learning as well as to develop curricula designed to help teachers implement social, emotional, and service activities. Such an investment will represent the "self-worth" important to Dr. Mashburn's vision; a vision shared by the Mashburn Center for Learning team.

The Importance of Social Emotional Learning (SEL)

by **Dr. Rene' Crow**

Director of the Institute of Research on Social, Emotional, and Service Learning



The mission of the Institute for Research on Social, Emotional, and Service Learning (IRSESL) to support teachers as they integrate social and emotional learning clearly reflects the overall Mashburn Center mission. All students have a strong

desire to feel connected to those around them and to feel as though their contributions really matter. Students who struggle academically often find themselves in environments that threaten such connection and sense of worth. Social emotional learning assists teachers in developing strong, effective teacher/student relationships. In addition, it supports them in their efforts to help students develop strong, empathic relationships with one another. This is critical to developing a climate that promotes and validates valiant efforts of students to keep trying, even when academics can seem overwhelming. Too often, educators give lip-service to teaching all aspects of development. Such commitment is hollow without committed, focused

attention to teaching social and emotional competencies that impact positively student behaviors, student attitudes, and student performances. The Institute is positioned to guide teachers in integrating social and emotional learning in their everyday curricula, thereby encouraging, supporting, and TEACHING students how to succeed and become college and career ready.

Prevention and SEL

by Dr. Elson M. Bihm

Professor at the University of Central
Arkansas



In a paper I recently wrote with Drs. Rene Crow and Mark Cooper, for a Russian journal, we postulated that every child is entitled to a world that insures the mastery of social and emotional-learning (SEL) competencies. We proposed that

this guarantee is a fundamental human right. This learning can occur in formal and informal settings, and these competencies involve an awareness of self and others, positive values, responsible decision making, and social interactions skills. Unfortunately, in today's world, our focus is too often on interventions and therapies that occur after the child has experienced problems, rather than assisting all children to acquire these abilities in a developmental, preventive context. However, many practical prevention programs have been developed and empirically tested, programs that systematically introduce children to these competencies. A wonderful organization that promotes SEL

for children is the Collaborative for Academic and Social Emotional Learning (casel.org), and a helpful search-engine to help you locate SEL-based prevention programs can be found at nrepp/samhsa.gov. Most importantly, SEL is a mind-set or attitude that focuses on the far-reaching consequences of our efforts. We should consider cultivating this attitude in ourselves and others.

Service Learning: A Superordinate Goal for Teaching

by Dr. Candice Barnes

Coordinator of Service Learning



Service-learning is most often defined through several key elements. One, engaging in authentic learning experiences that promote service to others. Two, reflecting on how the service oriented project can be beneficial to both the recipient and the provider of the service. Three, creating experiences which allow one to reflect on their influence and contributions to the greater community-a community which

could be local or global. Richard Battistoni developed a list of concepts and terms which further support the power and impact service learning can have on one's overall social and emotional development. His list includes such terms as: civic obligation, social justice, civic engagement, social responsibility, citizenship, altruism and common ground. These terms represent the spirit of service-learning-developing a global citizenry of people who are accountable, responsibility to, and supportive of, one another. By engaging students in service-learning projects we can create wonderful opportunities, activities and experiences to teach them how to care for others in need and realize their role as change-agents. Through the Institute for Research on Social and Emotional and Service- Learning (IRSESL), there will be varied opportunities to empower educators to engage in

discourse and discovery about how to effectively implement service-learning projects into their curriculum-curriculum that should also integrate traditional content areas. The ultimate goal of service-learning is to acknowledge and value the roles we play in each other's lives and honor the influence we have to facilitate change for the greater good of mankind.

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