

# Staff Development News

January 2009  
Volume 1



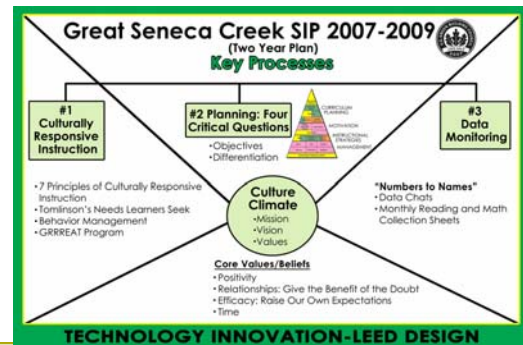
GREAT SENECA CREEK ELEMENTARY

Staff,

It is finally here — Our first Great Seneca Creek Staff Development Newsletter! It is our goal to create an additional avenue to share best practices throughout our building which align with our SIP. To maximize the effectiveness of this news letter we need your feedback!

- What would you like to see in the newsletter?
- What practices can you share with us to include in the newsletter?

**Please e mail Kim with your ideas or suggestions**



## Staff Development Calendar Items

1/8	Staff Meeting	7:30 a.m.
1/12	After School Special	3:30 p.m.
1/22	Surface Management Strategies (Voluntary)	3:30 p.m.
2/ 3	Promethean Board (Voluntary)	3:30 p.m.

## How are you raising your own expectations?

### 10:2 Theory

( *Instruction for All Students pg. 77* )

Learners make sense of new information by integrating it with prior knowledge. Mental breaks are taken during the presentation to accomplish this task. For every ten minutes of meaningful chunks of new information , learners should be provided with two minutes to process the information. i.e. small groups share notes and/or discuss their current understanding and memory to fill in or supplement gaps.

How can you monitor the impact of this strategy in your classroom?

### Random Response Opportunities

Research clearly demonstrates that low-achieving students are less likely to be called on by the teacher than high-achieving students. When low-achievers are called upon, they are likely to be asked the easier questions requiring little more than recall of information. This pattern of classroom interaction between the teacher and students does not go unnoticed by students. Students are quick to observe who gets called on and which responses grab the teachers' attention. Who is important, smartest, and most likeable can be determined by students based on the amount and type of response opportunities students have in class. Students who have few opportunities to respond may feel ignored and that they are less capable than the high achieving students who have many more opportunities to respond in class. As a result, their motivation to earn and their academic performance may suffer. One way to ensure more equitable response opportunities is to stop calling on students who raise their hands. Instead, use a strategy that uses a random method for asking students to respond.

**How are you monitoring your random response opportunities?**

For more equity tips click below:

<http://www.montgomeryschoolsmd.org/departments/development/teams/diversity/tips.shtm>

### Professional Growth Book Recommendations

All Titles can be found in the Staff Development Room

Culturally Responsive Teaching by Geneva Gay

Creating Culturally Responsive Classrooms by Barbara Shade, Cynthia Kelly and Mary Oberg

Fulfilling the Promise of the Differentiated Classroom by Carol Ann Tomlinson

## Special Education

**Looking for interventions to include in your Academic Intervention Plans. Look No Further!!**

**Located on the bookshelf in the EMT Conference room are two very useful resources:**

**Teacher's Guide to Behavioral Interventions**

**Pre- Referral Intervention Manual**

**Feel free to borrow. Just place your name on the sign out sheet.**

### Best Practices for Professional Development

Peer Observation  
Video tape reflections  
Structured observation  
Student Surveys  
Analyze MCPS video  
Data Analysis  
Goal Setting  
See Kim for more details!

**Affirmation Contribution Power Purpose Challenge**

## Reading Strategy: Inference Strategy

Inferring dominates virtually all of comprehension. Self-monitoring using sticky notes can help target comprehension. *Strategies That Work* by Harvey and Goudv

### Teacher Resource Self-monitoring Using Sticky Notes

Students can monitor their reading by using sticky notes in selected places in text. The sticky notes can extend thinking during comprehension discussions or conferencing. Teach and model appropriate uses of sticky notes for a specific purpose. Guide students to apply and internalize the use of sticky notes independently.

Where the author takes your breath away.  
Where you are dazzled.  
Where the text fills you with wonder.  
Where you want to linger.  
Where you could hold a celebration.

Where you have questions.  
Where you have a HUNCH (prediction, connection, discovery).  
Where you wish you knew more.  
Where you would like to do some research or inquiry.  
Where you discover a fact worth remembering.  
Where you hear a character speak to you in your head.

Where you used a reading strategy.  
Where you notice a pattern or make a connection.  
Where you think it is a good place to STOP and TALK.

Where you want to capture words, phrases, leads.

### Infer Hierarchy

- Self-monitor
  - Visualize
  - Make connections
  - Draw conclusions
    - Categorize
    - Character traits
  - Cause and effect
    - Sequence
  - Directly stated, literal understanding

### Winter Testing Schedule

mCLASS	January 12—February 6
MAP- R	January 20—February 13

### *Building Cultural Understanding Through Children's Literature*

The Chicken Chasing Queen of Lamar County  
by Janice N. Harrington

This Jazz Man by Karen Ehrhardt

Across The Alley by Richard Michelson

## Interested in Observing a Differentiated Math Lesson?

Professional Development Opportunities are available ONLINE....

"Instruction in the Math Lab classrooms is based on the math block schedules and sequences of lessons recommended in the MCPS instructional guides. Observers can expect to see teachers using strategies such as stations, centers, anchor activities, exit cards, audit cards, etc. to meet the needs of a variety of learners." Current Math Lab lessons feature kindergarten, first grade, fourth grade and fifth grade differentiated math lessons.

Four videotaped lessons (Math Labs) can be viewed online @

[http://www.montgomeryschoolsmd.org/departments/development/resources/math\\_lab/menu.shtm](http://www.montgomeryschoolsmd.org/departments/development/resources/math_lab/menu.shtm)

### **Math Planning Reminders:**

- MSA Math Practice will take place in grades 3-5 on Wednesdays from 10-11:00am.
- Karlyn will be scheduling a time to meet with each math team during one of their math planning sessions in January. Teams....if you have a day/time preference, let Karlyn know.

### **Math Assessment Reminders**

#### **Upcoming Summative Unit Assessment Due Dates**

Grade 1 Unit 2 – January 16  
Grade 4 Unit 2 – January 6 &  
7  
Grade 6 Unit 2CD – January  
28  
Grade 7 Unit 2 – January 13

#### **Reminders:**

**Retest Scores:** Please use the Math Teacher Summary Report to submit your retest scores to Michele W.

**Pinnacle:** Please enter your retest scores from the updated Measurement Topic Report that Michele W. provides for you.

### **What do students need to know and be able to do?**

Find answers to the questions:

Visit MSDE Website and view VSC Toolkit - Look clarifications and Lessons Seeds

Find answers to the questions:

<http://mdk12.org/instruction/index.html>