



# Staff Development Newsletter

Kirsten Corprew, SDT

Peer Observations are coming to a classroom near you!

- During staff development time on Wednesday, October 17
- All staff will be visiting a colleague and providing feedback.
- Save this for your portfolio: evidence of Standard V

## Relationships, Rigor, Relevancy

Last month's newsletter focused on the importance of building relationships with students as the school year began. Now, we'll look at the concept of RIGOR.

### Ambiguous

The answer is not immediately evident, or there is no answer.

Must be examined and sorted into patterns

Think about a rigorous text that was used in your department or in our school last year. Consider the characteristics that made it rigorous.



\*Did it challenge your thinking or beliefs?

\*Did it ask you to consider your own teaching practices?

\*Did it demand action?

Practice applying this model to the materials you use with your students.

Remember, rigor is not more and harder!

### What is Rigor?

Consider applying the following PACE model to a text or lesson to determine if it is rigorous:

### Complex

A whole made up of complicated or interrelated parts

*This is not about reading level or vocabulary. This is about the IDEAS themselves.*

### Provocative

What is it in the text that provokes you to think?

Identifying problems

Taking and supporting positions

### Emotional

The engagement, connection, or reaction

Evokes strong feelings

Watch your mailboxes for more details.

*Excellence is not found in being the best, but in doing your best.*

### Did You Know???

- Christine Valenti placed 3rd in the Kentlands 2K run!

Send your items for this column to Kirsten C.

## Media/Technology Services

The media center can support you not only in your classroom, but in your graduate work.

Remember to model ethical use of information for your students!

Smartboards are here and available for classroom use. Please see Leslie or Kirsten C. for support.

Noodle Tools is an amazing resource for the classroom or your professional development.

Check out an ELMO from the media center and save yourself time at the photocopier! Naomi is happy to show you how to use it.

Think: Interactive lessons!

## PDO Courses

LPMS is hosting  
Studying Skillful Teaching  
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This is an incredible follow-up to SSTI where participants find answers to the question: "What gets in the way of student learning?"

Registration opened on  
Oct. 4.

Class begins in January!

Our newsletter can also be found on the LPMS website.

  
**GO FALCONS**

## Staff Development Substitutes have started!

Please complete a request form at least 2 weeks prior to the date a sub is needed.

Request forms are located on Tshared in the staff development folder or next to the first floor copier.

Please note that all SDST allocations were reduced across the county. Therefore, subs will be given according to the demands of our SIP.

Here are some great reasons to use a SDS day:

- Conduct a peer visit
- Participate in planning with cohort or interdisciplinary team
- Individual long-range planning
- Examination of student work

## In an evaluation year?

Please make sure you have returned the letter that was placed in your mailbox to Kirsten C. to arrange support and answer questions.

# Whose head is numbered?

Try this equitable strategy that you can do on the fly!

### Process:

1. **Students count off**— students count off by the number in the group. If you have groups of six students, students count off 1-6. They do this in whatever order they choose.
2. **Pose a question/ problem**— give groups a specific amount of time to come to consensus on an answer.
3. **Students put heads together**— the students put their heads together to make sure that everyone in the group has the answer or answers.
4. **Teacher calls a number**— the

teacher calls a number from 1-6. All students with that number stand. One of the standing students is called upon to give his/her group's answer. Standing students with different answers can be called upon to explain their group's thinking.

### Rationale:

Numbered heads is an equitable strategy that can be used to ensure full participation and responsibility in collaborative work. This random response strategy ensures that students are called on to participate randomly.

This will eliminate calling only on high achieving students, students who raise their hands, or students who are being inattentive as a punitive measure.



*The talent of success is nothing more than what you can do well and doing well whatever you do.*

-Longfellow

What would you like to see in our Staff Development Newsletter?



Please email your suggestions to Kirsten C.