



Newport S.O.S. (Spotlight on Staff)

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Differentiated Instruction Beliefs

Being an effective teacher requires effort. Experts tell us that it is essentially a teacher's belief that determines his or her success in the classroom. As our demographics change and Inclusion becomes a permanent part of our public school system, Imbeau and Tomlinson in Leading and Managing a Differentiated Classroom write about six beliefs that empower and point to Differentiated Instruction (chapter two).

1. Every student is worthy of dignity and respect.
2. Diversity is both inevitable and positive
3. The classroom should mirror the kind of society in which we want our students to live and lead.
4. Most students can learn most things that are essential to a given area of study.
5. Each student should have equity of access to excellent learning opportunities.
6. A central goal of teaching is to maximize the capacity of each learner.

If you are interested in obtaining a complete copy of this chapter, please see the SDT.

January Staff of the Month: Ruth Green

Ruth comes to us from JFK High School. She served as the AP for 4.5 years and 6 months as the Acting Principal there. She is originally from England; she came to the USA in 1980. When asked what she enjoys about teaching or why she became an educator, her response "My greatest joy about teaching has always been the intrinsic things – the connections you make with students which you sometimes don't realize for years. I spoke to a girl who graduated from JFK in 1999 I taught her US History, she reflected on the impact I had on so many students, we don't ever really know this about teaching. That is why the quote I come back to constantly is the John Adams quote 'A teacher affects eternity, he can never tell where his influence stops.'"

Staff Development Events: January Workshops and Trainings

Date and Time	Location	SD Topic	Participants
January 3, 2011 3:00-4:00 p.m.	Cafeteria	STEP- T Training by Dr. Shin and Team	All Staff
January 11, 2011 1:45-2:35 p.m.	1218	Vocabulary by Annette Smith	S. Nystrom, Riegle, Jett, Urbina, Moulding, Knafelc, and Higgins
January 10 and 31, 2011 3:00-4:00 p.m.	Various Locations	Department Agenda by Content Specialist	All Departments
January 2011: (<i>will vary</i>)	210	Professional Development Plan	Individual appointments with Farhana Shah, SDT

Health Tip for January

Exercise after the Holidays

Begin walking a short distance, such as 10 minutes at first. Gradually increase your distance, walk at a comfortable pace and remember to breathe deeply. Also, make sure talk to your doctor before beginning any exercise regimen. 😊

IB WORLD (MYP) by Laura Marion

Newport Mill Middle School staff and students are preparing for our first Middle Years Programme (MYP) evaluation visit, which will occur in May 2011. The evaluation process involves IB site visitors meeting with the NMMS community stakeholders to evaluate the progression of the MYP. In preparation for this process, content departments and teams are involved in a self-study, using a questionnaire process to rank the strengths and needs of our program. Upon completion of the self-study questionnaire, the data from the teams and departments will be consolidated and submitted to the IB site visitors prior to their arrival for the school visit. If you would like to know more about the evaluation process, feel free to visit the MYP Office with questions or concerns.

THE LITERACY CORNER by Annette Smith

As an education researcher *and* teacher Robert Marzano, stresses that in all content areas, direct vocabulary instruction is essential and suggests six steps:

- ✓ *Step one:* The teacher explains a new word, going beyond reciting its definition (tap into prior knowledge of students, use imagery).
- ✓ *Step two:* Students restate or explain the new word in their own words (verbally and/or in writing).
- ✓ *Step three:* Ask students to create a non-linguistic representation of the word (a picture, or symbolic representation).
- ✓ *Step four:* Students engage in activities to deepen their knowledge of the new word (compare words, classify terms, and write their own analogies and metaphors).
- ✓ *Step five:* Students discuss the new word (pair-share, elbow partners).
- ✓ *Step six:* Students periodically play games to review new vocabulary (Pyramid, Jeopardy, and Telephone).