



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

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What does good instruction look like?

1. **Small groups:** the power of collaboration makes learning engaging and equitable. Students learn to identify different perspectives, voice one's own knowledge, and build on their learning through ideas of peers. The success of this type of learning is in the preparation. Effective educators plan backward by asking themselves, "What do we want students to know and be able to do?"
2. **Establishing relationships and building high expectations** in students.
3. **Connecting with parents** in a method convenient for both stakeholders.
4. **Re-teaching**
5. Providing **effective feedback**
6. **Positive classroom climate** that is comfortable enough to take risks.

IB WORLD (MYP) by Laura Marion

Our IB Middle Years Programme will undergo evaluation by a team of IB educators on May 16th and 17th. The evaluation process involves the IB team visiting with staff, students, and parents to discuss progress in the implementation of the program and to provide recommendations for continued growth. Our school was authorized to offer the MYP in 2007; thus, we are looking forward to receiving feedback from this first evaluation visit. Please feel free to stop by the IB office, room 102, if you have questions about the evaluation process.

Series

Differentiation is a Belief

Questions 3 through 6:

Leading and Managing a Differentiated Classroom by Imbeau and Tomlinson.

I addressed the first two questions in chapter three (The Invitation to Be Part of a Vision) in the March and April issues of SOS. This will be the last issue of 2010-11; therefore, I will touch upon questions three through six briefly in this issue. *As noted in the last two issues, if you are interested in obtaining details of chapter three to implement in your classroom, please see the SDT.*

Question 3: If our classroom is going to work for all of us, what will it be like?

This question responds to the idea of working from an idea or concept to implementation. Using this question, conversations will entail what the classroom will look like and the role of each person. The objective is to establish classroom expectations and understanding shared responsibilities and interests. Teachers will need to set high expectations beginning with this question early in the year (an Equitable Practice).

Question 4: How can I learn more about your starting points, interests, and best ways of learning?

This question suggests that in order for an educator to teach students well, he or she must “know the student well”, an equitable practice known as building relationships. Some things to know include, but not limited to (directly from the book):

- ✓ *how well student reads*
- ✓ *what they like to do with their spare time*
- ✓ *what their dreams are*
- ✓ *how they relate to their peers*
- ✓ *how they see themselves as learners*
- ✓ *how they learn best*
- ✓ *how their culture shapes their learning*

Imbeau and Tomlinson mention it is important for students to hear the following (you can find more in the book):

- ✚ *I want to know you as person because you’re interesting to me.*
- ✚ *I will watch you as you work in class closely because what I learn will help me plan better for you individually.*
- ✚ *Throughout the year, I will often ask you to share what you are learning so I can help you take your next step as a learner.*

Question 5: If we have differentiated classroom, can it be fair?

The ideal time to address this question is advised towards the end of the first month of school or possibly a “little later”. At this time, students will have had time to experience and understand the differentiated classroom. Only then, can they determine the meaning of fair as it applies to each of them. It is in this question we want our students to understand that fair is when “everyone gets what they NEED in order to succeed”. Therefore, “fair=equity of opportunity to grow and succeed”. This is certainly a shift from our mindset of delivering an “identical treatment” for all students. Therefore, we need to focus on using equity to provide equality for our students.

Question 6: What will success in this class mean?

This question leads to the opportunity of asking students what it means to be successful in the classroom, and then later on in their respective lives. I feel this is an excellent time for educators to infuse the **growth mindset** and continuously remind and model that one can become better and better as students and adults with effort and hard work.

End of Chapter Three



May Wisdom

“It is one of the beautiful compensations of life that no man can sincerely try to help another without helping himself.” by Ralph Waldo Emerson

Staff Development Events: May Meetings, Workshops and Trainings

Date and Time	Location	SD Topic	Participants
May 2, 2011 8:00-8:50 a.m.	Room 221	Equitable Classroom Practices	8 th Grade Team
3:00-3:40 p.m.	Cafeteria	Staff Meeting	All Staff
May 4, 2011 12:00-12:50 p.m.	Room 412	Equitable Classroom Practices	Enrichment Arts Team
May 9 and 16, 2011 8:00-8:45 a.m.	TBD	Effective Feedback (6th Grade)	Maddox
3:00-4:00 p.m.	Various locations	Department Meetings	All Staff
May 23, 2011 1:45-2:15 p.m.	TBD	Effective Feedback (7th Grade)	Simkanich, Shevitz, Higgins, Barron
May 24, 2011 1:45-2:15 p.m.	TBD	Effective Feedback (8th Grade)	Serna, McLean, C. Nystrom, Legarreta, Kelly, Moulding
May 2011 (dates & times will vary)	Room 210	Professional Development Plan	Individual appointments with Farhana Shah, SDT

May Staff of the Month
Collin Clifford, LFI Department
 In his own words... ☺

Collin has been with us since March. It is only fair to acknowledge that he has done a tremendous job coming in at this time and putting forth his best effort. We are privileged to have him join our Newport family. Welcome aboard Collin!! ☺

“I have been in the Montgomery County Public School system since elementary school. After graduating from Richard Montgomery HS, I attended college at Frostburg State University. I graduated in May of 2010 with a BA in health and physical education. While at Frostburg, I played four years of football and one year of track and field. I now coach football and track at Einstein HS. I have felt nothing short of being home since I arrived at Newport Mill. Everyone has been very helpful in guiding me through teaching the LFI students.”



