

Rochester School District

*"The Mission of the
Rochester School Department
is to ensure **quality**
educational experiences."*

April 2012

Student Engagement &
Learning Plan

April's
Strategies

Instruction
*Non-Linguistic
Representations
Digital/Visual Learners*

Classroom Management
*Above (Pause)
Whisper*

District-Wide
Early Release

April 11
Bring Artifacts of
Strategies to Share with
Colleagues
Share Co-Planned Units
of Instruction

PLAN:

By the April Early
Release Participate in
Co-Planning a Unit of
Instruction with Either
a Colleague from the
Same Content Area,
Special Education or
Other Specialized Area

District Goals Update

Recently, many in the community had the sincere pleasure of seeing the Spaulding High School Masque and Dagger production of *The Phantom of the Opera*. One could not help but sit in the audience and beam with **Rochester pride** for this high quality and superior performance. As you looked at the number of students, staff, parents and community volunteers engaged and devoted to bringing this show to life, it was a true testament that it takes a village to, in this case, raise a performance!



If you looked more closely from the “school” perspective, you began to see that the “village” extended far beyond the creation of this dramatic gem. It really extended to all the educators involved with these students since kindergarten to present day. It is this K – 12 **educational team** that helped the students: **engage** in their educational journey, learn to read and interpret meaning from what they read, develop motor skills so that they can not only walk, but dance with grace, work with others to solve problems collaboratively, take a two dimensional drawing and turn it into a life-like set, find their “voice” so that they can sing, and most importantly become the amazing young adults they are today. It is this **team effort** that “set the stage” for this **advanced competent** performance!

This **team effort** is seen everyday throughout our district. Through ongoing **collaboration** at each level we are not only implementing and seeing results from our **Student Engagement & Learning Plan**, but we are also and have been for some time engaged in crucial conversations about what do students need to be able to do when they move from one grade/level to the next; in some cases, we have called these “able to do’s” **competencies**, in others **essential outcomes** or **standards**. No matter the name, the idea that there are key pieces of knowledge we need students to know and most importantly transfer, is at the essential core of our work.

“How do we currently articulate these key pieces of knowledge from one grade level to the next or to the learner?” It truly can vary from grade to grade and school to school even though the similar pieces are there. However, as we continue to strive for **high quality educational experiences** for ALL our students, we want to make sure that each learner in our system has the clearest “map” for his/her educational journey, and that we communicate and assess these “key pieces of knowledge” in a consistent manner K- 12. To this end, we will be embracing and implementing for the 2013 – 2014 school year the goal of: **“Student learning K – 12 in the Rochester School District will be fostered through a one hundred percent (100%) Competency Based Instructional Model.”**

Deep breaths! Although this may seem overwhelming, it truly ties in to all we have been doing and will do as a district. It will be a process with much **collaboration** and dialogue. Our high school teammates, will share their expertise and learning experiences. They can attest that it will not always be easy and at times, we may have to wrestle with some of our old beliefs as we embrace new practices. Just as learners in our district take an educational journey, this will be one for us; however, in the end the “map” we create for our learners will be worth it!

We look forward to visiting all the elementary and middle schools this spring, so that we can share more about this “journey”.

Thank you, **Team Rochester!**
Michael Hopkins
Mary Moriarty

Instructional Strategies

Student Engagement &
Learning Plan Professional
Development

Presenters:
Erica Stofanak &
Heidi Zollman

3:30 p.m. – 4:30 p.m.

Comprehensive Review &
Feedback Gathering

May 3
McClelland School
Room 24

*** **

SOMEBODY NEEDS YOU!

*"ON YOUR WORST DAY
ON THE JOB,
YOU ARE STILL SOME CHILD'S
BEST HOPE"*

-LARRY BELL

*"TELL ME AND I FORGET.
TEACH ME AND I REMEMBER.
INVOLVE ME AND I LEARN."*

-- Benjamin Franklin

Non-Linguistic Representations

"The more we use **non-linguistic representations** while learning, the better we can think about and recall knowledge...when teachers help students in this endeavor, the **effects on achievement** are **strong**."

A Handbook for Classroom Instruction that Works
Marzano, Norford, Paynter, Pickering & Gaddy

Effective Strategies for Non-Linguistic Representations

Model use of new tools.

Activities that involve non-linguistic representation may be new to students who are accustomed to learning through lectures and readings. Scaffold student learning as you introduce activities such as concept maps, idea webs, and computer simulations by modeling how to use tools that help them represent their thinking non-verbally. Gradually remove the scaffolds so students eventually work independently with the new tool or technology.

Use non-linguistic modes in the content areas.

Math and science classrooms offer ideal settings for incorporating non-linguistic learning experiences. Language arts classrooms provide natural connections from classifying words to modeling plotlines. Models, graphs, imagery, and other tools enable students to engage in actively constructing representations of their understanding.

Foster cooperative learning.

Encourage students to work in small teams when they are constructing non-linguistic representations. Students' questions and discussions will help them communicate and refine their thinking.

Teach interpretations of non-linguistic forms also.

Finding patterns helps students organize their ideas so that they can later recall and apply what they have learned. Teach students to represent and interpret information in graphs, charts, maps, and other formats that will help them see patterns and make connections.

Simulations offer new modes for learning.

Use simulation software or online simulations to let students practice making predictions and testing outcomes. Combine non-linguistic experimentation with verbal discussion, which prompt students to think through their understanding and raise new questions.

Stimulate body-mind connections.

Kinesthetic learning is not just for primary grades. Older students continue to learn through physical activities. Incorporate dramatizations, dance, music, simulations and other active experiences.

Integrate non-linguistic forms into note-taking.

Encourage students to take notes that are meaningful to them. Model the use of sketches, graphs, and symbols.

A Handbook for Classroom Instruction that Works
Marzano, Norford, Paynter, Pickering & Gaddy

ROCHESTER SCHOOL DISTRICT GOALS



Develop engaged and passionate learners K – 12.

When all students are engaged, all students are learning!

How do we engage all students?

CURRICULUM, INSTRUCTION AND ASSESSMENT



Ensure rigorous and relevant curricula are in place in all content areas to engage all students. Curricula and instruction will be supported through a professional development structure designed to strengthen curricula and promote highly effective instructional strategies.



Ensure that each classroom in the district has a management plan to provide common expectations and consistency for students within each learning environment.



Develop and implement service and leadership opportunities for students in grades K – 12.

CULTURE



Develop and implement collaborative structures that focus on student and professional learning.



Build a culture where staff and students are empowered to positively impact their own learning and performance.

ACCOUNTABILITY



Develop and implement an accountability plan, including evaluation tools for attaining district goals.

Non-Linguistic Representations

We learn ...

- 10% of what we read
- 20% of what we hear
 - 30% of what we see
- 50% of what see and hear
- 70% of what we say
- 90% of what we say and do

Research on Learners

18% are auditory
32% are visual
25% are tactile
25% are kinesthetic

Which means that **greater than 50%** of learners are **non-linguistic!**

Quick Resources:

Non-Linguistic Representations

http://www.fltguide.ccsd.k12.co.us/instructional_tools/Strategies/Strategies.html#coop

Organizers Galore!!

http://www.eduplace.com/kids/hme/k_5/graphorg/index.html

Interactive organizers

<http://www.readwritethink.org/materials/storymap/>

Souvenirs

<http://classroom.jc-schools.net/read/Souvenirs.htm>

Amazing stuff

<http://home.att.net/~teaching/langarts.htm>

Digital Learners

Learning the digital way...

- The digital learners of the Millennial generation are unique.
- The traditional thinking that we, as teachers, have about cognitive development does not hold true for these learners.

Other District
Professional Development
Opportunities

“Tech Tuesdays”
3:30 p.m. – 4:30 p.m.

April 3
Basic iPad Usage
William Allen
Facilitator: Gwen Pham

April 3
SmoothBoard 101
William Allen Room 21
Facilitator: Kristen Truax

April 10
Keynote App for iPads 101
William Allen
Facilitator: Gwen Pham

April 17
Pages App for iPads
William Allen
Facilitator: Gwen Pham

April 17
Google Applications
SHS/Richard W. Creteau
Technology Center
Facilitator: Shirley Greer

*No need to signup, just
show up!*

“Daily exposure to high technology stimulates the brain cell alteration and neurotransmitter release, gradually strengthening new neural pathways in our brains while weakening old ones. Because of the current technological revolution, our brains are evolving right now—at a speed like never before.”—

Small & Vorgon, 2008



topnews.in

Millennial Learning Behaviors

- Strongly prefer learning by doing
- Almost never read directions
- Love to learn by interacting
- Find average lectures boring
- Prefer virtual interactivity (simulations)
- Prefer active learning
- Prefer flexibility—'time and place shift'

(Sweeney, 2006)

Generational Disconnects?

Digital Learners Prefer

Receiving information quickly from multiple media sources

Processing pictures, sounds, color and video before text

Random access to hyperlinked multimedia information

To network simultaneously with many other

Learning “just in time”

Instant gratification with immediate and deferred rewards

Learning that is relevant, active, instantly useful, and fun

Many Educators Prefer

Slow and controlled release of information from limited sources

To provide text before pictures, sounds, color and video

To provide information linearly, logically, and sequentially

Students to work independently before they network and interact

Teaching “just in case”

Instant gratification with immediate and deferred rewards

Teaching memorization in preparations for standardized tests

Classroom Management Strategy

Above (Pause) Whisper

Whatever your style is, once you have their attention (**pause**); then drop your voice to a whisper.

Envoy by Michael Grinder

Did you know...

- The systematic use of non-verbal signals is the essence of masterful communication.
- The single most powerful non-verbal skill is the **PAUSE**.

<http://4h.wsu.edu/volntr/forum/08Oct-glossarystrategies.pdf>

http://professionallyspeaking.oct.ca/march_2008/non-verbal.asp

<http://www.michaelgrinder.com/wp-content/uploads/file/ENVoY%20Protected%20Site/KeepAnEyeOnTheHand.pdf>

Quick Resources

*Above (Pause)
Whisper*

Time to Reflect & Self-Assess

Instructional & Classroom Management Strategies

Reflecting on Current Beliefs & Practices **Non-Linguistic Representations, Digital/Visual Learners & Above (Pause) Whisper**

How do you use non-linguistic representations in your instructions? How do your students respond to them?

Examining the preferences for digital learners, how do you incorporate these preferences into your instruction?

How does the use of the pause and whisper work in your classroom?

NON-LINGUISTIC REPRESENTATIONS:

Advanced	Beyond Competent	Competent	Not Yet Competent
The student's representation indicates a complete and detailed understanding of the information important to the topic.	The student's representation indicates a complete understanding of the information important to the topic.	The student's representation indicates an understanding of the information important to the topic.	The student's representation indicates an understanding of the topic that is incomplete or has misconceptions.

ABOVE (PAUSE) WHISPER:

Advanced	Beyond Competent	Competent	Not Yet Competent
Management of the classroom is seamless. Students are engaged and ready to react to the teacher's cues for gaining attention.	The teacher will non-verbally signal, pause, and then drop their voice to a whisper. The class is quickly engaged and ready to listen.	Students are able to refocus as the teacher drops his/her voice to the normal range and then to a whisper.	The teacher does not pause and keeps their voice loud when the class volume is up. There is minimal control of the class.



Coaches' Corner

Heidi Zollman &
Erica Stofanak

To Learn More About Collaboration:

<http://www.districtadministration.com/article/benefits-teacher-collaboration>

http://www.education.com/reference/article/Ref_Maximizing_Impact/

http://www.smallschoolsproject.org/PDFS/focus/focus_vol3-10.pdf

“The accomplishments of a proficient and well-organized group are widely considered to be greater than the accomplishments of isolated individuals” (Little, 1987, p. 496)

As Team Rochester continues its preparation for the upcoming district-wide professional development day on April 11th, we all are engaged in high levels of collaboration, whether it be with another colleague or with a team of colleagues. We are so eager to share the co-planned units of instruction.

Teacher collaboration is one of the several keys to teacher success. Teachers who work together see substantial improvements in not only student achievement but also in their behavior and attitude. One of the reasons for this is due to the fact that when teachers collaborate, there is a greater coherence to district programs and curriculum as well as an increase in consistency of expectations.

Teacher collaboration also sparks enthusiasm, as it provides a greater spectrum of student achievement and accomplishments which spans across multiple classrooms. This directly increases a level of job satisfaction. Collaboration between experienced and beginning teachers reinforces the competence and confidence of beginning teachers.

While teacher collaboration may take a variety of different forms, no matter the chosen format, what's common about this work is that teachers are working together, working consciously to better themselves as educators in order to benefit their students.

WHAT ARE THE BENEFITS OF TEACHER COLLABORATION?

- Teachers develop a sense of belonging
- Teacher morale is increased
- Teacher practices are improved
- Teacher retention is increased
- Student achievement is increased
- Teachers develop a professional support network
- Teachers support one another's strengths
- Teachers develop one another's weaknesses
- Reduction in individual planning time
- Increases generation of ideas
- Increases available materials & manipulatives
- Teachers develop a sense of self-reliance
- Teachers are able to examine new ideas, methods & materials

More from the Coaches' Corner ...

I AM INTERESTED IN PURSUING OTHER FORMS OF COLLABORATION, WHAT OTHER FORMS EXIST?

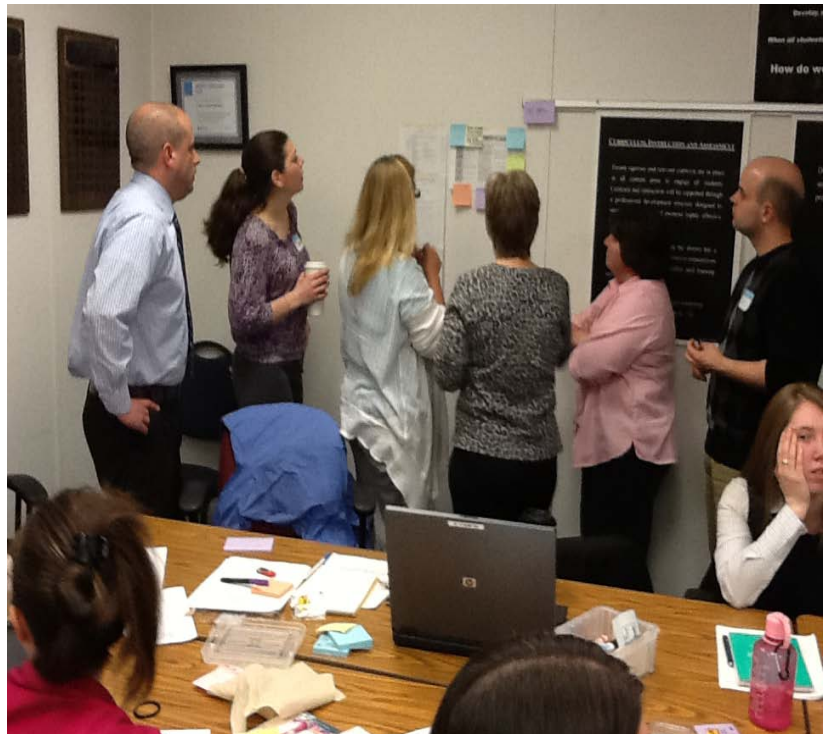
- Classroom Observations
- Videotape & Discuss Lessons
- Use the Faculty Room
- Join a Professional Learning Community
- Schedule Regular Collaboration Opportunities

QUOTES ABOUT TEACHER COLLABORATION:

“I used to think collaboration was just team teaching. Now I think collaboration is a whole-staff process involving trust and common focus with the goal of improving student learning (even just one student’s learning).”

“I used to think collaboration was used primarily for curriculum. Now I think there are many reasons we need to collaborate for our students’ learning, for our professional development, and to create ownership in our school and specific school focus.”

“I used to think that professional development was a place, an event, requiring an expert imparting his knowledge to me. Now I think it is rooted in relationship and dialogue, in professional learning communities with us and our goals at the center.”



8th and 9th grade core teachers are collaborating on their existing curricula while attending a transition meeting on March 26th.

*Check out Power Points on the **Strategies** - go to the **Curriculum, Instruction and Assessment Website** found on the Intranet!*

<https://sites.google.com/a/sau54.org/curriculum/>

Testimonials from Carol Tolman Training...

LETRS are most practical and relevant courses I've had for reading instruction! The modules should be incorporated into college curriculums. I learn more from these workshop days than any others I attend and certainly more than any college class. Thanks! Bobby Gee, 1st Grade, Gonic



Meeting with Carol is always great. I feel like I come out of her sessions with lots of information as well as a mission that I have to complete when back in the classroom. I'm always inspired to do a better job teaching reading after our time together. Maegan Roussin 1st grade, Gonic

Every time I go to LETRS training, I come away with a wealth of information to help reading instruction. Carol always has practical ideas that can be used in the classroom to help struggling readers. Paula Kenyon, Kindergarten Teacher, Nancy Loud School



The Rochester School District Foundation Awarded Five Grants

The foundation aims to form partnerships with the local business community and the schools to help improve the level of education local children are receiving despite budget constraints and reductions in state and federal education funds. The first round of grant awards was presented at the March School Board meeting by the Foundation President Peggy Parker. Grant recipients are:

Lori Gilbert on behalf of the Nancy Loud School, the Rochester Learning Academy, and the HOPE program. The project that the grant will support occupational therapy services in these schools and will enable the staff and students to learn basic concepts and techniques for using specific exercises to improve visual tracking, focus and attention, full body coordination and organizational skills. Grant award amount \$300

Tim Shuffleton, RMS Spanish Teacher. The award will fund the purchase of eight portable translators to help enhance the curriculum of the Spanish classes and help integrate technology into the classroom for today's 21st century learners. Grant award amount \$250.

Jaca Hussey, from McClelland School. The grant will support a project that focuses on dealing with the issue of bullying by teaching students through reading, strategies to protect themselves whether the perpetrator, victim, or bystander, will be able to see what they can do to stop bullying. . The grant add a collection of books to the school library. Grant award amount \$200.

Kelly McMullen and Patricia Crowe from William Allen School, and will help offset expenses involved in creating professionally-bound books from writings and multimedia artwork created by students. The project is ongoing at the school and will continue throughout the year, ending with an event to let staff, parents and the community view the books and fill out "reviews" of them. Grant award amount \$185.

Lisa Venezia, RMS Math Teacher to help support an idea for a program that would use a LEGOS workstation in her classroom to allow students to explore math concepts through the creation of projects. Teaching students skills such as basic division, using scale factor to replicate buildings around town, probability and statistics, functions and algebra equations, geometry concepts and more. Grant award amount \$170.

This past fall, Parker said the ultimate goal of the Rochester School Foundation is to be able to provide such grants to as many teachers as possible every year.

Rochester School District
Employees of the Month – February

Thank you for your outstanding service and commitment to our students and school community!

Elementary
Gwen
Morrison

Nancy Loud
School
Grade 3

“...is a teacher every parent would want their child to have... dedicated and hard-working teacher...”



Middle School
Mark
Sampson

Science
Teacher

“...makes a point to always put the child first in his daily activities...has gone above and beyond for the RMS community.”



High School
Linda
Stevens

Chorus
Para-Educator

“...works tirelessly each and every day for the good of others... works way above and beyond the call of duty.”



District
Laura
Smith

Childfind
Coordinator

“...has built strong relationships with professional agencies...is looked to as a resource both for teacher and other professionals who know her.”



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is to ensure *quality* educational
experiences.”**