Music Education Service Award
Watergrass Elementary School music teacher Karen Reinhold was awarded the 2013-14 Music Education Service Award last Friday by the Florida Music Educators’ Association. The award was given in recognition of her 30 years of service in the field. Ms. Reinhold began her Pasco County Public Schools career in 1992 at Lake Myrtle Elementary. From 1995 to 2002 she worked at Denham Oaks Elementary, then moved to Wesley Chapel Elementary in 2005. She has worked at Watergrass Elementary since 2009.

PCASA Administrator of the Year 2014 finalists:

SCHOOL BASED FINALISTS:
Jason Joens, Principal, RRMS
Latoya Jordan, Principal, LES
Kim Davis, Principal, GHS

DISTRICT BASED FINALISTS:
Vanessa Hilton, Director, OTL
Rob Aguis, Director, CTE
Melissa Musselwhite, Director, OSSPS

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Sign up for FREE confidential heart health screenings to reduce heart disease and stroke as part of the Pasco Go Healthy Wellness Program.

Dates, Times and Locations:
January 21 – 9 a.m. to 6 p.m. Zephyrhills High School
January 22 – 7 a.m. to 4 p.m. Hudson High School
January 24 – 9 a.m. to 6 p.m. Wiregrass Ranch High School

More dates and locations will be added soon. Click Here for more information.
FRAMEWORK FOCUS

Desired Effect: Students can recall and describe the previous content on which the new lesson is based.

Why have students review content?

- It connects previous learning experiences to current learning experiences, and sets the stage for deepening understanding of the content.
- The instructor can utilize this strategy to re-orient students back into a lesson from a previous day.
- The instructor can utilize this strategy as a formative assessment to guide instructional decisions in moving to deepen knowledge or to continue processing the information.

What can I do to help students review content?

- Use games to review content.
- Use review strategies within lessons, not just at the beginning of each day.
- Review important vocabulary in addition to content information.
- Have students teach review segments.
- In addition to reviewing content, review the learning goals regularly.
- Ask review questions that require more than a yes or no answer.

“The art of teaching is the art of assisting discovery.”

-Mark Van Goren
Evidence of Element 13 - Reflecting on Learning

Teacher Evidence

**Focus:** The teacher engages students in a brief review of content that highlights the critical information.

**The teacher:**
- begins the lesson with a brief review of content
- uses specific strategies to review information
  - Summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Demonstration
  - Brief practice test or exercise

Student Evidence

**Students:**
- can describe the previous content on which the lesson is based
- respond to class activities that indicate they recall previous content

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### Strategies for Reviewing Content

#### Presented Problems

Students can be asked to solve a problem that requires them to use previously learned information. This can be a math problem, a philosophical problem, or even an environmental problem. For example, in a science class, students are given a scenario where erosion is a problem in a field that needs to be crop planted. Runoff from rain is carrying away soil from the field. What would be a good solution to the problem? Knowledge of previously taught content on types of weathering and skills of logical thinking and reasoning are required to complete the review task.

#### Demonstrations

Students can demonstrate a skill or procedure that requires them to use previously learned information. Some examples could include students demonstrating how to shoot a free throw, how to bake a cake, or how to write a haiku poem. Demonstrations allow students to show their understanding of content in multiple ways, which fosters participation and engagement.

#### Team Games

Games can be utilized to review information and solidify knowledge while simultaneously actively engaging students. For example, Tic-Tac-Toe can be played between two teams. If a student from Team X answers the question correctly they can put an ‘X’ on the grid. If they miss the question Team O can steal the question and mark the board if they answer correctly. Team O gets to answer the next question and so on. The teacher could end the review activity with a practice quiz of 10 randomly selected questions used in the game to assess the level of understanding of all students.

Click the Canvas.Pasco button to access more examples.