



School Matters

District School Board of Pasco County

Kurt S. Browning, Superintendent of Schools

February 28, 2014



Administrators, mark your calendars for LEADERSHIP WEEK

June 10, 2014 8:00 a.m. – 4:00 p.m.
Together We Stand Youth and Community Summit
Center for the Arts at River Ridge
Audience - Principals

June 11, 2014 8:00 a.m. – 4:00 p.m.
Leadership Week Day 1: "Evolution of Education"
Center for the Arts at River Ridge
Audience - All Administrators

June 12, 2014 8:00 a.m. – 4:00 p.m.
Building Coherence Professional Development
TBA District Training Rooms
Audience - All Administrators

June 13, 2014 8:00 a.m. – 4:00 p.m.
Deepening Knowledge Professional Development
TBA District Training Rooms
Audience - All Administrators

Teacher VAM Data

This week, the State Department of Education released individual teachers' VAM scores to media outlets after losing a lawsuit in which they fought the release of the data. We want our teachers to know that the public VAM data published on a Florida newspaper's website doesn't contain the values that Pasco used to determine student growth when calculating teachers' summative evaluation scores. The state's VAM data include the percentage of students meeting expectations and the VAM Estimate by teacher. Pasco uses the percentage meeting expectations in calculating a teacher's student growth portion of the evaluation. The district has supplied all principals with their faculty's VAM data, so if you have questions, please talk to your principal.

Email to Vaughnette Chandler:

On February 21, 2014, my family and 24 other families suffered probably the biggest scare of any parent's life... On this day an accident happened that could have been much worse than what it was...

I am writing this email to express my thanks to Double Branch Elementary's Principal Vaughnette Chandler and her staff, for coming to the scene of the accident, for helping out, and making sure all of our children were safe and... calm during this frightful situation. The nature of how you and your staff helped and were there for the children and parents were remarkable. My hope is other parents understand how important our children are to you and the Double Branch family.

From Pasco High Principal Kari Kadlub

We have a hero among us! Pasco High School teacher Brandon Bitiker performed the Heimlich maneuver on another staff member this week and literally saved her life in the teachers' lounge. Way to go, Brandon! A true Pirate Family!



Shout Out to the Maintenance Department

The State of Florida just released the "Annual Plant Maintenance & Operating Costs" report for 2012-2013, and Pasco was rated as the second most efficient school district in the state. We are the 11th largest district in Florida, but spend only \$.92 per gross square foot on energy costs. Congratulations to Mark Fox and our entire Maintenance Department staff!

When maintenance staff member Kathy Ross learned that MARS was interested in donating laptop carts, she immediately asked for pictures and contacted OTIS to see if the carts were compatible with the district's computers. After confirming they were compatible, she sent out email messages to all ITC literacy coaches, then compiled a list and relayed to MARS the quantity that we needed. Several emails/phone calls later, MARS delivered 68 refurbished 20-unit laptop carts with a **total value of more than \$65,000**. Good work, Kathy!



@kurtsbrowning
@ameliadgvl
@cobbelinda

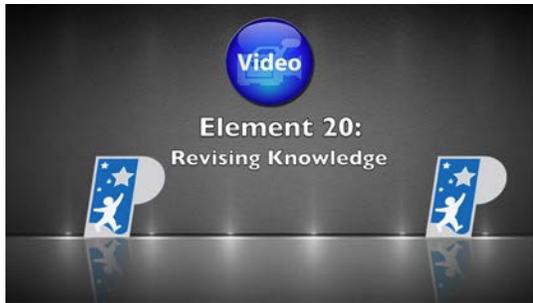
FRAMEWORK FOCUS



DISTRICT SCHOOL BOARD
OF PASCO COUNTY

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Click the button below to
access Canvas.Pasco for
more information.



“Half my life is an act
of revision.”

-John Irving

Element 20 – Revising Knowledge

Desired Effect: Students can examine, explain, and revise previous content to deepen understanding.

Why engage students in revising knowledge?

As students interact with new knowledge, they begin to make partial sense of the content. To deepen understanding, learners experience extended exposure to the content over time, which sharpens and adds to their knowledge base. When students add and clarify their learning of new content, they should engage in revision activities to record additional information as well as correct errors and clarify distinctions from previous understanding of the content.

How can I help students revise knowledge?

- Provide feedback to students on their academic notebook entries.
- Provide students with a scale or rubric that allows them to self-evaluate their academic notebooks.
- Consider making comments on a student’s assignment and recording the score only in the gradebook and not on the student’s assignment. Offer students the opportunity to revise their assignments according to the feedback given and resubmit it to attempt a higher score. Students who choose not to submit the assignment accept their initial score, but students who resubmit a revised assignment should have their score for the revised assignment recorded.



Evidence of Element 20 – Revising Knowledge

Teacher Evidence

Focus: The teacher engages students in revision of previous knowledge about content addressed in previous lessons.

The Teacher:

- Asks students to examine previous entries in their academic notebooks or notes
- Engages the whole class in an examination of how the current lesson changed perceptions and understandings of previous content
- Has students explain how their understanding has changed

Student Evidence

The Students:

- Make connections to information previously recorded about content
- When asked, can explain previous errors or misconceptions they had about content



Strategies for revising knowledge

Academic Notebook Entries

Students can make new entries in their academic notebooks after a critical-input experience, after groups work or processing, or after homework has been reviewed and corrected. Over the course of a unit, and during related units, students should revisit their notebooks to correct inaccuracies or incomplete information.

Academic Notebook Review

Students can use academic notebooks to identify and record important terms, big ideas, generalizations, concepts, and understandings and generate questions that they should review for an upcoming class discussion, review game, exam, or quiz.

Peer Feedback

Students can trade academic notebooks with their peers to respond in writing to each other's entries. Students might answer questions such as:

- What information did this student record that I did not record in my academic notebook?
- What do you consider the most important information recorded here?
- What appropriate way did the student record the information (for example, graphic organizers, pictures, summaries, or flow charts)?



Click the Canvas.Pasco button to access more examples.