School Matters

District School Board of Pasco County
Kurt S. Browning, Superintendent of Schools

March 28, 2014

GSES Helped Students Over Break

Gulfside Elementary School served about 150 free lunches during spring break week -more than expected this year. One supporter donated individually-boxed cereal so kids could have breakfast food, too. Lots of happy faces were waiting each day. A special thanks to all the volunteers and everyone who donated food.

Pollo Tropical
Teachers of the Year Awards

Now through Friday, April 18, Pollo Tropical is accepting nominations for the 4th annual awards. For more information, go to www.PolloTropical.com/MyTeacher and follow the instructions. The teacher with the most nominations in each participating county will be recognized and receive prizes, and the teacher's school will receive $500. Everyone who submits a nomination will receive a buy one, get one free small TropiChop® coupon.

Florida Legislative Session

The Florida Legislature has completed four weeks of session, with five more to go. There are nearly 400 bills related to education. If you would like to receive updates, or would like to contact your state representative or senator, email Linda Cobbe, director of Communications & Government Relations, at lcobbe@pasco.k12.fl.us. Bills with significant impact include those related to:

Assessment and Accountability

School Technology

Expansion of School Vouchers

Textbook Adoption (making it school board responsibility, not DOE)

Collegiate High Schools

Mail Bag

From a SOES Parent:

I think it is imperative the FDOE knows that Mrs. Erin Sizemore's class is the ideal classroom for children with special needs. I learned about her class through my son's speech therapist. After finding she taught out of my Hillsborough County district (in fact it was an hour drive for me) I really didn't pursue the idea any further. It wasn't until I visited 3 different ESE DHH classrooms in my area that I finally came to the conclusion-- I should at least check it out. I figured it couldn't possibly be that different. However, I was surprised to find it was! It was fantastic! (It is also important to note that I am a mother of 3 gifted children so I have plenty of experience with teachers).

It's not exactly "Tweeting", but this picture demonstrates how students in Ms. Garrett's class at CWTES are engaged with a compare and contrast lesson in Literacy. It also shows the benefits of PLCs in the delivery of intentional instruction.

FRAMEWORK FOCUS

"If schoolchildren are given the gift of exploration, society will be the beneficiary, both in practical and in theoretical ways."
—Diane Curtis

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

Instructional Framework Resources Course
CANVAS.PASCO

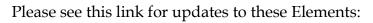## Element 23
Providing Resources and Guidance

Desired Effect: Students can explain how the teacher provides assistance and guidance with generating and testing hypotheses through personal interaction or resources.

Why provide resources and guidance specific to cognitively complex tasks?

At this stage in the learning process, the teacher serves as a guide, and provides resources in order for students to execute cognitively complex tasks. As a teacher, think about how the information your students have learned could be utilized in different contexts, and how it can be extended beyond the classroom.

How can I provide resources and guidance for cognitively complex tasks?

o Identify students who need extra support, and volunteer your help.
o Create a procedure or sign for students to use to request help.
o Let students know whom you are helping and who you are planning to come to next if several students need help at the same time.
o Provide students with access to the library, computers, and the Internet.
o Make sure that the resources provided are appropriate for students' level and task.
o Be proactive about offering resources and guidance.

Please see this link for updates to these Elements:

Element 20 & Element 22

Evidence of Element 23 – Providing Resources and Guidance

Teacher Evidence

Focus: The teacher acts as a resource provider and guide as students engage in cognitively complex tasks.

The teacher:

- asks students to provide support for their claims.
- asks students to examine their claims for errors in reasoning or statistical limitations.
- makes himself or herself available to students who need guidance.
- interacts with students during the class to determine their needs for hypothesis-generating and testing tasks.
- volunteers resources and guidance as needed by the entire class, groups of students, or individual students.

Student Evidence

The students:

- can provide grounds, backing, and qualifiers to support their claims.
- can find and correct errors or limitations in their claims.
- can seek out the teacher for advice and guidance regarding hypothesis-generation and testing tasks.
- can, when asked, explain how the teacher provides assistance and guidance for hypothesis generation and testing tasks.

Strategies for Providing Resources and Guidance

Providing Support for Claims

When students make statements or come to conclusions, the teacher asks them to provide grounds, backing, and qualifiers for their claims, as follows:

- *Grounds* - initial evidence for a claim
- *Backing* - additional information about grounds that help establish their validity
- *Qualifiers* - exceptions to claims

Expressions & Gestures

While providing guidance, teachers can use nonverbal expressions and gestures:

- Asking questions to gain a clear idea of what a student needs help with
- Kneeling or sitting by a student's desk
- Making eye contact with a student
- Nodding while a student is explaining their need

Questioning

To provide guidance, teachers can ask students probing questions to re-engage students or think more deeply about the task. For example:

- What is another way you might…?
- What criteria did you use to…?
- What was your intention when…?
- How did you decide, determine, or conclude…?
- How could ____ have changed…?

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