Thank You from OPDSS
The Office for Professional Development and School Supports would like to thank you for following our Framework Focus series in the Superintendent's newsletter. This week's School Matters features an overview of Design Question 9, which is the last Design Question within Domain 1 of the Instructional Framework. To access previous Framework Focus newsletters, videos, and resources, please visit our Marzano Instructional Framework Canvas page at https://pasco.instructure.com/courses/34864.

Sign Up for Heart Health Screenings
The District has teamed up with Florida Blue, Florida Hospital Wesley Chapel, Florida Hospital Zephyrhills, and Healthfair to offer FREE confidential heart health screenings at sites around the district. Upcoming screening sites include RBSMS on June 4, and SLHS on June 5. Click here for more information and to register.

Thank You!
We would like to thank Community Volunteer Corps for donating 489 backpacks filled with school supplies and 313 hygiene kits to Pasco schools. This May drop of supplies to S.I.T. and underprivileged students represents $10,890 in donations. Add that to the items donated in December, and the CVC has donated a total of $17,053 in school and hygiene items to our needy students in the past six months!

Enjoy the 3-day weekend.
Happy Memorial Day!

Dear Mr. Browning and Mrs. Janice,
Thank you for helping me with my school issue. I'm really happy that you have assisted me. Throughout this whole year, I had a very difficult time but I didn't give up so I kept up with my schoolwork and everything else. Now, I can finally go to Saint Leo University with assurance and thank you again for everything. May God bless you and your family. :) 
Have a great day and live a blessed life!
- Hana

I would like to pay a compliment about Ms. Kristen Goodman (in Athletics). She provides excellent customer service. Upon my contacting her, regarding use of facilities, her responses are prompt and demonstrate a high level of professionalism and customer service combined. Moreover, outstanding customer service such as, Ms. Goodman’s portrays an exceptionally professional and welcoming image of the Pasco District School Board.
Thank you,
- Elizabeth Perez
Secretary
Pasco County Project Management

Students in Jonathan Frenchko’s science class at JLMS made and launched rockets.

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FRAMEWORK FOCUS

“High Expectations are the key to everything.”
— Sam Walton

“Whether you think you can or think you can’t – you are right.”
— Henry Ford

Design Question 9 – Communicating High Expectations for All Students

Desired Effect: All students feel that the teacher has high expectations for them.

Design Question 9 Overview

Element 39 – Demonstrating Value and Respect for Low Expectancy Students
Desired Effect: Students feel important and respected by each other and the teacher

Element 40 – Asking Questions of Low Expectancy Students
Desired Effect: Students are given the opportunity to answer questions with the same frequency and depth regardless of varying levels of expectancy

Element 41 – Probing Incorrect Answers with Low Expectancy Students
Desired Effect: When students answer correctly, students are probed with the same frequency and depth, regardless of varying levels of expectancy

Why is this important?

High expectations may give rise to the “Pygmalion effect,” meaning a person may behave and achieve at the levels expected of them.

“…the literature on motivation and school performance in school children suggests that expectations shape the learning experience very powerfully. For example, classic studies in the psychology literature have found that merely stating an expectation results in enhanced performance, that higher expectations result in higher performance, and that persons with high expectations perform at a higher level than those with low expectations, even though their measured abilities are equal.”

-Schilling and Schilling (1999)

It is critical to be reflective and self-aware of different expectations we may have of students. Being self-aware and utilizing the below strategies with all students can help to ensure that all students reach the desired effect.
## Evidence of Design Question 9

<table>
<thead>
<tr>
<th><strong>Element 39</strong></th>
<th><strong>Element 40</strong></th>
<th><strong>Element 41</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrating Value and Respect for Low Expectancy Students</strong></td>
<td><strong>Asking Questions of Low Expectancy Students</strong></td>
<td><strong>Probing Incorrect Answers with Low Expectancy Students</strong></td>
</tr>
<tr>
<td><strong>Focus:</strong> The teacher exhibits behaviors that demonstrate value and respect for all students, including low expectancy students.</td>
<td><strong>Focus:</strong> The teacher asks questions of low expectancy students with the same frequency and depth as with high expectancy students.</td>
<td><strong>Focus:</strong> The teacher probes incorrect answers of low expectancy students in the same manner as that of high expectancy students.</td>
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<tr>
<td><strong>The teacher:</strong></td>
<td><strong>The teacher:</strong></td>
<td><strong>The teacher:</strong></td>
</tr>
<tr>
<td>• makes eye contact</td>
<td>• makes sure low expectancy students are:</td>
<td>• asks all students to further explain their answer when they are incorrect</td>
</tr>
<tr>
<td>• smiles</td>
<td>o asked questions at the same rate as high expectancy students</td>
<td>• rephrases questions when students provide an incorrect answer</td>
</tr>
<tr>
<td>• makes appropriate physical contact</td>
<td>o asked complex questions at the same rate as high expectancy students</td>
<td>• breaks a questions into smaller and simpler parts when students answer a question incorrectly</td>
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<tr>
<td>• engages in playful dialogue</td>
<td></td>
<td>• allows students to collect their thoughts when frustrated, but goes back to them at a later point</td>
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<tr>
<td>• addresses students in a respectful manner</td>
<td>Students:</td>
<td>Students:</td>
</tr>
<tr>
<td></td>
<td>• when asked, say that the teacher cares for all students</td>
<td>• say the teacher won’t “let them off the hook”</td>
</tr>
<tr>
<td></td>
<td>• treat each other with respect</td>
<td>• say the teacher “won’t give up on you”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• say the teacher helps them answer questions successfully</td>
</tr>
</tbody>
</table>

Click the Canvas.Pasco button to access more examples.