



# School Matters

District School Board of Pasco County

Kurt S. Browning, Superintendent of Schools

November 15, 2013

## Great News! Bonds Will Help Us Build Schools More Quickly

Moody's Investors Service has assigned an initial A1 rating and Fitch assigned an A+ rating to the school district's sale of \$99.3 million Sales Tax Revenue Bonds, Series 2013. The sales tax bonds are secured by the district's fixed portion of the voter-approved Penny for Pasco sales tax. These funds will allow us to finance campus renovations for 4 schools, major renovations for 3 schools and a portion of the construction costs of a new elementary school "W". The projects are:

- Anclote Elementary School** - Campus Renovation
- Bayonet Point Middle School** - Campus Renovation
- Marchman Education Center** - Major Remodeling
- Quail Hollow Elementary School** - Campus Renovation
- Pasco Elementary School** - Major Remodeling
- Rodney B. Cox Elementary School** - Major Remodeling
- Shady Hills Elementary** - Campus Renovation
- Elementary W** - New School (Partial Funding)

## Gallup Staff Survey

Today is the first day school staff can complete the Gallup Staff Survey. Gallup is sending details for logging in to all school-based staff today. The survey window runs through next Friday, November 22.

## Next week is American Education Week

Wednesday, November 20  
Great American Teach In

Wednesday, November 20  
Educational Support Professionals Day

Thursday, November 21  
National Parental Involvement Day



## Pasco Education Foundation

I want to thank all of you who enrolled in **payroll deduction** to contribute to the Pasco Education Foundation. When we first asked for your participation, there were a total of 13 school district employees enrolled. Today, 240 employees are contributing a total of \$760 bi-weekly to our foundation. I think we still can do better, though. As little as **\$2** can help support the many beneficial programs of the Pasco Education Foundation. Your contribution will make a significant difference in advancing student achievement in Pasco County Schools and is tax deductible. With your support the Foundation is able to help provide scholarships to students and employees, creative teaching grants for innovative ideas to help students engage in learning and recognition events for our students and employees. For more information or to enroll in payroll deduction, go to the Foundation website – [www.pascoeducationfoundation.org](http://www.pascoeducationfoundation.org), call them at extension 42705, or email Stacey Capogorosso at [scapo@pascoeducationfoundation.org](mailto:scapo@pascoeducationfoundation.org)

## Look for Raises Next Week

Employee raises will be distributed based on the number of continuous years of district employment on Friday, November 22. Employees will receive two checks...one reflecting the pay amount for the current pay period, including the raise, and the second check reflecting the prorated raise from July 1 to the current pay period.



@kurtsbrowning  
@ameliadgvl  
@cobbelinda

# FRAMEWORK FOCUS



DISTRICT SCHOOL BOARD  
OF PASCO COUNTY  
Kurt S. Browning, Superintendent of Schools



"It is important to give students the right amount and complexity of information. Students need enough information so they can process it, but not so little that they lose interest. Like eating a good steak, you don't put the whole thing in your mouth; you cut it up and eat it one bite at a time!"

- John Edwards  
*Learning Sciences International*

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



## Element 9 Chunking Content into "Digestible Bites"

*Desired Effect: Students can process information in small chunks.*

### Why Chunk Content?

Our brains become overwhelmed when given too much information and are unable to retain new information. Breaking the content into small chunks of information allows the brain to actively process the information. When students are introduced to brand new concepts, the chunks should be smaller to allow the brain time to process and make connections to the new material. The more the students know about the material, the larger the chunks can be.



### How to Chunk?

Using curriculum chunking requires teachers to distinguish between declarative and procedural knowledge that may be new to students. If presenting new declarative knowledge, the chunks are comprised of concepts and details that logically go together. If representing new procedural knowledge, the chunks are comprised of steps in a process that go together. Also, pre-assessment data is useful to determine the size of lesson chunks.

- For students with more prior knowledge, chunk more information together.
- For students with little prior knowledge, use smaller chunks for information.



# Evidence of Element 9 – Chunking Content

## Teacher Evidence

*Focus: Based on student needs, the teacher breaks the content into small chunks, or digestible bites, of information that can be easily processed by students.*

### The teacher:

- stops at strategic points in a verbal presentation;
- while playing a video, pauses at key junctures;
- while providing a demonstration, stops at strategic points; or
- while students are reading information or stories orally as a class, stops at strategic points.

## Student Evidence

### Students:

- can explain why the teacher is stopping at various points; and
- appear to know what is expected of them when the teacher stops at strategic points.



## What do I typically do to chunk content?

- Adjust the size of chunks while teaching if the planned chunks seem too large or small based on formative assessments.
- Tell students about each chunk and how long it is before presenting the lesson.
- Use an advance organizer to visually represent chunks, their relationships, and their relative sizes to students.
- Between chunks, provide opportunities for students to process and reflect.
- Check for understanding after processing each chunk.

## Strategies

- Scaffolding – sequencing learning in a logical order
- Interacting – planning and organizing for students to respond to questions and summarize information
- Pacing – moving through the content within an appropriate timeline while making adjustments based on student engagement
- Monitoring – continually checking for student understanding

In Day 3 of PLC training, we learned that Lesson Chunks are groups of learning goals / targets that will be sequenced to promote learning across the unit.



Vocabulary Check

