



School Matters

District School Board of Pasco County

Kurt S. Browning, Superintendent of Schools

November 22, 2013



Haircuts and Hope

Marchman TEC cosmetology instructor Dana Johnson and her students visited Hope Children's Home and provided its young residents with some MTEC-style pampering, with services that included shampoos, haircuts, blow-dries, and styling. The home is a privately funded home for up to 50 abused, neglected, and abandoned children, from infants to teens. Here is a message from an MTEC student.



I hope you know that the VAST MAJORITY of us are behind the effort for continuous improvement in the quality of the education our students get. My PLC members are all learning and growing and our meetings have always gone longer than 40 minutes (we sometimes even reconnect at lunch and on off-meeting days) because everyone is so involved in the process and learning. They usually end with high-fives. Stay the course.

- High School Teacher

Gallup Survey

I want to thank all of you who completed the Gallup staff survey this week. This survey will provide us with information that is more precise and useful than we have had in the past and will give us a wealth of specific and actionable information that will help us lead our schools.



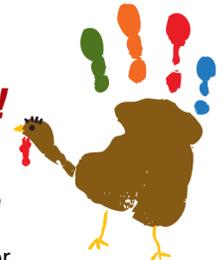
Dr. Myron Graff made his annual \$500 holiday contributions to Schrader Elementary, Hudson Middle & Fivay High. Thank you, Dr. Graff!

District Office Employees Recognized

On November 7, the district office recognized employees from each department. Today, I'm highlighting the winners of The Superintendent's Teamwork Award, our **Employee Relations Team** - Tom Neesham, Kathy Scalise, Sandy May, Betsy Eanes and Susan Archer. Tom and Kathy served as Chief Negotiators for the SRP and Instructional Bargaining Teams (respectively). Director Betsy Kuhn wrote that they "worked tirelessly to reach tentative agreement at the end of August 2013...and Betsy Eanes and Susan Archer provided Tom and Kathy with extensive organizational and clerical support. Finally, Sandy May jumped right in to her new role... by completing the Equity Report for 2012-2013...organizing the Together We Stand initiative, and handling equity investigations and policy work."

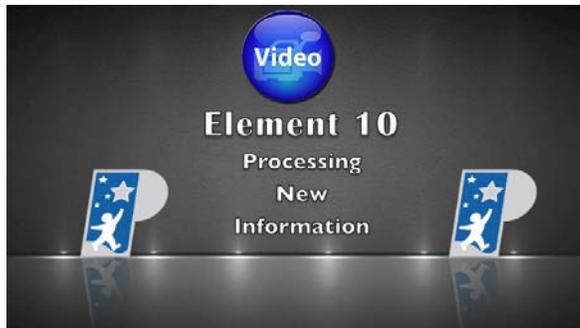
Happy Thanksgiving!

Since we only are open Monday and Tuesday next week, we will not publish a School Matters newsletter. Enjoy time with family and take a moment to reflect on all of your blessings. I am thankful for each and every one of our employees, and I want you all to know that I appreciate your commitment to improving the lives of Pasco County's children.



@kurtsbrowning
@ameliadgvl
@cobbelinda

FRAMEWORK FOCUS



“You can learn so much more (cooperatively) than what you can learn by yourself.”

- Devon Smith
Crews Lake K8 student

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



Element 10 – Processing of New Information

Desired Effect: Students can explain what they have just learned, ask clarifying questions, and/or actively discuss the content.

What Can I do to Help Students Process New Information?

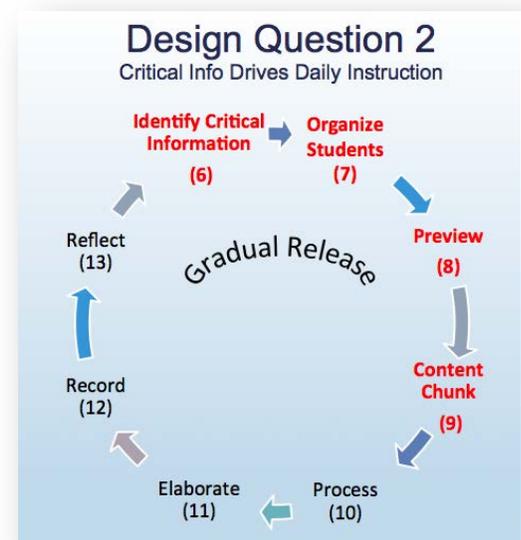
- Explicitly teach students the steps for each processing activity before asking them to engage in it.
- Post a chart with the steps for processing strategies (such as jigsaw or reciprocal teaching) where students can refer to it.
- Post a list of specific clarifying questions that students can ask during small-group discussions.



Why Group Processing?

After each small chunk of information is provided, students should work in small groups to describe, discuss, and make predictions regarding new information. Group processing focused on students generating conclusions about the new information adds rigor to the learning.

Element 10 is the point in lesson delivery where the teacher gradually releases the learning responsibility to the students.



Evidence of Element 10 – Processing of New Information

Teacher Evidence

Focus: During breaks in the presentation of content, the teacher engages students in actively processing new information.

The teacher:

- has group members summarize new information;
- employs formal group processing strategies, such as:
 - Jigsaw;
 - Reciprocal Teaching;
 - Concept Attainment;
 - Perspective Analysis;
 - Thinking Hats; or
 - Collaborative Processing.

Student Evidence

Students:

- when asked, can explain what they have just learned;
- volunteer predictions;
- voluntarily ask clarification questions;
- are actively discussing the content in groups...
 - Group members ask each other and answer questions about the information.
 - Group members make predictions about what they expect next.

Group Processing Strategies

Concept Attainment

This strategy asks students to induce an awareness and understanding of a new concept by responding to examples and non-examples of that concept. All examples should clearly reflect the essential characteristics or attributes associated with the concept. The non-examples should clearly demonstrate the absence of those attributes. Students compare and contrast the examples looking for patterns and making predictions about what the concept is.



Perspective Analysis

This activity requires students to consider multiple perspectives on new knowledge through a five-step strategy utilizing specific questions:

1. Identify your position – *What do I believe about this?*
2. Determine your reasoning – *Why do I believe that?*
3. Identify another person – *What is another way of looking at this?*
4. Describe possible reasoning for the new opposing position – *Why might someone else hold a different position?*
5. Summarize what you have learned – *What have I learned?*



Instructional Framework
Resources Course
CANVAS.PASCO

Click the Canvas.Pasco button to access more examples.