



School Matters

District School Board of Pasco County

Kurt S. Browning, Superintendent of Schools

December 6, 2013

Schwettman Student of the Month Pays it Forward

Jasenia Valentin was selected as the Schwettman Education Center student of the month for November, so she was invited to the Community Service Council luncheon. Jasenia was so moved and touched by all of the stories of giving at the luncheon that she decided to give back to the community herself.

The moment she returned from the luncheon, she went to the school's Interact sponsor and asked not only if she could run for president of the club, but also begged for permission for the Interact students to get involved with the Good Samaritan Clinic. Her hope is that the Interact Club will commit to volunteering there one day a month to work the reception area and answer phone calls the rest of this year and every year following.

Then, Jasenia took the \$25 she received for being student of the month and went out that evening to use those funds to purchase toys for the Toys for Tots box at HSEC. There are many things that she wishes she could afford to have...but instead of spending a single penny on herself, she chose to give to others.



Fivay Teacher Honored as Tampa Bay Lightning Community Hero

Eric Johnson, a history teacher at Fivay, received the Community Hero award during the Tampa Bay Lightning home game Thursday. Mr. Johnson received the award for his exceptional and exhaustive work with local students. Mr. Johnson received \$50,000 to donate to local charities that help families and students during the holiday season and coming year. Congratulations, Mr. Johnson!

Employee Recognition

On November 7, the district office recognized employees from each department. Today, I'm highlighting the winners of the Excellence in Innovation Awards.

Elizabeth DeCamilla, Grant Resource Specialist,
Early Childhood Programs

Maria Correia, Secretary II NNB, Maintenance Services

Brian Lenahan, Network Technician I, Office for Technology and Information Services



Woodland Elementary Students Visit Saint Leo University

The trip is part of Woodland's College Bound program, which has been in existence for three years. Beginning in second grade, students make visits to college campuses across Florida. Saint Leo is the first institution of higher learning they visit on their four-year tour. In grade 3, they travel to the University of South Florida and fourth grade takes them to the University of Central Florida. In their final year at Woodland (fifth grade), students make a road trip to Gainesville to visit the University of Florida.



Beginning January 14, 2014, the district will be holding community information meetings at each high school on Common Core. We will invite parents and staff from feeder pattern schools to each high school meeting to provide them with accurate information about the new standards. [CLICK HERE](#) to see the schedule of meetings.

Focusing on Learning, Collaboration & Results

[CLICK HERE](#) to watch this short video of Assistant Superintendent Amelia Van Name Larson boiling down the "why" and "how" of PLCs.



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FRAMEWORK FOCUS



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"However beautiful the strategy, you should always look at the results"

- Tom Barker (Principal
Crews Lake K-8)

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Element 11 – Elaborating on New Information

Desired Effect: Students can elaborate on and/or make inferences based upon what was explicitly taught.

Why Elaborate?

Once students have had an opportunity to process new knowledge, the next step is to help them elaborate on what they have learned by asking questions. Well-planned questions are a productive way to encourage students to incorporate their own thinking into the learning. Questioning techniques compel students to go beyond what was introduced by making inferences and providing evidence to support their claims.

What Can I Do to Help Students Elaborate?

- Have students respond to each other's questions rather than always using teacher-posed questions.
- Use graphic organizers to help students map out their thinking and reasoning.
- Utilize general inference and elaborative interrogation questions.



Deliberate Practice

In an effort to continually grow as professionals, deliberate practice serves as a process to identify specific focus areas for improvement throughout the year. Identifying areas for growth, accompanied by deliberate professional development, collectively produces the biggest impact on student achievement. Deliberate practice is a way for teachers to grow their expertise through a series of planned action steps, reflections, and collaboration.

Evidence of Element 11 – Elaborating on New Information

Teacher Evidence	Student Evidence
<p><i>Focus: The teacher asks questions or engages students in activities that require elaborative inferences that go beyond what was explicitly taught.</i></p> <p>The teacher:</p> <ul style="list-style-type: none">• asks explicit questions that require students to make elaborative inferences about the content;• asks students to explain and defend their inferences;• presents situations or problems that require inferences.	<p>Students:</p> <ul style="list-style-type: none">• volunteer answers to inferential questions;• provide explanations and “proof” for inferences. 

General Inferential Questions

These are questions that cause the student to speculate about something. They require the student to use his or her existing knowledge and combine it with the information gained from explicit instruction to deduce meaning or forecast what will happen in the future. The answer to an inferential question will not be found written in the text or taken directly from a presentation; rather, it is constructed from the information provided.

General Inference Question Examples

- How do these plants and animals survive in this harsh environment?
- When ____ is used, does it present a particular danger to other things or people?
- What is the process for making ____?
- What equipment is typically used in this event?
- What changes occur when ____ reaches this state?
- What kinds of ____ do you think we will find here?

Elaborative Interrogations

Elaborative interrogations are an extension of inferential questions where students are required to support their deductive or logical reasoning. The students are expected to share their thinking process, then justify and defend how they derived their answer. This strategy generates analytical thinkers whether the instructional activity is reading from the text, performing a lab, watching a video, or demonstrating something.

Elaborative Interrogation Examples

- Why do you think this is true?
- What evidence supports your conclusion?
- How did you come to your conclusion?
- What do you expect would happen if...?
- What would happen if this part of the story was changed?
- What are some typical characteristics or behaviors you would expect of...?

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