

Perry Schools - News on Learning

Office of Curriculum, Instruction, Assessment

Issue 2: December 2011



Thank you!

Holidays give us pause to appreciate the truly important things in life -- our families, our health and our faith.

Holidays are also a time to be particularly thankful for the wonderful people with whom we are privileged to work with each day. ***Thank you*** for the support, ideas, conversation, feedback, and professionalism of many Perry staff members.

Please feel free to call or email me any questions you or your team have related to student learning, assessment, or implementation of *Authentic Literacy* or *Responsive Teaching* (District Goals 2011-12). In addition, please share ideas that will profit other grade level or department teams. The ideas generated by you or your PLC may be exactly what other teams need to ensure the district goals in all classrooms.

~ ***Betty Jo Malchesky***

Learning Design

Mid-year is a good time to “pulse check” the expectations set forth in August – that Learning Designs are *started* for each unit taught in a subject/course. What is meant by *started*? Knowing that effective instruction begins *with the end in mind*, *started* means those things that were need designed before teaching begins:

- Unit name/timeframe (or grading period)
- Power Objectives
- EU’s and EQ’s
- Academic vocabulary
- Summatives

Since PD Day #3 in which ***Authentic Literacy*** and ***Responsive Teaching*** were defined and examples given, this work should be reflected in our work from November on.

A Common Portal to Support Teaching & Learning

As promised, the search is underway for identifying an ideal way to access, reflect on, and continually improve the learning design unit and teaching/learning resources. So that you understand the vision, consider the Learning Design for each unit taught in your course/subject. The LD is the overview to the teaching unit from which assessments, lessons, and resources are hyperlinked.

Why is a common “storing house” needed?

- Teacher/leadership teams easily access, reflect on, and improve quality of resources over time
- Technology helps provide/receive feedback for *world-class standards*
- New staff can replicate the guaranteed curriculum; decrease learning curve

PLC Leadership – A Focus on Feedback that Improves Teaching and Learning

Improving teaching and learning assumes that content teams or singletons are continually reflecting on student work (formatives) and asking *what does next instruction need to be for this/these students?* Even if your PLC does not teach the same subject/course, the talent in that team can support what teaching strategies will clarify misconceptions OR enrich students. Help your team by asking key questions that will move this process forward:

- (Teams designing formatives or summatives)
What is important about this Power Objective and what would students do to show understanding in a real-world way?
- (Designing performance expectations)
What evidence matches the P.O. and will be acceptable for P-Progressing, M-Meets, E-Exceeds?
- (Using results to provide value-added instruction)
Look at our results, the number of students performing at P, M, E. How can I/we tier this lesson for our “E – Exceeds” students?
- (Using results to provide value-added instruction)
Look at our results, the number of students performing at P-Progressing and NP-Not progressing. What if we “sketched” the content alongside the margin and then they rehearsed the process out loud – before faced with the paper/pencil task?
- (Implementing strategies to match student needs)
Look at this/these students, they can do.... but are struggling with.... Do they need:
 - ✓ *visuals/read and sketch?*
 - ✓ *to “read with a pen” or use INSERT coding to show their questions while reading/ thinking through the content?*
 - ✓ *to talk/discuss, problem-solve with a group and then write?*
 - ✓ *supportive technology options to see it in video, chant it, software, etc.?*

P-16 is a Priority in Perry

Preschool to Kindergarten transitions are well planned in Perry as we have collected data from what preschools or home care our kindergartners come. Our preschools located at Perry BOE met with us in September to identify a plan for reaching out to ALL preschools and home care to support pre-K learning for all students prior to the 2012-13 school year.

Grade 3 – 8 Quest Afterschool program is set to launch January 18, 2012. This program utilizes enrichment (fitness, leadership, technology, video/photography) to deepen reading and math. ***High School*** to College/Career Gap Analysis conversations took place with Perry High School teacher leaders/leadership and Lakeland CC during the months of October and November. Principal Bob Knisely is developing this same work on a regional level at this time.

District Professional Development

On PD Day #3 teachers had up to three hours to work in grade/department teams on designing instruction/assessment. The district presentations from PD Day #3 can be found on the ***Curriculum*** tab of the district web page (see ***Professional Development*** and then click on ***Authentic Literacy*** or ***Responsive Teaching***).

PD Day #4 - 5 will support teachers to develop:

- District Goal 1: Curriculum Revision
- District Goal 2: Authentic Literacy *
- District Goal 3: Responsive Teaching*
** Specific needs as identified within instruction or PLC work for each school*

If you have questions you need clarified or good ideas to share– please email:

- ✓ *a performance-based opportunity to assume a role, an audience, and study this issue from a stakeholder’s perspective?*

malcheskyb@perry-lake.k12.oh.us