

Superintendent's Corner

Everyone Achieving Goals and Learning Expectations Successfully

The Week in Review

Last week saw some of our PLC cohorts participating in training at Rolla RPDC. I haven't been able to attend as many of the trainings as I would like to lately. It is my plan to attend more frequently. I always learn a lot training with our cohorts and it keeps my "batteries charged." This Monday we had an excellent meeting with Connie Schweiss of Rolla RPDC to begin the planning toward our long-range goal of Elementary, Middle and High School becoming PLC Exemplary Schools. Some of the information gained I will be sharing with you in future newsletters. In my opinion, attaining exemplary school



status is on a par with Blue Ribbon School status and in many ways more rigorous. The overview of the process is that each school will proceed toward the goal in the same way that our cohorts were established: elementary, middle, and high school. The process will take time and

dedication, but we can do this. We are the E.A.G.L.E.S. At Maries R-I we S.O.A.R.

The Week Ahead

This week we will have our Star 360 and Accelerated Math training. The selection of these learning tools represents a tremendous collaborative effort between teachers and administrators to be sure we

have a quality resource that will do our kids the most good. A lot of resources were reviewed and analyzed using a great deal of selection criteria. It has been my goal to provide our teachers with technolo-

gy tools that you can and will truly use and will do the most good. Many of you already use technology in many effective ways; this is not intended to replace resources that you already have. The intent is to add tools to your toolbox.

Highlights in Learning

The following is the first three of Marzano's Nine Essential Instructional Strategies. I plan to include the rest in the next two weekly editions.:

1. Identifying Similarities and Differences:

helps students understand more complex

problems by analyzing them in a simpler way

- a. Use Venn diagrams or charts to compare and classify items.
- b. Engage students in comparing, classifying, and creating metaphors and analogies.

2. Summarizing and Note-taking:

promotes comprehension because students have to analyze

what is important and what is not important and put it in their own words

- a. Provide a set of rules for asking students to summarize a literary selection, a movie clip, a section of a textbook, etc.
- b. Provide a basic outline for note-taking, having students fill in pertinent information

3. Reinforcing Effort and Providing Recognition:

showing the connection between effort and

achievement helps students helps them see the importance of effort and allows them to

change their beliefs to emphasize it more. Note that recognition is more effective if it is

contingent on achieving some specified standard.

- a. Share stories about people who succeeded by not giving up.
- b. Find ways to personalize recognition. Give awards for individual accomplishments.
- c. "Pause, Prompt, Praise." If a student is struggling, pause to discuss the problem, then prompt with specific suggestions to help her improve. If the student's performance improves as a result, offer praise.

One of the many areas that we excel in here at Maries R-I is in the display of what I call "visible curriculum." Visible curriculum can be seen on the walls and other locations around a successful classroom. It is as simple as posting or displaying project results or other "learning products" appropriately to celebrate achievement. This practice is often associated with "I can" or power standards. The same practice is very effective when displayed in hallways and in common areas around a school. When people tour our campus, they see visible products of the teaching and learning that goes on in our classrooms every day. Visi-



ble curriculum serves to remind us all that teaching and learning are something to celebrate!

NOTABLE QUOTE

"Characteristics of sound feedback include that it should be frequent, give students a clear picture of their progress and how they might improve, and provide encouragement."

— [Robert J. Marzano, Classroom Assessment and Grading That Work](#)