

Superintendent's Corner

Everyone **A**chieving **G**oals and **L**earning **E**xpectations **S**uccessfully

The Week in Review

From all indications, last week's Star testing went very well. I was glad to see that testing was accomplished in math, reading, and literacy. I think that this resource will really give us a more complete picture of where our students are at and what their progress looks like. Six weeks until MAP testing begins. We are well on the way.



The Week Ahead

Quarter finals are coming up this week. Encourage you students to get enough rest and eat breakfast. We are coming into the final push for MAP and EOC exams. There is still enough time left to make a

difference. This is the long stretch we go through every year with little or no breaks. Everyone feels a little tired, so keeping kids engaged is more challenging. A Quote from a study by Richard Strong, Harvey F. Silver and Amy Robinson says, "Students who are engaged in their work

are energized by four goals—success, curiosity, originality, and satisfying relationships." Each teacher has their own way of interpreting this concept and putting it to work. The result of positive engagement is success.

Highlights in Learning

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

7. Setting Objectives and Providing Feedback:

Feedback: provide students with a direction.

Objectives should not be too specific and should be adaptable to students' individual objectives. There is no such thing as too much positive feedback, however, the method in which you give that feedback should be varied.

- Set a core goal for a unit, and then encourage students to personalize that goal by identifying areas of interest to them. Questions like "I want to know" and "I want to know more about . . ." get students thinking about their interests and actively involved in the goal-setting process.

- Use contracts to outline the specific goals that students must attain and the grade they will receive if they meet those goals.

- Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.

8. Generating and Testing Hypotheses:

it's not just for science class! Research shows that a deductive approach works

best, but both inductive and deductive reasoning can help students understand and relate to the material.

- Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation, were changed.

- Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work.

9. Cues, Questions, and Advanced

Organizers: helps students use what they already know to enhance what they are about to learn. These are usually most effective when used before a specific lesson.

- Pause briefly after asking a question to give students time to answer with more depth.

- Vary the style of advance organizer used: Tell a story, skim a text, or create a graphic image. There are many ways to expose students to information before they "learn" it.



NOTABLE QUOTE

“Anyone who has never made a mistake has never tried anything new.”

Albert Einstein