

# Professional Staff Development

Volume VIII, Issue II

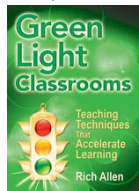
November 2009

## Autumn



It is that time of year when change is in the air. The weather is cooling, the leaves are turning, and the days are shorter. This might be the time to “change it up” a little in the classroom. First quarter is over, assessments have been reviewed and some instructional changes may be in order.

One motivational change for many classrooms is the use of music. You may have recently seen the article on “Green Light” classrooms in the Republic. We have had the privilege of having Dr. Rich Allen train many of our teachers in the use of music for transitions, energy, motivation, and relaxation; however Dr. Allen provides many more ideas related to memory, movement, and novelty in his latest book.



To preview Green Light Classrooms, click on the book cover:

Just as you may have enjoyed the relaxing music as you viewed the fall leaves above, your students may also appreciate a little creative use of music as they learn.

Wishing you an abundance of PD opportunities and a very joyful Thanksgiving.

Julie Salley



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## Cultivating World Class Thinkers... By Way of COMPASS 2015

By Dr. James P. Lee, Superintendent

These are exciting times as we enter a new era in the Paradise Valley Unified School District. Our Governing Board provided the impetus to move forward by approving the first phase of COMPASS (Centered On Measures Positioning All Students For Success) 2015 at their November 5 meeting. COMPASS 2015 will be our roadmap for the next five years. Like any good compass, it will guide us to where we need to go and keep us from venturing off course. The development of COMPASS 2015 was a joint effort of the long-range Design Team and Planning Committee. The Design Team consisted of Cabinet members, and the presidents of PVEA, PVSEA, PVP, COA and UPC, and was responsible for creating the Vision, Mission, Beliefs and Goals. The Planning Committee generated the objectives and strategy development plan and was co-chaired by Assistant Superintendents Dr. Patrick Sweeney and Dr. Lil Baribault. The Committee makeup consisted of teachers, administrators, support staff, parents and community members.

My goal for developing COMPASS 2015 was to provide a collaborative process with a plethora of opportunities for

stakeholder input, while creating a plan that is focused on what is essential for preparing our students for success in the 21<sup>st</sup> Century. I believe COMPASS 2015 is shaping up to do just that.

The final phase in the development of COMPASS 2015 is the creation of strategies, which will occur over the next several months. This is where the rubber meets the road. It is a critical piece that will require additional opportunities for purposeful collaboration, which you will be hearing more about from your principal or supervisor.

For many, creating a plan for the future will require change - change in the way we think and in the way we do things – but the world is changing and it is essential that we embrace these changes and make every effort to prepare our students for a future that has many unknowns. In order to “cultivate world-class thinkers”, we need a world-class plan to guide us. I encourage you to become involved in the process and place your imprint on COMPASS 2015 - the future of PVUSD. It will require new thinking and new learning, but the reward is a bright future for our students...and all of us!

### VISION

The Paradise Valley Unified School District will be the national leader in setting high standards for student achievement in a college-ready environment that instills a sense of community. All students will acquire a thirst for learning through challenging and engaging content that is individually crafted to propel them into the 21<sup>st</sup> Century confident, poised, and prepared with skills that will endure the test of time and ensure individual excellence and success.

### WE BELIEVE...

ALL students can achieve...and ALL means ALL

The individual student is our main focus

The highest quality educators guarantee the highest quality education

Parents are partners and valued resources in the educational process

A global mindedness is essential for students

Technology plays a critical role in the lives and successes of our students

Community and business partnerships are essential

### MISSION

The mission of the Paradise Valley Unified School District is to cultivate, lead, and inspire world-class, innovative thinkers and expert communicators through a focus on the relationship between educator and student built around challenging, meaningful, and engaging curriculum.

### GOALS

Instruction: Improve instruction and learning to maximize student success, minimize student failure, and prepare students as successful citizens in a rapidly evolving world.

Human Resources: Improve and adapt instructional practices and learning environments to maximize student success.

Operations: Maximize student success through the focused use of district operational resources.

*Continued on Page 2*



## What's Working: Professional Development School, Partnership with ASU, PVCC and PVSD –

By: Cecilia Lynch, Professional Development School Coordinator

What makes a teacher effective? Research indicates that teacher preparation/knowledge of teaching and learning, subject matter knowledge, experience, and the combined set of qualifications measured by teacher licensure are all leading factors in teacher effectiveness. (Darling-Hammond, 2006) This research along with a key partnership with the Foundation for Public Education, Paradise Valley Community College and Arizona State University, established the beginning of this innovative teacher preparation program. Recruitment began in the fall of 2008 for PV's first Professional Development School's (PDS) class.

Our PDS began in January of 2009. The goal: ASU students would earn twenty-four credits as well experience two full days a week in classrooms. Our PDS also continued through the summer with our ASU students participating in a summer school program in partnership with Camp Swift and Century Twenty One. Through this partnership, the PDS students were able to plan, organize and implement subject knowledge to PV elementary students while high school volunteers assisted. Currently the PDS students are attending eighteen hours of methods course work while spending two full days a week in classrooms and are anticipating student teaching to begin in January of 2010. In May, the PDS students will proudly graduate with a Bachelor of Arts Degree in Elementary Education 1-8 with an ESL endorsement.

We are located in a specially designated Professional Development classroom at Palomino Primary, and first through eighth grade clinical experience takes place at this school along with several Title I satellite schools in the district. PDS schools are often compared to teaching hospitals, which are also hybrid institutions created in the early twentieth century. As practicing professions, both teaching and medicine require a sound academic program and intense clinical preparation. The teaching hospital was designed to provide such clinical preparation for medical students and interns; PDS

schools serve the same function for teacher candidates and in-service faculty. Both settings provide support for professional learning in a real world setting in which practice takes place. (NCATE)

### The KEY to Our Success...

A round of applause goes to the following PV teachers who kindly share their classrooms, students, educational expertise, time, and especially support for our program. Thanks goes to Susan Kronick, Jennifer Parkin, Kristin Haftfield and Jennifer Miller from Palomino Intermediate, Bob Anderson and Pat Carney from Larkspur, Lindsay Hunter from Echo Mountain Primary, Rosamaria Cordova and Darlene Baumgartner from Arrowhead, Jennifer Sullivan, Sharon Harrison, Cindy Lively and Heather Everts from Vista Verde, Maria Apostalatos, Marta Smith, Ralph Carnesi, Rafael Saragosa, Heidi Cocco, and Hannah Snyder from Greenway Middle, Aimee Perdue, Susie Francis, Esther Brewer, Sue Grim, Shawna Gaurino and Melanie Leger from Sunset Canyon, and Maryjo Pazak from Foothills. These twenty six teachers have shared the key to student learning and achievement, discovering the gift in each child, making a difference, generating an excitement for learning and turning these ASU students' dreams into realities. Another key factor is most of our faculty associates are employees of Paradise Valley Unified School District. Classes such as *Classroom Assessment*, *Educational Technology in the K-12 Curriculum*, *Language Literacy 1 and 2*, and *Social Studies in Diverse Language Classrooms* are all taught by PVUSD master teachers and administrators. The ASU students also receive a MacBook to use during the program along with help from technology specialists to provide key information on our district's technology.

For more information on our PDS Program, or how you can become involved and become a key component, please contact Cec Lynch at [clynch@pvschools.net](mailto:clynch@pvschools.net). ❖

**In May, the students will proudly graduate with a Bachelor of Arts Degree in Elementary Education 1-8 with an ESL endorsement.**

Darling-Hammond, L. *Powerful Teacher Education: Lessons from Exemplary Programs*. (2006). San Francisco: John Wiley and Sons, Inc. 21.  
National Council for Accreditation for Teacher Education <http://www.ncate.org>



## Cultivating World Class Thinkers...By Way of COMPASS 2015

*Continued from Page 1*

### GOALS AND OBJECTIVES FOR LONG RANGE PLANNING

#### Instructional Goal:

**Improve instruction and learning to maximize student success, minimize student failure, and prepare students as successful citizens in a rapidly-evolving world.**

#### Instructional Objectives:

Implement a balanced assessment system (including diagnostic, formative and summative assessments) to design and align curriculum and adjust instruction to evaluate and enhance student progress.

Embed 21<sup>st</sup> Century skills including the Arizona Technology Standards as appropriate within the curriculum while ensuring equitable access to all learners.

Paradise Valley Unified School District will implement 'Best Practices' from a wide range of research-based instructional strategies, including traditional and innovative sources, to productively engage all learners and provide multiple pathways of learning.

#### Human Resources Goal:

**Improve and adapt instructional practices and learning environments to maximize student success.**

#### Human Resources Objective:

PVUSD will maximize student achievement by utilizing efficient, effective, hiring and retention processes to employ the most qualified workforce.

#### Operational Goal:

**Maximize student success through the focused use of district operational resources.**

#### Operational Objective:

PVUSD will coordinate all operational efforts in a fiscally responsible manner to provide safe, superior learning environments for all. ❖



## Technology **A PowerPoint® Timer Keeps Students on Track**

It's time for math, but your students are just not making the transition. How can you stop them from dawdling?

Try a PowerPoint® timer. Count-up and count-down timers can both help students make the best use of their time. Here are some ways you can use these timers:

- **Start a one-minute timer** at the beginning of a transition from subject to subject. See if students can "beat the clock."
- **Keep students focused.** If students are working in small groups, start a count-down timer. They'll know how much time is remaining to finish the task.
- **Increase speed and fluency.** For some subjects, such as math, you want students to work quickly and automatically to learn facts. So give students a short assignment and then start a count-up timer for 5 or 10 minutes. When students finish, have them write the remaining time showing on the counter on their papers.
- **Make students responsible** for "time owed." When behavior interferes with learning, start a 15-minute count-up timer. Stop it when students are ready to work. Later, deduct the time owed from a favored activity.

PowerPoint® timers run as videos. You can download them, for free, at [www.interventioncentral.com/timers.php](http://www.interventioncentral.com/timers.php).

The fastest way to access these timers when you need them is by saving them to your computer. Just right-click and choose "Save Target As ... ." Then when you want to give students a one-minute warning, you're ready to go. ❖

Source: "Using PowerPoint Timers to Improve Student Behavior and Learning," Intervention Central, [www.interventioncentral.com/timers](http://www.interventioncentral.com/timers)

Capturing Students' Attention

## **Keep Your Students Engaged With Humor**



"*Laughter is the best medicine,*" goes the old saying. Well, it's not a bad teacher, either. Research shows that not only do students enjoy and appreciate good-natured humor from their teachers, but it also makes them more likely to tune in and participate--and less likely to start trouble.

No one expects you to become a comedian and keep your students rolling in the aisles. But try to inject a smile or two where you can. Here are some guidelines:

- **Look for ways** to incorporate humor into subject matter. For example, choose a humorous book for your next read-aloud.
- **Remember that humor** does not have to be verbal. Arching your eyebrow at students, fixing them with a quizzical look as a smile plays about your mouth, or shaking your head and shrugging your shoulders with an exaggerated sigh can work, too.
- **Allow students to participate.** Provide opportunities for students to share jokes or real-life funny stories with the class. (Have them share with you privately first to be sure they are appropriate.)
- **Consider your audience.** The maturity of your class is a huge factor in the kind of humor you can use, and how much. And of course, never allow sarcastic or hurtful humor in your classroom. ❖

Source: Lonnie Moore, *The High-Trust Classroom: Raising Achievement from the Inside Out*, ISBN: 978-1-59667-104-1 <http://thehightrustclassroom.com/Home/tabid/36/Default.aspx>

A vision foretells what may be ours. With a great mental picture in mind, we begin to go from one accomplishment to another, using the materials about us only as stepping stones to that which is higher, better, and more satisfying.

~Katherine Logan



Testing Tips

## **Teach a Simple Strategy— Read Questions First**

Learning to read for comprehension is a skill most teachers emphasize. But a few tricks can also help students do better when they are faced with a reading comprehension test. Typically, students are faced with a long reading passage and a number of questions to answer in a relatively short period of time. The Princeton Review suggests this very simple tip for students facing a long reading passage: Read the questions first.

On reading comprehension tests:

- **Some questions will deal** with a specific fact--a date, a name, a definition. So the student can mark the passage and then quickly return to it.
- **Some questions will ask** the student for big ideas. What are the principle causes? What's the primary purpose? What's the main idea? Again, knowing that these questions must be answered will help students focus their attention when reading.
- **Some questions will require** students to draw inferences. These are usually the toughest. But by saving time on other questions, your students will leave themselves more time to think about these questions. ❖

Source: Douglas McMullen, *Cracking the AP English Literature & Composition Exam*, ISBN: 9780-3754-2889-0 (Princeton Review, [www.princetonreview.com](http://www.princetonreview.com)).

Teaching Tips

## **Use Video Recording to Evaluate Your Teaching**



As a valuable tool, arrange for a video recording of your teaching. To evaluate your teaching technique:

1. **Start by watching** the video with the sound off. Look at the way you move your arms. Look at your facial expression. If it's distracting to you, it's distracting to your students.
2. **Watch your interactions** with students. (Keep the sound off.) When a student asks a question, what is your facial expression? Do you look interested or bored? Do you respond differently to some students than you do to others?
3. **Listen only to the audio** with the video dark. What is your voice pattern? Do you speak in a monotone? Is it a singsong pitch, going from high to low? Do you vary the volume as you speak?
4. **Rewind and listen again.** This time, focus on verbal habits, such as saying "um" or "you know."
5. **Watch the video** with the audio going. This time, focus on specific teaching techniques. Do you use wait time? Do you call on students from only one side of the room?

This information will give you specific things to work on as you teach. Write down your observations. Think about ways you can make changes to address the concerns you notice. ❖

Source: Ron Nash, *The Active Classroom: Practical Strategies for Involving Students in the Learning Process*, ISBN: 9781-4129-6086-1 (Corwin Press, a Sage Publications Company, [www.corwinpress.com](http://www.corwinpress.com)).

# Professional Training Opportunities & Events



Date	Workshop	Location	Time
11-02-09	Write for the Future Part 2 - 11-03-09 8:00-3:00 DACE/W	DACE/W	8:00-3:00
11-02-09	Infinite Campus Secondary Teacher Coach	SMHS Rm 186	8:00-12:00
11-02-09	Infinite Campus Elementary Teacher Coach	SMHS Rm 186	12:30-4:30
11-02-09	Screencasting with Web 2.0 Applications Part 2 - 11-09-09 MTMS 4:00-6:30 Part 3 - 11-16-09 MTMS 4:00-6:30 Part 4 - 11-23-09 MTMS 4:00-6:30 Part 5 - 11-30-09 MTMS 4:00-6:30 Part 6 - 12-07-09 MTMS 4:00-6:30	MTMS Media Center	4:00-6:30
11-03-09	Infinite Campus Elementary Data Review	SMHS Rm 186	8:00-12:00
11-03-09	Infinite Campus Secondary Data Review	SMHS Rm 186	12:30-4:30
11-04-09	Developing Meta-Cognition for the Struggling Reader Part 2 - 11-04-09 Cholla Rm 19 8:00-3:00	Cholla Rm 19	8:00-3:00
11-04-09	Infinite Campus Secondary Data Review	SMHS Rm 186	8:00-12:00
11-04-09	Infinite Campus Elementary Data Review	SMHS Rm 186	12:30-4:30
11-05-09	Infinite Campus Secondary Teacher Coach	SMHS Rm 186	8:00-12:00
11-05-09	Infinite Campus Elementary Teacher Coach	SMHS Rm 186	12:30-4:30
11-05-09	Wilson Fluency/Basic	Polaris Room 9	4:15-6:15
11-06-09	Infinite Campus Secondary Teacher Coach	SMHS Rm 186	8:00-12:00
11-06-09	Infinite Campus Elementary Teacher Coach	SMHS Rm 186	12:30-4:30
11-09-09	CPI Training Part 2 - 11-10-09 FHES 3:30-7:30 Part 3 - 11-12-09 FHES 3:30-7:30 Part 4 - 01-05-2010 FHES 3:30-6:30	FHES	3:30-7:30
11-09-09	High Impact Teaching: Get Students Off Their Can'ts	DSMS	3:30-5:30
11-09-09	Understanding Giftedness	DCES	3:30-5:30
11-09-09	Para Educator CPR	CRC - Green	1:00-3:30
11-10-09	Communicating With Impact With School Messenger	NCHS West Pod	12:00-1:45
11-10-09	Communicating With Impact With School Messenger	NCHS West Pod	2:00-3:45
11-10-09	Curriculum Mapping the Fine Arts	PHS D102	12:30-2:00
11-10-09	Curriculum Mapping the Fine Arts	PHS D102	1:30-3:00
11-10-09	Para Educator CPR Class	CRC - Green	1:00-3:30
11-10-09	Executive Functions in the Classroom	TBD	11-10-09
11-10-09	Using Differentiation Strategies with Core Knowledge In Gifted Cluster Classrooms	WFES	3:30-5:30
11-11-09	Crisis Intervention and Recovery Part 2 - 11-21-09 HHS 8:00-4:00	HHS	8:00-4:00
11-12-09	Using Socratic Questioning/Critical Thinking Skills Part 2 - 11-19-09 SSES 3:30-6:00	SSES	3:30-6:00
11-12-09	Facilitated Leadership Follow-up	CRC Burgundy	9:00-4:00
11-13-09	Facilitated Leadership Follow-up	CRC Burgundy	9:00-4:00
11-13-09	Selective Mutism: An Overview for SLP's	Governing Board Room	9:00-11:00
11-16-09	Cluster Grouping Blog for Cluster Teachers	online	online
11-16-09	Cluster Grouping Blog for Gifted Specialists	online	online
11-17-09	Care 24 - Healthy Holiday Eating	Governing Board Room	3:00-4:00
11-18-09	Care 24 - Healthy Holiday Eating	Governing Board Room	4:00-5:00
11-17-09	Paperless Teaching Part 2 - 11-19-09 SMHS 3:15-6:15 Part 3 - 11-24-09 SMHS 3:15-6:15 Part 4 - 12-01-09 SMHS 3:15-6:15 Part 5 - 12-03-09 SMHS 3:15-6:15	SMHS Media Center	3:15-6:15
11-18-09	MultiSensory Grammar	Cholla Rm 19	8:00-3:00
11-19-09	Using Blogs to Extend the Learning Day Part 2 - 12-01-09 NRES 3:30-5:30	NRES	3:30-5:30
11-21-09	Guidance and Supervision of ASU Student Teachers	TBD	8:00-1:00
12-01-09	Thinking Maps and Science	CRC-Burgundy	8:00-3:00
12-02-09	Continuous Improvement Through Assessment Part 2 - 12-03-09 CRC Burgundy 8:00-3:00	CRC Burgundy	8:00-3:00
12-03-09	Non-Verbal Identification of Giftedness	DACE	3:30-5:30
12-07-09	Reaching All Learners-Making Differentiation Work for Gifted Students Part 2 - 12-14-09 DCES 3:30-5:30	DCES	3:30-5:30
12-08-09	Thinking Maps Follow-up	CRC-Burgundy	8:00-3:00
12-08-09	Continuous Improvement Through Assessment Part 2 - 12-10-09 DACE/W 8:00-3:00	DACE/W	9:00-4:00

[Please register in CourseWizard](#)