

# Professional Staff Development

Volume VIII, Issue V

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## Thank You

A lot of changes will be occurring next year. Our hope is that through Professional Development we will help those changes become less challenging.

In our department we will have some changes too. Mentors Aimee Perdue and Anne Kerby will be returning to the classroom. Marcia Zielinski is weighing options. I wish to thank them all for their commitment and dedication to the Mentor Program. I know there are many teachers grateful for their guidance. Sue Robinson, our in-house expert in the area of differentiated instruction and brain-based learning, will be retiring at the end of this year. We cannot thank Sue enough for all she has contributed in the area of PD. Sue has promised to come back and teach a few classes—so keep an eye out for them. Thanks too, to Sue.

I would be extremely remiss if I did not acknowledge the encouragement and continued support that Dr. Kriekard has given to Professional Development during his tenure in Paradise Valley. He has been a true champion of instructional leadership, induction programs for new teachers, and professional learning communities. Professional Development has grown and flourished over the past six years thanks to Dr. Kriekard's vision and promise to "Fulfill the Promise" of providing educational excellence for the students of PVUSD.

Thank you, Dr. Kriekard. ❖

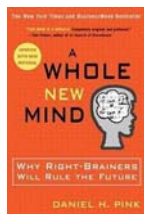
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## The Conceptual Age is here... and it requires *A Whole New Mind*

By Dr. James P. Lee, Superintendent Designee



It seems like all of our discussions these days revolve around the economy and the impact on school district budgets. These are real concerns and certainly warrant our attention. As difficult as it may be, I would like to take a moment to reflect on where we are in PVUSD and where we must go to prepare our students for the challenges of the 21<sup>st</sup> Century.

Under the leadership of Dr. John Kriekard, we have made great strides as a district, particularly, in the area of instruction. In fact, during this past year, district-wide instructional goals were established to serve as a guide for how we teach our students in the future. This fall we will begin a long-range planning process that will bring clarity and specificity to the instructional goals, with the intent of creating a common understanding of what the goals mean and how they can be achieved.

As the leader of PVUSD in this new era, I would like to encourage all staff members to begin thinking about one of our instructional goals: Develop 21<sup>st</sup> Century learning skills in all students. It may require a paradigm shift for many, because there are so many unknowns in what lies ahead. However, if we are going to change how we teach our students and we must - it will require a whole new mindset. That is why I recommend a thought-provoking book for your summer reading list that is sure to change the way you think about how we teach our students. *A Whole New Mind: Why Right-Brainers Will Rule*

*the Future*, by Daniel Pink (2008), is a guide to help us move our students from the linear, logical left-brained society of the information age to what Pink describes as the high concept, high touch *conceptual age*.

In his book, Pink spells out the skills individuals and organizations will need to thrive in the 21<sup>st</sup> Century. He suggests the arrival of desktop PCs and the automation of business processes have heightened the value of human skills. The expert thinkers who have the ability to come up with creative new solutions to routine problems, along with complex communicators who possess the ability to persuade, explain, and convey a particular interpretation of information are individuals who will flourish in the future. Pink focuses on six specific abilities that he believes are fundamental human attributes: Design, Story, Symphony, Empathy, Play, and Meaning. At the end of each chapter, he offers ideas that I believe are very useful for teachers as they develop these abilities in students. Pink's premise is that these abilities are achieved through intrinsic motivation and are inside all of us, but must be nurtured into being.

*A Whole New Mind* seems to add a whole new perspective as to how we think about preparing our students for the future. I am confident it will change your thinking about how you educate our students, and it will also provide a solid foundation for the discussions ahead as we continue our quest in preparing our students for the 21<sup>st</sup> Century. ❖



## What's Working: Harcourt Storytown

By Robin McMath, Language Arts Specialist, Curriculum and Instruction

Last August, 4<sup>th</sup> through 6<sup>th</sup> grade teachers began using a new, innovative literacy program authored by Dr. Isabel Beck and Dr. Roger Farr called Storytown. Kindergarten through third grade teachers will implement this outstanding program in the fall. Storytown provides solid core instruction aligned with Arizona Language Arts Standards using a wide variety of components: online resources, Reader's Theater, robust vocabulary instruction, a corresponding spelling program, differentiated teaching strategies, and a comprehensive assessment plan. Leveled readers and literacy centers provide strong support for the core curriculum. Although there are always growing pains associated with learning a new program, initial feedback has been very positive. Here are some comments from colleagues using Storytown this year:

*I We have used this program since day one and I really do like it. I like the way it is set up. I like how the vocabulary is introduced and then it will be in later stories, as well as the spelling words. I love how the focus skill/strategy is introduced and followed up the following week. I also like the paired selection. I just have a hard time fitting it all in the same week, so I have a small reading group set up with the paired selection books. This program has a lot to offer, and I really enjoy teaching it. I have seen a big jump in reading skills since the beginning of the year, and I think it has a lot to do with this program.*

*The Storytown Language and Reading program supplied information which met the needs of my students. The resources were readily available and easy to use. Thank you.*

*I'm very pleased with Storytown. The students enjoy, remember, and make references back to the stories. The robust vocabulary seems to stick with students. I've noticed that they really try to use these words in their writing. There's a good mix of genres, and I appreciate how each lesson has two stories that relate to each other.*

*I have enjoyed using the "Questioning the Author" Comprehension Guide from Storytown with my Honors students in grades 4 and 5. These questions relate to higher levels of thinking, and are not just at the knowledge/fact level. The Honors students also enjoyed utilizing the robust vocabulary from each selection in composing their own*

*sentences.*

*What I really like is the leveled readers because they cover the same concept for the week and the kids can test on them to earn AR points.*

*The leveled readers encourage independent reading.*

*The length of the stories and nonfiction selections is student friendly.*

*It is easy to incorporate activities the Teacher's Edition suggests with ELL students.*

*I love the skills taught - main idea, theme, making judgments, point of view, and the graphic organizers are great.*

*In my 4<sup>th</sup> and 5<sup>th</sup> ED class, I like the intervention activities. The leveled readers relate to Science and Social Studies. We use Thinking Maps and Literature Circles regularly to practice concepts.*

*We were learning about Land and Water in Science and read Storytown books that related to it.*

*Learning Storytown is a work in progress for me. It is versatile, and in my class, the content relates to Core Knowledge topics like Ancient Civilizations.*

*Storytown integrates well with various levels of students. It is organized and user friendly.*

*All my Storytown instruction is done successfully online using Think Central.*

Several hundred teachers have been trained in the use of Storytown by Houghton Mifflin consultants this year, and exciting training opportunities are coming up. On June 3<sup>rd</sup> and 4<sup>th</sup>, K-3 teachers are invited to the Storytown Literacy Academy. The content of this Academy is different from the Storytown Overview training that was provided this spring. The keynote speakers are Dr. Roger Farr and Hector Ramirez, and advanced training will be provided by national consultants in Flexible Grouping, Technology on Think Central, Five Day Planning, Reader's Theater, and Fluency. A continental breakfast will be served, and this will be the last opportunity to get your questions answered about Storytown before school starts next year. Sign up today on Course Wizard! ❖

This program has a lot to offer, and I really enjoy teaching it.

### Harcourt Storytown Literacy Academy Teacher Grades K-3

K-3 Teachers, please join us for a two day Summer Literacy Academy. Participants will receive training to prepare them to implement the new literacy program, Harcourt Storytown, in the fall. The Academy will include:

- Advanced Storytown training beyond the Overview. Breakout sessions on flexible grouping, reader's theater/fluency, technology, and differentiation
  - Training for teachers moving from intermediate to primary grades.
- Keynote address by Roger Farr, senior author of the program with Isabel Beck.
  - ELL Keynote address by Hector Ramirez, national presenter
    - Continental breakfast supplied by Harcourt.

## Bringing Lessons to Life

## Games Encourage Summer Reading



Add some end-of-the-year fun to your regular classroom routine: Play reading games with your students. When you reinforce the fact that reading is fun, you can even motivate the most reluctant readers to continue reading during the summer break. Try the following games:

### Musical Books.

1. **Borrow a selection** of fun-to-read books from the school library.
2. **Arrange all classroom chairs** in a circle.
3. **Place a different book** under each chair.
4. **Have students march** around the chairs as you play music.
5. **Have each student sit down** when the music stops, pick up a book from under the chair and read for a few minutes.
6. **Plan enough time** for the students to sample four or five books.
7. **Make books available** after the game so that students can finish the books that have captured their imaginations.

### Book Bingo.

1. **Make a list of 25 or 30 words** that relate to books and readingó words such as ì fiction,î ì history,î ì how to,î ì picture,î etc. Or use titles of your studentsí favorite books.
2. **Distribute papers** on which you have drawn five rows of five squares each. Tell students to choose and write one word from the list in each of the squares.
3. **Call out words or titles** at random from the list and have students use pennies or bits of paper to mark their words.
4. **Give the first student** who fills an entire row a prizeó such as extra reading time! ❖

Source: ì 25 Ideas to Motivate Young Readers! Education World, [www.educationworld.com/a\\_lesson/lesson/lesson035.shtml](http://www.educationworld.com/a_lesson/lesson/lesson035.shtml)

### Reading

## Avoid 'Summer Slide' — Keep Students Learning



Research shows that all students experience some learning loss during the summer break. A recent review of related research confirms that low-income students lose the mostó an average of three months in reading skills in one summer. And this loss accumulates. By the time they leave fifth grade, these students are more than two years behind their middle class peers in verbal achievement.

To lessen summer slide and student achievement gaps, collaborate with other teachers to:

- ♦ **Ask students to read** a set number of books over the summer. Research suggests at least four or five books keep skills strong.
- ♦ **Give students reading choices.** Provide a suggested reading list to include a variety of genres and themes. Indicate level of reading challenge.
- ♦ **Make sure students** have the books before they leave school. Consider creating a student-run bookstore. See ì Bookstore Programî ideas at [www.schoolwide.com/pages/summer\\_reading.htm](http://www.schoolwide.com/pages/summer_reading.htm).
- ♦ **Ask students to complete** an assignment for which theyíll receive credit when school resumes. For sample reading logs and activity templates, go to [www.schoolwide.com/pdfs/bookreview.pdf](http://www.schoolwide.com/pdfs/bookreview.pdf).
- ♦ **Involve parents.** Send home a letter extolling the benefits of summer reading. Suggest reading activities families can do together.
- ♦ **Have a contest** where you award prizes to students who complete the most reading activities. ❖

Source: ì On Summer Lossî center for Summer Learning, [www.jhu.edu/teachbatimore/research/sumloss.html](http://www.jhu.edu/teachbatimore/research/sumloss.html) and ì Sweet, Sweet Summertime Reading: Encouraging Kids to stay with Books,î National Council of Teachers of English, [www.ncte.org/pubs/chron/highlights/120712.htm](http://www.ncte.org/pubs/chron/highlights/120712.htm).

*ì The future belongs to a very different kind of person with a very different kind of mind ñ creators and empathizers, pattern recognizers and meaning makers. These peopleÖ will now reap societyís richest rewards and share its greatest joys.î*

- Daniel H. Pink

### Dr. Judy Willis, author of *Research-Based Strategies to IGNITE Student Learning* is coming to PVUSD!

Dr. Judy Willis is a neuroscientist from UCLA, and she also happens to be a math teacher at Santa Barbara Middle School. Her years as a practicing neurologist coupled with her practical experience in the classroom has given her a clear theory on how students learn best. Dr. Willisí RAD model for engaging studentsí minds mirrors what the brain and body need for students to truly pay attention in the classroom. Please plan to attend this one time opportunity! For more information about Judy Willis, visit <http://radteach.com/>

#### **How the Brain Learns Best: Strategies to Make Learning Stick** July 14 - 15, 2009

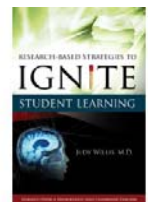
**8:00-3:00 Governing Board Room**

This workshop is available for Professional Growth, or, with the additional classes listed below, will qualify for iBPB for the 09/10 School Year

How the Brain Learns Best: Follow-up 1: September 17, 2009 3:45 - 6:15 CRC Burgundy

How the Brain Learns Best: Follow-up 2: October 8, 2009 3:45 - 6:15 CRC Burgundy ❖

Please register in  
CourseWizard



# Professional Training Opportunities & Events



Date	Workshop	Location	Time
<b>June</b>			
06-01-2009	Fred Jones Tools for Teaching Day 2 - 06-02-2009 DAC E 8:00-3:00 Day 3 - 06-03-2009 Gov Board Room 8:00-12:00	DACE	8:00-3:00
06-01-2009	Cognition Ignition Module 1 & 2	PVHS Media Center	8:30-3:30
06-01-2009	At-Risk Students Assistance Day 2 - 06-02-2009 TBD 8:00-4:00 Day 3 - 06-03-2009 TBD 8:00-4:00	TBD	8:00-4:00
06-01-2009	Basic Wheel Throwing Day 2 - 06-02-2009 HHS 9:00-12:00 Day 4 - 06-04-2009 HHS 9:00-12:00 Day 3 - 06-03-2009 HHS 9:00-12:00 Day 5 - 06-05-2009 HHS 9:00-12:00	Horizon HS	9:00-12:00
06-02-2009	Cognition Ignition Applications 1 & 2	PVHS Media Center	8:30-3:30
06-02-2009	Cognition Ignition Module 3 & 4	PVHS Media Center	8:30-3:30
06-02-2009	Round IIA SEI Training Part 2 - 06-03-2009 8:00-3:30 Part 3 - 06-04-2009 8:00-3:30	CRC - Ivory	8:00-3:30
06-02-2009	Exploring Word Parts	CRC - Burgundy	8:30-3:30
06-03-2009	Harcourt Storytown Literacy Academy Day 2 - 06-03-2009 8:00-3:00 Day 3 - 06-04-2009 8:00-3:00	NCHS	8:00-3:00
06-03-2009	Cognition Ignition Module 5 and 6	PVHS Media Center	8:00-12:00
06-03-2009	Cognition Ignition Applications 5 and 6	PVHS Media Center	12:30-4:30
06-03-2009	Using Socratic Questioning	CRC - Burgundy	12:30-4:30
06-04-2009	At-Risk Students Booster Class	TBD	8:00-4:00
06-04-2009	The Breakthrough Coach Part 2 - 06-05-2009 8:00-4:00	DAC E & W	8:00-4:00
06-04-2009	Cognition Ignition Module 7 and 8	PVHS Media Center	8:00-12:00
06-04-2009	Cognition Ignition Applications 7 and 8	PVHS Media Center	12:30-4:30
06-08-2009	Cognition Ignition Modules 9 and 10	PVHS Media Center	8:00-12:00
06-08-2009	Cognition Ignition Applications 9 and 10	PVHS Media Center	12:30-4:30
06-08-2009	Understanding Giftedness	CRC Burgundy	8:30-11:30
06-08-2009	pvLearners - Kó 6 Day 2 - 06-10-2009 TBD 1:30-4:00 Day 5 - 06-22-2009 TBD 1:30-3:30 Day 3 - 06-15-2009 TBD 1:30-4:00 Day 6 - 06-24-2009 TBD 1:30-3:30 Day 4 - 06-17-2009 TBD 1:30-4:00	DACW	1:30-4:00
06-08-2009	Large Class? Learn Cooperatively! Day 2 - 06-09-2009 DACE 9:00-3:00 Day 3 - 06-10-2009 DACE 9:00-3:00	DACE	9:00-3:00
06-09-2009	Cognition Ignition Modules 11 and 12	PVHS Media Center	8:00-12:00
06-09-2009	Cognition Ignition Applications 11 and 12	PVHS Media Center	12:30-4:30
06-10-2009	Cognition Ignition Modules 13 and 14	PVHS Media Center	8:00-12:00
06-10-2009	Cognition Ignition Applications 13 and 14	PVHS Media Center	12:30-4:30
06-11-2009	Cognition Ignition Modules 15 and 16	PVHS Media Center	8:00-12:00
06-11-2009	Cognition Ignition Applications 15 and 16	PVHS Media Center	12:30-4:30
06-16-2009	Using Blogs to Extend the Learning Day	CRC - Burgundy	8:30-3:30
06-17-2009	Using Time Tested Truths to Motivate	CRC - Burgundy	8:30-3:30
06-18-2009	Hands on Equations	DAC East	8:30-3:30
06-22-2009	Reaching All Learners	CRC - Burgundy	8:30-3:30
06-22-2009	pvLearners - Grades 7 - 12 Day 2 - 06-23-2009 TBD 8:30-2:30 Day 3 - 06-25-2009 TBD 9:00-11:30	DACE	8:30-2:30
06-23-2009	The Schoolwide Cluster Grouping Model	CRC Burgundy	12:30-3:30
06-23-2009	Foss Academyó Kindergarten Day2ó 06-24-2009 Magnet School 8:30-3:30 Day3ó 06-25-2009 Magnet School 8:30-3:30	Magnet School-Phoenix Elem	8:30-3:30
06-29-2009	Foss Academyó Grades 3 and 4 Day 2 - 06-30-2009 Atkinson MS 8:30-3:30 Day 3 - 07-01-2009 Atkinson MS 8:30-3:30	Atkinson MS	8:30-3:30
<b>July</b>			
07-07-2009	KLAS Conference Day 2 - 07-08-2009 DACE & W 8:30-3:30 Day 3 - 07-09-2009 DACE & W 8:30-3:30	DACE & W	8:30-3:30
07-14-2009	How the Brain Learns Best: Strategies to Make Learning Stick Part 2 - 07-15-2009 Gov Board Room 8:00-3:00	Gov Board Room	8:00-3:00
07-29-2009	Foss Academy - Grades 6 - 8 Part 2 - 07-30-2009 Location TBD 8:30-3:30	Atkinson MS	8:30-3:30

**Please register in CourseWizard ❖**

***Please note: this will be our last hard copy of the Professional Staff Development Newsletter. All issues are archived and accessible on-line though the ProDev Website. Our newsletter comes out bi-monthly in August/September, November, January, March, and May. Future newsletters will be sent out electronically. ❖***