

Professional Staff Development

Volume VIII, Issue II

November 2008

Thanksgiving

It is that time of year again where we all reflect on giving thanks. Thanks to those who have made a difference in our lives, thanks to friends who support us through trying times, thanks to colleagues who share their time and expertise with us. The list is really endless. I recently viewed a video from *Simple Truths*, which reminded me how important it is to thank those we appreciate for whatever reason. If you have never viewed any of the Simple Truth "clips" you may enjoy viewing one or two. To find the one I am referring to visit www.appreciationmovie.com. I think you will find it heartwarming as well as motivating. Put nicely by W. J. Cameron, "Thanksgiving, after all, is a word of action." Let's all take some time to actively thank those around us who work so hard everyday to create safe and stimulating learning environments for the students of PVUSD.

Julie Salley



"Growing Our Own"

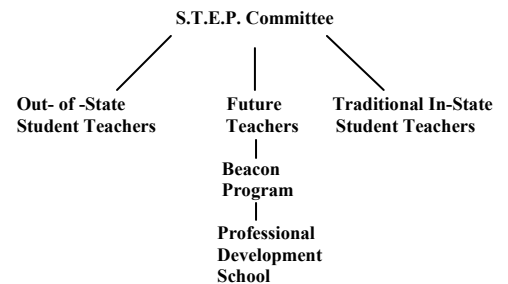
By Dr. Karen Gasket, Assistant Superintendent — Human Resources

The term "homegrown" is often used when referring to a vegetable garden. Those with a talent for growing their own vegetables can count on quality and quantity while avoiding the problem of shopping for the same product that was produced elsewhere and can only be found in the crowded marketplace. Similarly, after attempting to recruit trained teachers across the country and state, PVUSD has decided to turn our attention to the homegrown concept for filling our future vacancies. We will, of course, also continue to strategically recruit highly qualified, trained teachers as part of our recruitment and retention plan. We believe however, that a renewed focus on "growing our own" teachers will not only mitigate the teacher shortage, but will help meet our expectation of filling vacancies with the very best candidates who want to work with our students.

We currently have a three-pronged approach to recruiting teachers in the "Grow Our Own" plan. The oversight for this is the S.T.E.P. Committee (Student Teaching Experience in Paradise), chaired by Mr. Chris Rossini and operated by teachers, administrators, and parents. Two of the three prongs include recruiting student teachers from out of state or within the state to finish their pre-graduate training in PVUSD. This provides everyone an opportunity to understand our culture, our expectations, and our climate as we get a look at the possible placement match we would have with these individuals. This gives us the chance to provide training, assist with Arizona certification, and offer early contracts before the teacher has completed the student teaching requirement. We

have successfully recruited two current teachers from Mt. Union College in Ohio who student taught with us and three more student teachers are coming this spring from Wittenberg College, also in Ohio. We view this as an important program that we will continue.

Grow Our Own Recruitment

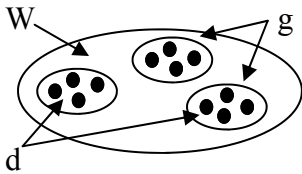


The third prong is the latest effort and a very promising one. It focuses on "growing our own" teachers. Such an approach is very exciting because we have partnerships with The Paradise Valley Education Foundation, Paradise Valley Community College, Arizona State University West (ASU West), and support from the United Parent Council. With our connections to these entities, we can identify our own high school students who are interested in a teaching career, and we can become engaged in that potential teacher's training through his/her completion of a college program. For example, a high school graduate who desires to teach will spend two years at Paradise Valley Community College (PVCC), participating in internships with master teachers in our district through the Beacon Program. Once this is completed,

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What's Working...Cognitive Instruction in Mathematical Modeling (CIMM)

By Jan Stiles, Curriculum Specialist, Math & Social Studies

Forever, teachers have been frustrated by students who just don't "get" the math we teach them. It's no secret that as we progress into the 21st century, our society is demanding more of us in the math and science realm.

As educators we use a variety of instructional methods; some work and some don't. We employ computer-aided tools, manipulatives, extra help hotlines, tutoring, websites, and much more. There is an assumption that students can understand algorithmic math; they just need more practice with it. In desperation for a new approach to math instruction, Julie Salley met with Dr. Rob MacDuff, who has worked with this nationally recognized modeling physics program at ASU. Dr. MacDuff brought his creative intelligence to PVUSD and "the dots" were born. Although there was skepticism at first, many teachers have observed students at all skill levels, communicating mathematically like never before, and most importantly, students LIKE it!

Cognitive Instruction in Mathematical Modeling (CIMM) aka Cognition Ignition (CI), aka "the dots," is a pedagogical program the district is piloting to improve students' understanding of mathematics. The program was initially tested in 2006-2007 in remedial math classes at Paradise Valley High School. Initial positive responses, both academically and in students' attitudes about math, led to expansion to North Canyon and Greenway in 07-08. Marc Ginsberg, special education teacher, has this to say about the program. *"The CIMM program gives visual, linguistic, and symbolic structure to what is often presented as an unstructured abstract set of rules. This program elicits not just the science of mathematics but the 'art' of mathematics that may be illustrated, communicated, and presented in a cohesive, cooperative, and creative manner."*

Approximately 30 teachers are implementing the program this year in grades three to eight after having participated in spring and summer professional development workshops. The success of the

program at these grade levels can best be described by Kathy O'Neill, math specialist at Indian Bend: *"CIMM helps students construct their own understanding in such a way as the students can explain it and remember it."*

CIMM utilizes strategies from Socratic Questioning and Cooperative Learning as well as using easy math manipulatives. Student engagement is reported to be way up, and the number of disruptive students in math classrooms has substantially decreased. Jesse Acosta, principal of Greenway Middle School, describes the experience: *"When you walk into a CI classroom you will notice the change in student attitude toward math. Students are engaged and very willing to discuss what they are learning. They are much more confident and they are enjoying the lessons. CI has certainly changed how our students view math. The nicest part about this is hearing students say, 'Math is my favorite subject.'"*

Preliminary indications from achievement data show that "the dots" curriculum and instructional strategies are equally successful as other methods of instruction for high school students. The biggest change observed in students is in attitude, giving us hope for producing more math proficient students at the elementary and middle level, thus reducing the need for remedial classes in high school. Breaking the cycle of failure requires that we change curriculum and instruction. The CIMM program changes instruction and provides our students an opportunity to succeed at Algebra 3-4 and beyond!

Dr. John Kriekard, PVUSD Superintendent, has stated, "For students who have not had success in the past, we must find new ways to engage them as learners." The CI program is a paradigm shift that offers instructional strategies that engage students with success!

New professional development classes in "CI" will be offered through Course Wizard this fall and spring. Onsite coaching, a key component to the success of the pedagogy, is available to any teacher who takes the classes and implements CI in their classroom. ❖

CI has certainly changed how our students view math.



'Fall' in Love With Math This Month

November is the perfect month for your students to 'fall' in love with math. Combine a leafy fall theme with hands-on activities (no worksheets!) to perk up your students' interest in learning as much math as they can this year.

Here's how you can use leaves to teach a lesson about symmetry:

1. **Review symmetry.** When a symmetrical object is divided down the middle, the two halves will be the perfect mirror images of each other. If you fold the object onto itself, the two halves will line up exactly. Give an example: A square is symmetrical.
2. **Have your students bring in several** different kinds of leaves, or—depending on your school grounds—collect them from outside the school. Their quest is to find the most symmetrical leaf.

3. **Have students make an imprint** of each leaf. They can trace their leaves or do crayon rubbings. Students can also press them into flattened clay or play dough.
4. **Ask students to fold** their leaf pictures exactly in half. Do the edges line up? How close do they come to lining up? Are any leaves completely symmetrical?

Save your collected leaves for the following measurement lesson:

1. **Weigh a plastic bag.** Pile all the leaves inside and weigh them. Subtract the weight of the bag to get the weight of the leaves. Record the weight of the leaves.
2. **Repeat this everyday** as the leaves become drier in the open bag. What is happening as the leaves dry? (They should weigh less and less.) Do the students know why? (The leaves are losing moisture, which has weight.)
3. **Have your students make a chart** or graph of their results. ❖

Source: Wendy Petti, "Fall Math Idea Book," *Mathcats*, www.mathcats.com/grownupcats/ideabankfallmath.html.

Drop-in Storytown Technology Assistance

Looking for help with Storytown Technology? Teachers can choose one of these drop-in dates to get personalized assistance. Please email Robin McMath or Tom Warner if you would like to attend. Please bring your fully charged laptop.

Sessions dates are 11-4, 11-13, and 11-18 from 3:30 to 4:30 at North Ranch ES.





“Growing Our Own” continued from page 1

he/she may continue on with ASU West and spend much of the last two years right on our Professional Development School (PDS) campus which will be housed at Palomino Elementary School. Thanks to The Paradise Valley Foundation for Public Education, we were able to secure Ms. Cecila Lynch as a full time PDS Coordinator to assist with this massive project. Undergraduate students in this program will learn from master teachers in our system during the mornings, take required college classes on the PDS campus with current practitioners in the afternoons, participate in extensive clinical experience on district sites, earn a Bachelor of Arts Degree in Education,

ESL and Early Childhood endorsements, and may realize financial aid opportunities during the process. The essence of this is a rigorous and systemic program for future teachers to receive meaningful training in the classroom far beyond that of the traditional teacher preparation program. We believe the concentrated focus on improvement of instruction at the Professional Development School will raise student achievement. At the same time, we are “growing our own” teachers to ensure an ample pool of highly skilled instructors for our students today and in the future. This is yet another way that the Paradise Valley Unified School District is working to fulfill the promise of producing a quality education for all students. ❖



“CALLING FUTURE TEACHERS!”



Do you know someone who would like to earn a teaching certificate in a program designed just for PVUSD? A partnership has been formed between ASU West, PVCC, The Foundation for Public Education, and PVUSD. Palomino will be “home” to a classroom devoted to the education of future teachers, certified to teach grades 1-8. Beginning this January and continuing for the next 18 months, students who have graduated from PVCC will continue to earn their BA from ASU through a Professional Development School (PDS) cohort. Students learn in true classroom settings. PVCC will also provide classes for those interested in entering this program. If you know of anyone who is interested in becoming a teacher through this program, please have them email their interest to clynch@pvschools.net for more details. ❖



Teaching Thinking Skills

Teach Students Thinking Skills With WHAM

Here’s a four-step process for teaching students the skills they need to analyze challenging material. It moves students from watching the skill as you demonstrate it to practicing it themselves. An easy way to remember the steps is to use the acronym **WHAM**.

1. **W—Watch.** Demonstrate the skill yourself as students watch. For example, read a paragraph aloud as students read it silently. Then model the process of finding the key idea.
2. **H—Help.** Assist students in understanding the skill. Next, have students “help” you as you apply the skill. “Can anyone help me find the most important idea in this paragraph?”
3. **A—Apply.** Using examples that you have developed, have students apply the skill themselves. In this process, you can check to make sure students understand what is expected of them. You can also help students who are still struggling to apply the skill correctly.
4. **M—Master.** Once students have applied the skill in class, let them demonstrate it independently.

The WHAM model is predictable and structured. Students move gradually from your instruction to their own mastery of the thinking skills. At each step, they assume more responsibility for their own learning. ❖

Source: Tim Clifford, *The Middle School Writing Toolkit*, ISBN 0-929-89575-4 (Maupin House Publishing, 1-800-524-0634, www.maupinhouse.com)

Critical Thinking

Encourage Higher-Level Thinking

Many textbooks include review questions at the end of a chapter or section. Often, those questions require simple, lower-order thinking skills.

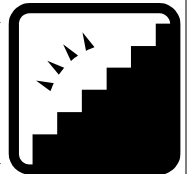
For example, a social studies text might ask, “What three rivers flowing through Russia are connected by canals?” Students do not have to understand very much about what they have just read in order to find and copy the answer from the text.

Instead, ask questions that require higher-level thinking skill. Think about rewording the question. Or ask a follow-up question that will have students rereading, considering and thinking.

You might ask, “How would Russia’s transportation system be affected if there were no canals to link the Don, Dnieper, and Volga rivers?” “What type of impact (if any) would this have on trade?”

Questions like these require your students to choose facts from throughout the text and then develop a response. ❖

Source: Vicki A. Jacobs, “What Secondary Teachers Can Do to Teach Reading,” *Harvard Education Letter Research Online*, www.edletter.org/past/issues/1999-ja/abstracts.shtml



Professional Training Opportunities & Events



Date	Workshop	Location	Time
11/03/2008	<i>REACH Café</i> : Jabber Basics	SHMS	3:45-5:45
11/03/2008	<i>REACH Café</i> : pTunes Movie Basics	SRMS	3:45-5:45
11/04/2008	Developing Meta-Cognition for Struggling Readers	Cholla Complex Rm 19	8:00-3:00
11/04/2008	<i>REACH Café</i> : Jabber Basics	SHMS	3:45-5:45
11/04/2008	<i>REACH Café</i> : pvLearner Basics	MTMS	3:45-5:45
11/04/2008	<i>REACH Café</i> : Google Earth Basics	DSMS	3:45-5:45
11/05/2008	Continuous Improvement Through Assessment Day 2—11/06/2008 DACE 8:00-3:00	DAC East	8:00-3:00
11/05/2008	<i>REACH Café</i> : iPhoto Basics	GWMS	3:45-5:45
11/05/2008	<i>REACH Café</i> : pTunes Podcast Basics	EXMS	3:45-5:45
11/05/2008	<i>REACH Café</i> : Keynote Basics	SHMS	3:45-5:45
11/06/2008	Harcourt Technology Training for 4th—6th Grade	DAC E & W	3:30-5:30
11/06/2008	Google Earth Basics	DSMS	3:45-5:45
11/06/2008	<i>REACH Café</i> : Inspiration	GWMS	3:45-5:45
11/10/2008	<i>REACH Café</i> : pTunes Keynote Movies	SRMS	
11/12/2008	<i>REACH Café</i> : pvLearner Basics	VVMS	3:45-5:45
11/12/2008	<i>REACH Café</i> : Google Earth Basics	EXMS	3:45-5:45
11/13/2008	<i>REACH Café</i> : pTunes Podcast Basics	SRMS	3:45-5:45
11/13/2008	Holt Technology Training	DAC East	3:30-5:30
11/13/2008	<i>REACH Café</i> : iPhoto Basics	GWMS	3:45-5:45
11/13/2008	<i>REACH Café</i> : Keynote Basics	SHMS	3:45-5:45
11/17/2008	<i>REACH Café</i> : pTunes Movie Basics	SRMS	3:45-5:45
11/17/2008	<i>REACH Café</i> : iPhoto Basics	MTMS	3:45-5:45
11/17/2008	<i>REACH Café</i> : Keynote Basics	SHMS	3:45-5:45
11/18/2008	<i>REACH Café</i> : iPhoto Slideshows	VVMS	3:45-6:45
11/18/2008	<i>REACH Café</i> : pTunes Podcast Basics	EXMS	3:45-5:45
11/18/2008	<i>REACH Café</i> : Keynote What Else?	SHMS	3:45-5:45
11/19/2008	<i>REACH Café</i> : Google Earth Lessons	EXMS	3:45-6:45
11/19/2008	<i>REACH Café</i> : Jabber Basics	SHMS	3:45-5:45
11/19/2008	Multi-Sensory Grammar and Written Composition	Cholla Complex Rm 19	8:00-3:00
11/20/2008	<i>REACH Café</i> : iChatting Exchanging Student Conversations	SHMS	3:45-6:45
11/20/2008	<i>REACH Café</i> : pvLearner Basics	GWMS	3:45-5:45
11/24/2008	<i>REACH Café</i> : iChatting Exchanging Student Conversations	SHMS	3:45-6:45
11/24/2008	<i>REACH Café</i> : pTunes Keynote Movies	SRMS	3:45-6:45
11/24/2008	<i>REACH Café</i> : pvLearners Shared Docs	MTMS	3:45-6:45
11/24/2008	High Impact Teaching-Get Students Off Their Can'ts	DSMS	3:30-5:30
11/24/2008	<i>REACH Café</i> : Google Earth Lessons	DSMS	3:45-6:45
11/25/2008	Macro Teacher Training	TBD	3:30-5:00
11/25/2008	<i>REACH Café</i> : Inspiration	GWMS	3:45-5:45
12/01/2008	High Impact Teaching-Gaining Altitude Through Attitude	DSMS	3:30-5:30
12/01/2008	<i>REACH Café</i> : pTunes Movie Basics	SRMS	3:45-5:45
12/01/2008	<i>REACH Café</i> : pvLearners Web Publishing	SHMS	3:45-6:45
12/01/2008	<i>REACH Café</i> : iPhoto Slideshows	MTMS	3:45-6:45
12/02/2008	<i>REACH Café</i> : pTunes Podcasting GarageBand	DSMS	3:45-6:45
12/02/2008	<i>REACH Café</i> : pvLearners Shared Docs	VVMS	3:45-6:45
12/02/2008	<i>REACH Café</i> : pvLearners Web Publishing	SHMS	3:45-6:45
12/03/2008	<i>REACH Café</i> : iTunes Basics	SHMS	3:45-5:45
12/03/2008	<i>REACH Café</i> : pTunes Podcasting GarageBand	EXMS	3:45-6:45
12/04/2008	<i>REACH Café</i> : Google Earth Tours	EXMS	3:45-5:45
12/04/2008	<i>REACH Café</i> : pvLearners Blogger.com	VVMS	3:45-5:45
12/04/2008	<i>REACH Café</i> : Keynote What Else?	SHMS	3:45-5:45
12/08/2008	High Impact Teaching-Accelerating Achievement Through Affirmations	DSMS	3:30-5:30
12/08/2008	<i>REACH Café</i> : iTunes Basics	SHMS	3:45-5:45
12/08/2008	<i>REACH Café</i> : pvLearners Blogger.com	MTMS	3:45-5:45
12/08/2008	<i>REACH Café</i> : pTunes Publishing Podcasts	SRMS	3:45-5:45
12/08/2008	<i>REACH Café</i> : pTunes Publishing Keynote Movies	SRMS	3:45-5:45
12/09/2008	<i>REACH Café</i> : Google Earth Tours	EXMS	3:45-5:45
12/10/2008	<i>REACH Café</i> : Inspiration	GWMS	3:45-5:45
12/11/2008	<i>REACH Café</i> : pTunes Publishing Podcasts	DSMS	3:45-5:45
12/15/2008	<i>REACH Café</i> : pTunes Publishing Keynote Movies	SRMS	3:45-5:45

Please Register in CourseWizard ❖

Back by popular demand!

At-Risk Students Assistance Workshop is coming!

Over 90 PVUSD teachers, counselors, psychologists, and support staff attended have attended this excellent workshop. This class is an intensive three-day training workshop for educators and support staff in K-12 schools to learn how to identify, intervene with, and create appropriate referrals for students that may be at risk for substance abuse, depression, suicide or violence. Training is conducted by Newman/Stecker International. This workshop trains a Core Team of four to eight educators from a school to set up a program and in how to intervene early and effectively with students that display patterns of behaviors that threaten their success at school and to help them back on the road to success. Lunch and snacks are provided. Presented by Westchester University *Register Now!* Session will be held March 17-19, 2009. Please register in Course Wizard. ❖