

Networking for a Cause

ECPPS Educators had the opportunity to network with local leaders and experts about best practices during district-wide professional development on October 29, 2015.



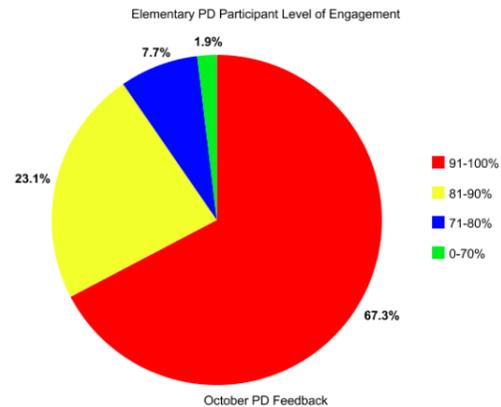
Reading is Thinking
Led by Rachel Benton



What Can Smart-board do for you?
Led by Valerica Mentor



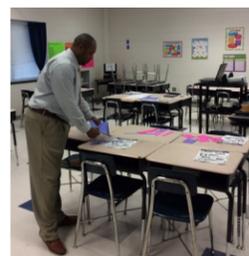
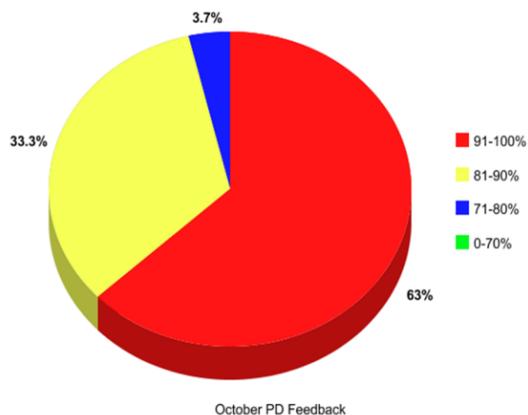
Engaging the Membrane
Led by Joyce Harris



Participant Feedback

- ⇒ "I love the conference structure, where we can sign up for different sessions."
- ⇒ "I enjoyed the day. I felt it was a true use of my time and was very beneficial to the growth of my students and myself."
- ⇒ "This was by far the best way to structure the PD sessions. The bulk of the leg work was done first thing in the morning before we had a chance to get tired."
- ⇒ "Media Coordinators' session was excellent. It provided extensive handouts and opportunities for valuable collaboration and discussions."
- ⇒ "Vocabulary session was very helpful. Several ideas, strategies and activities were given to us for us to use with our students."
- ⇒ "The Cooperative Learning session strategies were amazing, as always. I learned a lot from that group."
- ⇒ "Defining the Target was great! It gave us a great tool to use in coming together with other grade levels to ensure that the students are ready for the next grade."
- ⇒ "I did not attend a session that I did not enjoy. I walked away from all three sessions with actual usable strategies for the classroom."
- ⇒ "Leaders in the sessions gave us info we as teachers need to know and use right now. Since peers are teaching the classes they know what is relevant to us and what we can use in the class today."
- ⇒ "The timing of the work shop was pleasant and valuable information was attained."
- ⇒ "We signed up for items that we needed. It is beneficial to us."
- ⇒ "One hour blocks allowed us to get three sessions and not have a lot of wasted time. It also allowed for meaningful work after lunch."
- ⇒ "I liked the smaller amount of time! Changing the length to 60 minutes allowed me to stay engaged for longer and still gave me enough time to feel like I got a lot of valid information! Best PD I've been a part of at ECPPS."

Secondary PD Participant Level of Engagement



Team Building
Led by Levar Mizelle



Differentiation Strategies for the Gifted
Led by Chris Pinto, LaShekia Brothers, and Hannah Saunders



Flipping our PD
Led by Elaina Lawson

WEST WING NEWS

Created by ECPPS District Instructional Coaches

November 2015

Site Visit to National Demonstration High School

During a recent AVID District Leadership Training in St. Petersburg, Florida, Christie Pauley visited Northeast High School (NHS), an AVID National Demonstration School. NHS, Home of the Vikings, offers five academy programs to its 1,804 students. AVID, the program with the highest enrollment, serves 73 freshmen, 74 sophomores, 59 juniors, and 63 seniors.

Teachers and administrators alike value the best practices associated with AVID and seek opportunities to use them schoolwide. AVID teachers share their learning experiences with non-AVID teachers who then practice the strategies in their own classrooms. Teachers willingly participate in monthly *Strategy Walks* where they visit colleagues' classrooms for the first twenty minutes on a given day to observe an AVID

Room #	Course	Strategy Description	Periods Available								
			1	2	3	4	5	6	7		
28-35	Biology	Reading with Purpose: Students use a variety of reading strategies to engage in content specific text including marking the text, collaboration and use of a Venn diagram to compare text to textbook.	✓	✓			✓				
17-16	English II Hon	Focused Note Taking: Students will work collaboratively to take notes gathering textual evidence from a variety of texts.	✓	✓	✓						
1-216	Reading for College Success	Reading with Purpose: Using an AVID Weekly article, students will use text marking and collaboration to derive meaning from complex text.	✓	✓			✓	✓	✓		
1-204	US History	Socratic Seminar: Using the Pilot/Co-Pilot set-up, students will discuss a complex piece of text in US History classes.			✓	✓	✓	✓	✓	✓	
1-202	World History Honors	Philosophical Chairs/Four Corners: In this version of Philosophical Chairs, World History students will have to choose and defend answers in an interactive way.			✓	✓	✓	✓	✓		
3-04	3D Art	Student Critiques: Students conduct peer to peer reviews of student work using a rubric. High engagement and accountable talk in action!	✓	✓	✓	✓			✓	✓	
1-208	AP Lang (2-3), English 2 (1, 4, 5, 6)	Formative Assessment with Energy: Students will engage in multiple formative assessments using white boards and accountable talk.	✓	✓	✓	✓	✓	✓	✓		
17-04	Algebra 2	Collaborative Test Corrections: Come see an interactive way to help students process information from a recently completed test.			✓	✓	✓	✓	✓	✓	
17-30	English I	Accountable Talk with Writing: Formative assessment strategies will be on display as student write and talk their way to a deeper understanding of the ELA standards.	✓	✓	✓	✓	✓	✓	✓		

Strategy Walk Master Schedule

strategy in action. Teachers work from a *Strategy Walk* master schedule created by administrators, to plan their own professional learning, write a reflection about their experience, and share their feedback with administrators. AVID Site Team members along with Literacy Team members then use the forms to plan follow-up professional development during their jointly-held monthly meeting. Teachers report they value the experience and appreciate the flexibility this approach provides.

Another approach to exposing all students to these best practices is to host a Student Success Week. While this week requires mandatory participation from AVID students, non-AVID students are welcomed and encouraged to participate. One strategy is emphasized each day of the week. During lunch, any student having evidence of the focus strategy for that day can share it and enjoy a special sweet treat. Teachers report they have a lot of participation from the student body, and AVID students say their friends ask them to look at their work to see if it's sweet treat worthy.

- Of the students enrolled in AVID, 58% are on free lunch and 11% are on reduced lunch.
- The AVID class of 2015 accepted \$394,000 worth of scholarships.
- The AVID class of 2016 will complete 286 Advanced Placement and Dual Enrollment courses upon graduation.

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Academy Program Enrollment

Academy Program	Enrollment
AVID	15%
Finance Academy	13%
IT Academy	10%
Culinary Academy	8%
Auto Academy	5%



Northeast High School
St. Petersburg, FL

Home of the Vikings



Literacy

Marking the Text

- What? An active reading strategy for elementary and secondary students
- When? Whenever students are required to read academic texts
- Why? Marking the text engages students in meaning making and requires them to evaluate passages, and recognize and isolate key information
- How?
 - Step 1: Number the paragraphs
 - Step 2: Circle key terms, names of people, names of places, and/or dates
 - Step 3: Underline author's claims

(To request a PDF of this strategy, email cpauley@ecpps.k12.nc.us)

New Teacher Support

Rules & Procedures Simplified

Part of a successful classroom management plan is providing clear expectations for students through rules and procedures. Rules and procedures are not the same. Rules regulate a behavior and generally have a consequence for non-compliance. Procedures are ways of doing routine things within your classroom. Rules should be kept to a minimum while procedures should be abundant. Understanding and successfully implementing the two will greatly increase climate in your classroom.

Rules and Procedures Simplified

- A rule regulates a serious offense.
- A procedure is simply a way that you want something done in your classroom—the same way, every time.
- When a student breaks a rule, a consequence follows.
- When a student does not follow a procedure, you remind him of the procedure and practice it with him if necessary.
- You should never have more than five rules.
- You should have many procedures.
- An example of a rule: *We agree not to hit each other.* (Fighting is a serious offense.)
- Examples of procedures include *how to walk to lunch, how to ask permission to speak, how to get into and out of groups, what to do if you need a pencil sharpened, and how to pass in papers.*

<http://media.wiley.com/assets/7193/50/002.pdf>

Whitaker, T., & Breaux, A. (n.d.). *The ten-minute inservice: 40 quick training sessions that build teacher effectiveness.*

Coherence in Secondary Math

Sixteen middle school math teachers and the district math instructional coach attended Coherence in Secondary Math sponsored by NE-RESA at Rocky Hock Baptist Church on November 10, 2015. The day was structured around building fluency from conceptual understanding and the implications for MS & HS math. Presenters were Lisa Ashe & Joseph Reaper, NCDPI Secondary Math Consultants.

The power point in its entirety can be viewed at <http://maccss.ncdpi.wikispaces.net/Secondary+Professional+Development+Resources>.

NCTM Mathematical Teaching Practices and the CCSS Standards for Mathematical Practice were emphasized as well as the 3 mathematical shifts, focus, coherence, rigor. Teachers were encouraged to visit the following sites:

- <http://map.mathshell.org/lessons.php>,
- <http://achievethecore.org/>,
- <http://curtiscenter.math.ucla.edu/>,
- <https://www.illustrativemathematics.org/>.



Math

Free Math Resources

For Success in the 21st Century, students must be able to find answers, solve problems & defend answers using digital tools. Check out our new math tools that support these skills.



Hundreds Chart
Boost students' comfort with counting, number recognition, patterns & operations.



Number Line
Help students visualize number sequences and prove, explain & check their work on math equations.

Launch these apps for FREE at chrome.google.com/webstore. Search keyword Classworks. or <http://numberline.classworks.com/> <http://hundredgrid.classworks.com/>

Tuesday Teamwork

Elementary Instructional Teamwork

During the Elementary Tuesday Grade Level Sessions, teachers were shown the Read to Achieve Livebinder, mClass reports pages, small group and item advisor tabs for individual student progress (to find the student gaps in reading). Reminders about Progress Monitoring and Benchmarking were reiterated. Instructional resources such as the NC Amplify site and ELA Portaportal were mentioned as well. Teachers were given the quote from Tony (**Monday Morning Leadership**) "When you write things down, you commit to doing them. If you simply tell me what you want to do, there is really no



<http://www.livebinders.com/play/play?id=1665908>

commitment to getting it done." Coaches shared their personal commitments and then teachers were given the opportunity to write one personal commitment for the year on index cards. Cards were collected for a later display. Teachers were given the task to write "suggested" meeting topics for remainder of 2015-2016 academic year. These suggestions were written on sticky notes and posted on the whiteboard during the meeting. All responses will be collected and the feedback will be discussed and prioritized by district coaches.

Secondary Instructional Teamwork

Secondary ELA, Math, Science, and Social Studies teachers have embraced the Tuesday professional development in conjunction with the 3 hour work session on the October 29th district PD day to begin pacing guide work. The October meetings were led by the district coaches and began with a data dive into district and school level goal summary reports. Coaches shared their commitment to leading the work to create common pacing guides and provide LiveBinders as a resource for ECPPS teachers. The secondary teachers have been impressively agreeable about what units of study to teach and the best order to teach them. Standards and unpacking documents were used to frame

the conversations along with the required template for pacing guides. Content area vocabulary has been a great emphasis in the professional dialogue and has its own column in the district pacing guide. From the teachers' feedback we have gleaned that they enjoy working with similar grade level/subject area teachers and would like more time to study the unpacking documents and share best practices as next steps. The November and December sessions will primarily be work sessions to complete pacing guides. February, March, and April will have an emphasis on vertical alignment and will be designed collaboratively by the elementary and secondary coaches.

ECPPS District Pacing Guide: (Insert content area here)

Timeline		District Consensus Required		Vocabulary	(Possible) Resources	(Possible) Activities
Week	Day	#	NC Standard Course of Study Standard			

Benchmark Assessments (**District Consensus Required**) must be included in the pacing guide using the following suggested frequency: High School (Week 5, 10, 15); Middle School (Week 6, 12, 18, 24, 30).

Secondary Pacing Guide Template