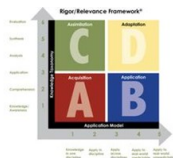


# Leading Through Learning

*Building a Brighter Future... Our District Edition*

*News for teachers by teachers to collectively showcase your schools and your craft*

Winter 2017



## Literacy Strategy, The Learning Menu Technique



The learning menu is a compilation of different activities specifically differentiating instruction all different learners while building upon various literacy skills.

### Menu Format:

- **Main Course**  
**Items:** Assignments that the student is required to complete
- **"Side Dish"**  
**Items:** Students choose 2-3 assignments from a list of options
- **"Dessert"**  
**Items:** Optional items that students may choose for ad-

ditional enrichment or practice

- Agenda format may be structured more loosely, such as the low-prep example below:

### •Side Dishes

- Additional newspaper story
- Additional broadcast story
- Additional Photo Shop
- Editorial
- Editorial cartoon
- Advertisement design
- Photograph/graphic

### Dessert

- Video tape an event
- PowerPoint (either stand alone or to be used in a video)
- Redesign of a newspaper masthead
- Sell advertisements
- Lay out of two news-

paper pages

- Write a script
- Create a personal video production

Like Learning Contracts, Menus/Agendas can be used to practice time-management. Provide students with a blank calendar and have students schedule days/class periods when they will work on each part of the contract in order to meet the final due date. Students working on the same part of the contract during the same class period may have the option of working together.

The link for a video is, <https://www.teachingchannel.org/videos/differentiating-instruction-strategy>

Created By  
Amanda Napolitani &  
ILT Leadership Team  
Members  
Edited By Lauren Jackson

**Important Dates:**

- March 8, 2017 De-layed In-service
- March 27th to April 7th Linkit! Form C Testing
- April 26, 2017 De-layed In-service

### Inside this issue:

DISTRICT Shout Outs! Twitter	2
Google It!	3
Student-Led Learning	4
Standard-Based Instruction	5
36 Instructional	6
Mindfulness-Yoga Calm	7
7 Keys to Comprehension	8
Data-HMH/Linkit!	9
Quad D-Challenges	10

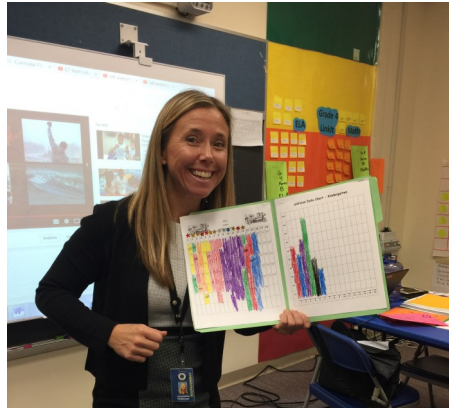


# Shout Out Board!

Based on Promoting Student Achievement from Twitter Posts



Above and Below: Dr. Martin Luther King Jr. Middle School setting goals together based on our Linkit data .



Right & Below: Team TMES Tigers are creating their own data binders and sharing their data with their teachers and their parents. Student-Led Conferencing leads to student ownership of his/her learning.



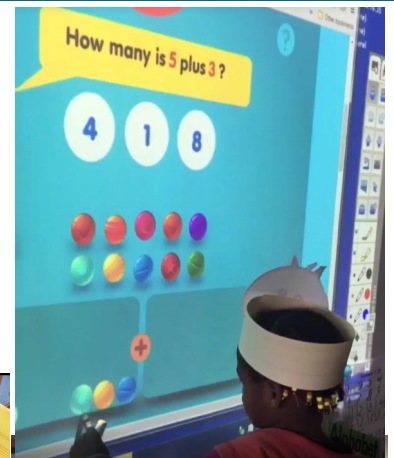
Below: At the High School ILT Meeting, the team reviews student data.



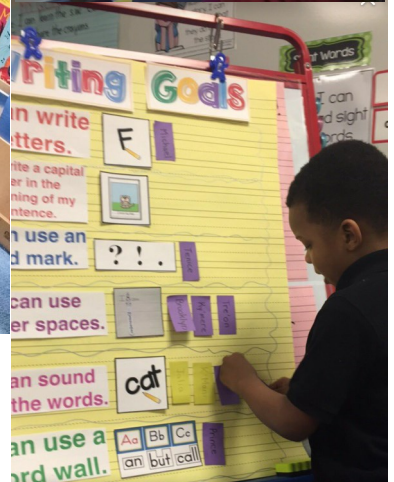
Above: Innovate APSD presented at Techspo17 in Atlantic City, about the Music Distance Learning Program between the 3 Elementary Schools and their partnership with the Lake House Music Academy.

Below: Ms. Cecere's students use virtual manipulatives to solve addition sentences.

Below: Pre-K@TMES Student-Led Learning



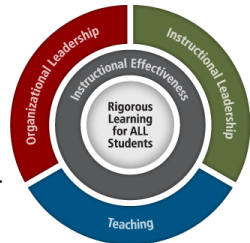
Right: At Barack Obama Elementary School, children are setting goals for the new year.



## Asbury Park Elementary School Goals for 2016-17 Based on our Elementary ILT Teams

**Goal 1:** Effectively and consistently implement a Balanced Literacy Program at all grade levels (Pre-K through 5<sup>th</sup> grade) for improved student achievement in reading and writing. This plan will also include strategies to engage students and require all educators to be teachers of reading and writing.

**Goal 2:** Effectively and consistently design a process and procedure for having students track their own data - all students will create their own data folders. Also, teachers will create a data wall in their classrooms so students can track their progress.



Google Apps Essentials

**Gmail**  
Google Apps mail is Gmail under your school domain.

**Drive**  
Google Drive allows you to store files and create Google Docs.

**Apps**  
Apps chooser is located in upper right of Gmail and Drive.

Access Google Drive through the Apps chooser or <http://drive.google.com>

**Google Docs**  
In Google Drive create cloud based text documents, spreadsheets, presentations, drawings and forms to gather data.

**Share** Blue Share Button  
By default your documents are private. Click on the blue share button to change sharing permissions. Share with specific people or give generic viewing permissions.

**No Save Button**  
Your Google Docs save automatically.

**Concurrent Editing**  
By sharing documents with collaborators you are able to type on the same document at the same time.

**Google Classroom**  
Share Google Documents with students using Google Classroom. Students are able to submit digital work through Google Classroom.

Access Google Classroom through the Apps chooser or <http://classroom.google.com>

**Forms**  
Find Forms under the NEW button and more options. Forms allow you to collect information and that data goes into a Google Sheets spreadsheet.

**Folders**  
Sharing a folder shares everything in the folder.

**Search**  
Find documents easily by using the search box in Drive.

Google Classroom automatically creates folders in Drive to share with your students.

**Comments**  
Give feedback by selecting a section of text. Right click to choose comment. This inserts a note on the side. Comments do not print.

## Google It! By Keri Hennessy-Wilson

Google has become seamless in our lives when we need to know something. It's a tool that gives us instant access to a sea of information. Here at Bradley we have embarked on the next level of accessing and manipulating that sea of info with Google Classroom. The ELA teachers in Grades 3-5 are piloting Google Apps for Education (GAFE). Google provides an array of apps that can lend to any objective or lesson that you are teaching.

Google Classroom is a learning management system that allows the teacher to set up lessons, announcements, etc. Students can access and complete work digitally through the platform. Classroom provides students a platform to collaborate at the same time on different devices and locations. Teachers and students also can give instant feedback. The best feature is you don't have to worry about saving, it saves automatically! Think of the lessons that you can do! Stay tuned for an inside look at some of the lessons from our teachers! For more information see the infographic left.

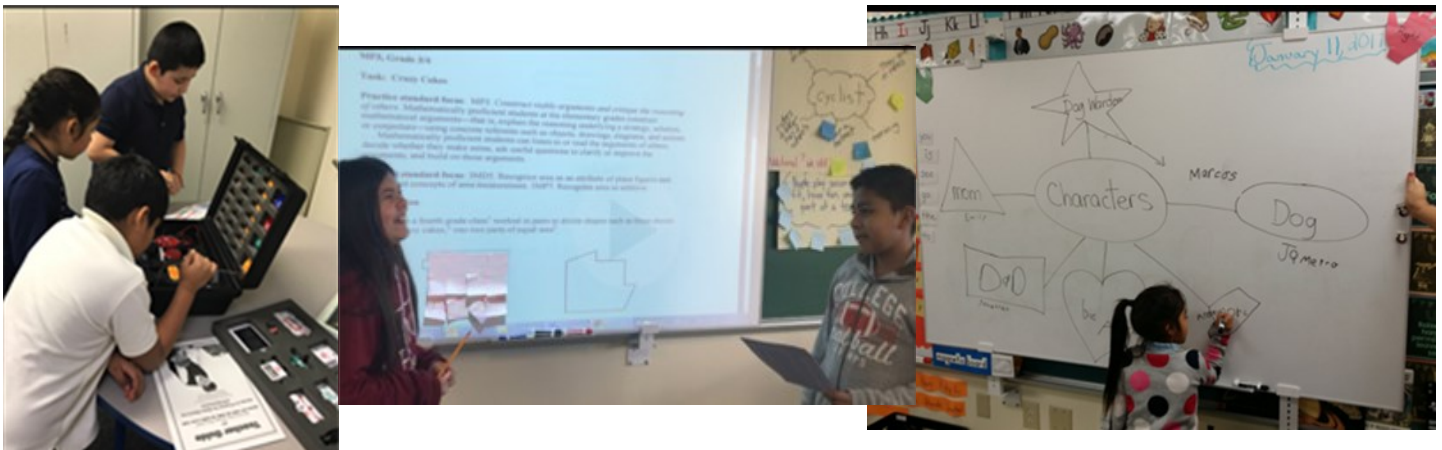
Created by Google Certified Teacher Alice Keefer

# Student-Led Learning

Student-centered classrooms include students in planning, implementation, and assessments. Involving the learners in these decisions will place more work on them, which can be a good thing. Teachers must become comfortable with changing their leadership style from directive to consultative -- from "Do as I say" to "Based on your needs, let's co-develop and implement a plan of action."

Placing students at the center of their own learning requires their collaboration. They need a voice in *why*, *what*, and *how* learning experiences take shape. Learners need to understand the value of the subject, vocabulary, and skills before they are willing to invest effort. The answers "It's required curriculum," "You need it for the test," or "Because I say it's important" are intended to save time, but they only result in students giving lip service to the rest of instruction. Showing relevance from students' perspective is similar to teachers experiencing professional development that is job-embedded.

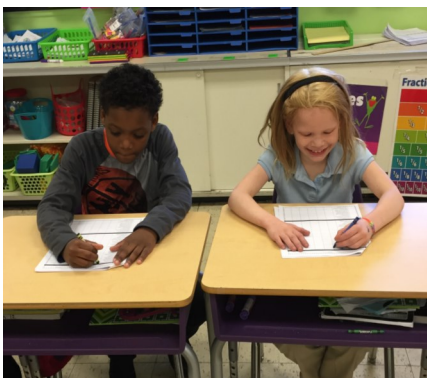
What is learned involves students choosing the focus of content, let their interests drive the content that teaches skills and concepts. For example, when learning how to write persuasively, some students may want to deconstruct commercials, product reviews, op-eds, and/or social issue points of view. The best strategy is simply asking what students want to explore. Start with a brainstorm of what they like to do, and then dialog together to match their interests with the appropriate skills and concepts.



## Student-Centered Classrooms, By Nancy Estrada

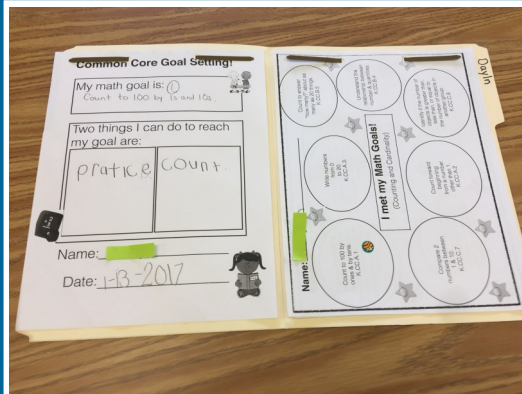
Third Graders at Barack Obama are learning the standards at their own pace. Ms. Hamilton is giving her student's the power of CHOICE. Each student has a "Mastered Standards Packet." The packet has student friendly "I can statements" for each standard and an empty box next to each one to be filled in once the standard has been mastered.

Students can work on the standards at any time. Ms. Hamilton has centers, practice work and websites designated for each standard, along with small group instruction that has focused mini lessons, that give students clarification and answers all questions they may have. When students feel confident in their knowledge of a standard they can request to be assessed. Ms. Hamilton has short 2-3 question quizzes. If the student scores above an 80% they are allowed to color in a standard box and can move on the another standard focus, 70-79% requires more practice and reassessment, 69% or below means students need to attend more small group instruction sessions and a minimum of 2 weeks before the next assessment. Ms. Hamilton stated that the children are really taking ownership of how and what they learn and love tracking their own progress!



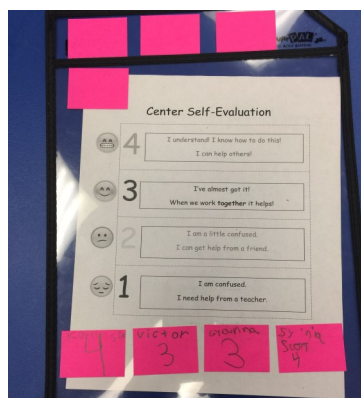
# Standard-Based Instruction

## Standard-Based Goal Setting, By Nancy Estrada



At Barack Obama Elementary, goal setting and a clear understanding of math standards is starting with our youngest learners in Kindergarten.

Kindergarten teacher, Ms. Cecere, has started incorporating goal setting for math. The students pick a goal that is aligned to a standard (and appears on the Link it! assessment) that they want to master and add a fish with their student number on the board. Therefore, the student and the teacher are reminded, at a glance, which goal they are working on for that week. The students have a Goal Setting Folder as well, which is used to track their progress throughout the year and is student friendly. As the students master the standard, they add a sticker to their chart. The Goal Setting Folder will go with them as they transition into the next grade so that teachers and students are aware of what standards have been mastered and which standards still need work before the school year begins!



Pictured above is a Standards-Based Bulletin Board, a Self-Assessment Student Tracker which has the students assess if they met the standard/task for learning centers, and a Standards-Based Data Wall.

Creating your lessons based off the data from Linkit will help teachers identify the standards and skills the students are weak in, as the Linkit assessments are formatted to mirror that of the PARCC test. Sharing assessment data with students also tells the teacher if the student merely rushed through the test, wasn't sure how to answer the questions, or did not understand the standard.

Below are the links to the NJDOE Curricular Framework that will layout the *21st Century Skills* students must know over the course of the year. Within the framework are tasks teachers can use as a teaching tool to hit each standard.

<http://www.state.nj.us/education/cccs/frameworks/>

<https://www.illustrativemathematics.org/curriculum>

# The 36 Instructional Strategies Creating High Levels of Rigor in the Classroom

Instructional Strategy	Level of Rigor	When would you use this strategy?	How can you bump it up?
Socratic Seminar	H	When a teacher questions, inquiry, & discussions around key topics.	When a student asks each other questions & facilitates w/ a discussion. <i>Student lead</i>
Storytelling	H	When a teacher wants to convey ideas & images, and sounds through improvised narration.	Create a digital story.
Summarizing	L	When a teacher wants to convey accurate meaning of text in a few words.	Concept mapping / graphic organizer
Teacher Questions	H	When a teacher wants to stimulate significant student thinking with new information.	W.A.S. Create open questions share with peers.
Teaching Others	H	When a teacher wants to deepen knowledge through peer teaching.	W.A.S. learn each other.
Test Preparation	L	To enhance performance on high stakes tests.	Students create their own questions based on standards create.
Video	L	To build background knowledge.	When students discuss or write about what they saw.
Work-based learning	H	When a teacher wants to have students learn through on the job experiences.	When students work collaboratively through a real life experience.
Writing to learn	H	When a teacher wants students to organize their knowledge from short quizzes into research reports.	When a student organizes what they learned on a exit slip. Blog



The schools & ILT Teams have been working on the **36 Must Know Instructional Strategies**. Attached with the Leading in Learning is a copy of the 36 strategies.



Instructional Strategy	Level of Rigor	When would you use this strategy?	How can you bump it up?
Artistic Expression	H ↑	When a teacher wants class to be creative and apply a skill from library or Music class.	So teach/prepare for another grade level to introduce key skills.
Brainstorming	H ↑	When a teacher wants to do creative thinking in a fun way.	So T.P.S design a skill board off of question.
Compare/contrast	H ↑	When a teacher wants to compare two things.	Create a new graphic organizer.
Collaborative Learning	H ↑	When a teacher wants to work on problem solving skills.	So use manipulatives, technology and real life to solve problems.
Demonstration	H ↑	This can be done during small group or on exit slip for a formative assessment.	So presenting their concepts to the class or to another grade level.
Digital media Production	H ↑	Can be created as a resource for the teacher to use to teach or make an exit slip.	So go to SKYP room to connect to SK in other districts.
Feedback + Reflection	H ↑	After a lesson to be created by SKT connect what they articulate as a way to drive their instruction.	Reflection of data folders - Presenters skills to classroom/parents.
Game	L ↓	This could be done during center time as a structured activity.	So create a card and present/teach this skill to another S.
Guided Practice	L ↓	A low level activity that a teacher generated, it will reinforce concepts.	So create a skill that will reflect on the concepts they are learning.

# Mindfulness Moves -Yoga Calm



## Mindfulness Moves- Yoga Calm-Tiger Pause @ TMES

Yoga Calm is now being piloted at the Asbury Park High School and Thurgood Marshall Elementary School. Cynthia O'Connell and Jennifer Clearwaters have been working with the district to kick off an amazing mindfulness program that has already helped children all over the country with stress reduction, increasing academic focus and assist with behavior. The program also decrease stress, shows improvement in student attention & on-task behavior, and causes improvement in students' behavior in both the classroom and outside of school.

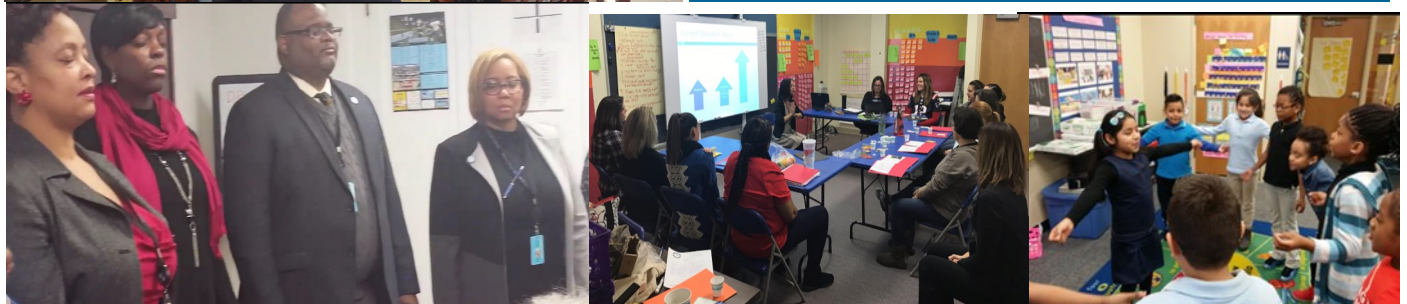
Yoga Calm's research, suggests that yoga and mindfulness have a number of benefits for psychological and physical health.

- **Self-Regulation:** School-based yoga may help youth effectively manage their emotions and behavior.
- **Mental Health:** School-based yoga may help reduce anxiety depression and problematic stress responses.
- **School Performance:** School-based yoga may have positive effects on student grades and academic performance.
- **Reduced Stress:** School-based yoga may have beneficial effects on physical outcomes related to stress such as decreased cortisol concentrations and improved stress reactivity.
- **Well-Being:** School-based mindfulness may help improve aspects of student well-being such as social competence, emotion regulation and positive mood. School-based mindfulness may help improve aspects of student well-being such as social competence, emotion regulation and positive mood.
- **Physical Health:** School-based mindfulness may help reduce blood pressure and enhance sleep quality.
- **Attention:** School-based mindfulness may help improve student attention.

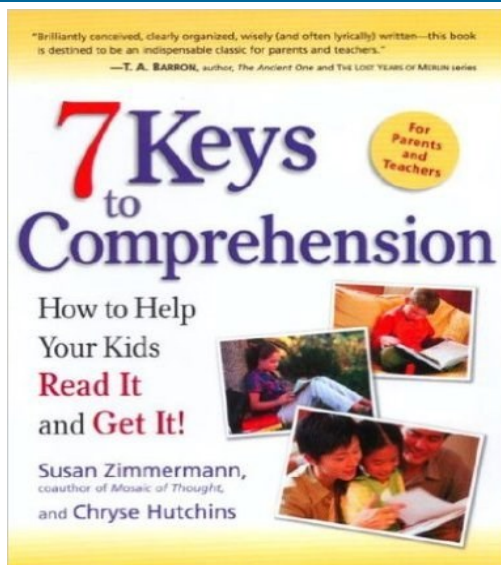


## Additional Information

- Yoga Calm Video Mindfulness : <https://storyboardfilmsmn.wistia.com/medias/ioktgbv08p>
- Cynthia O'Connell's guided meditations on the website- [mindfulnessconnection.com](http://mindfulnessconnection.com/) <http://mindfulnessconnection.com/>
- Yoga Calm Article from Baltimore Schools <http://www.upworthy.com/this-school-replaced-detention-with-meditation-the-results-are-stunning>



# 7 Keys to Comprehension



The elementary Instructional Leadership Teams now have a powerful tool to help our teachers better understand comprehension strategies. The 7 Keys To Comprehension was handed out during our last district in-service and more are being ordered so our teachers can use the book to help our students become better readers.

Sounding out, or "word calling," is part of the reading puzzle but falls short of real reading. If children don't understand what they read, they're not really reading. If they don't unlock meaning as they read, the words are a boring babble and students will never really **enjoy** reading. Research has shown that good readers use 7 key strategies when reading.

## The 7 keys to unlock reading are:

1. **Create mental images:** Good readers create a wide range of visual, auditory and other sensory images as they read and they become emotionally involved with what they read.
2. **Use background knowledge:** Good readers use their relevant prior knowledge before, during and after reading to enhance their understanding of what they've read.
3. **Ask questions:** Good readers generate questions before, during and after reading to clarify meaning, make predictions and focus their attention on what's important.

Why, what, where, who and how? Do you remember when your child was young and those were questions you heard all day? Well, those same questions are important in understanding what is read and heard. Questioning during reading will allow students to better understand the material.

4. **Make inferences:** Good readers use their prior knowledge and information from what they read to make predictions, seek answers to questions, draw conclusions and create interpretations that deepen their understanding of the text.

5. **Determine the most important ideas or themes:** Good readers identify key ideas or themes as they read, and they can distinguish between important and unimportant information.

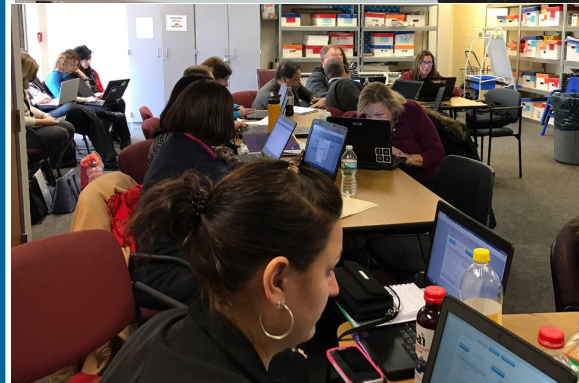
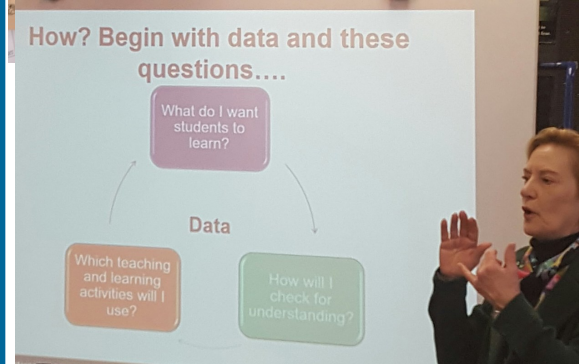
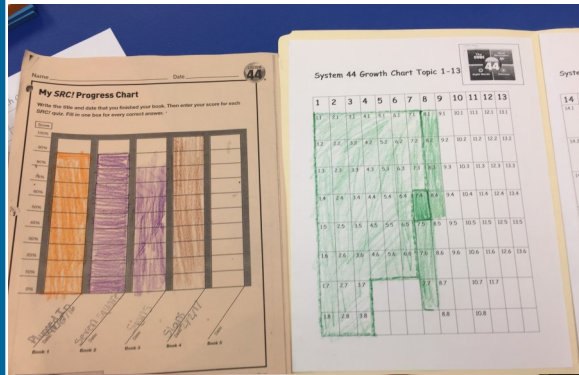
Knowing the purpose for reading will help you to determine what is important. Are you reading for pleasure, to learn a specific fact, to finish a homework assignment or to research for a presentation? What and why you are reading will help determine what information you glean from the material. We do not read a book for pleasure in the same way that we read a text book.

6. **Synthesize information:** Good readers track their thinking as it evolves during reading to get the overall meaning of content read.

7. **Use fix-up strategies:** Good readers are aware of when they understand and when they don't. If they have trouble understanding specific words, phrases or longer passages, they use a wide range of problem-solving strategies, including skipping ahead, rereading, asking questions, using a dictionary and reading the passage aloud. It is the reader's job to determine when the text does not make sense. Good readers will stop reading when they don't understand what they've read and figure out how to fix the problem.



# Using Data To Drive Instruction

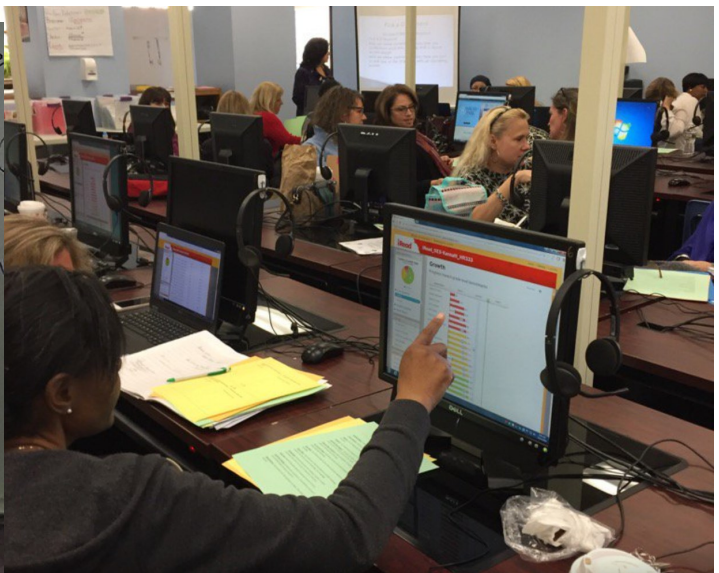
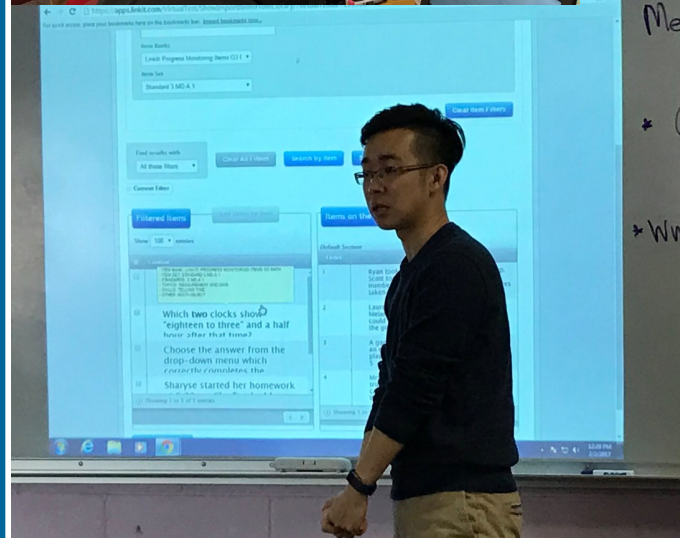


The Asbury Park School District has continued with a strong focus on using data to drive instruction. Based on our HMH data and Linkit Form A and B, improvement is continuing across the board. The true indicator of this progress is Linkit Form A to Form C which will reflect growth. Teachers must be teaching to the standards and skills students are struggling with. For example, many children do not read the questions carefully and overlook that they are supposed to answer 2 or 3 questions and end up only making 1 answer. Once the teacher understands the students' data and has identified the standards and skills students are struggling in, Linkit has a compatibility to generate assessments based on the standards. Please follow the link below for details that will help create assessments.

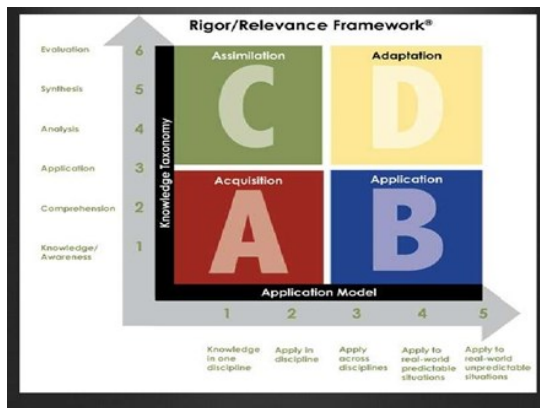
<https://docs.google.com/presentation/d/1CYDyY-tL9clV5EKXIWZ819CcqIhfrCIrwZJHSzeHJYE/edit#slide=id.p>

Also a reminder, through SAM, teachers can access forms for tracking student data. The forms can be kept in a data folder and used during small group instruction. Another great place to look for resources is the Read 180 Community.

<https://educatorcommunity.hmhco.com>



# Increasing the Level of Rigor in the Classrooms, Quad D Style!



By this time, all of the teachers in the Asbury Park School District understand the importance of teaching rigor and relevance across the curriculum to ensure all learners are engaged in instruction. What is Quad D? Quad D describes a type of learning that is characterized by high academic rigor, as well as the application of knowledge to solve real-world problems, **CREATE a CHALLENGE**. Students who are exposed to Quad D learning have the competence to think in complex ways and to apply the knowledge and skills they have acquired to solve predictable and unpredictable problems.

In Quad D learning, students acquire the ability to use their extensive knowledge and skills to create solutions and to take actions that further develop their skills and knowledge. The Quad D concept springs from the Rigor-Relevance framework that combines measures of academic rigor with an application model. Rigor is defined with Bloom's Taxonomy, which begins with knowledge and awareness, and builds toward higher-order thinking skills. Thus, students proceed from simple knowledge acquisition to comprehension, application, analysis, synthesis, and evaluation.

The Quad D framework is set up with increasing levels of rigor on the left of the chart, and higher levels of application as one moves from left to right. The framework is divided into four quadrants, which describe the level of rigor and relevance associated with each type of learning.



At TMES, monthly challenges are created by the teachers for students. Pictured above is the current Quad D Challenge. Teacher are reading Dr. Seuss literature and based off the story, coming up with a challenge that has students creating some type of product based off the problem that needs to be solved. Pictured above left, 2nd grade students have to come up with a multicultural hat for the cat because his hat has been lost. Pictured above right, the kindergarten students have to help the cat create a cleaning machine since his broke and he needs get the school clean.

Verbs by Quadrant			
A	B	C	D
name	apply	analyze	evaluate
label	sequence	compare	formulate
define	demonstrate	examine	justify
select	interview	contrast	rate
identify	construct	differentiate	recommend
list	solve	explain	infer
recite	calculate	dissect	prioritize
locate	dramatize	categorize	revise
record	interpret	classify	predict
memorize	illustrate	diagram	argue
		discriminate	conclude