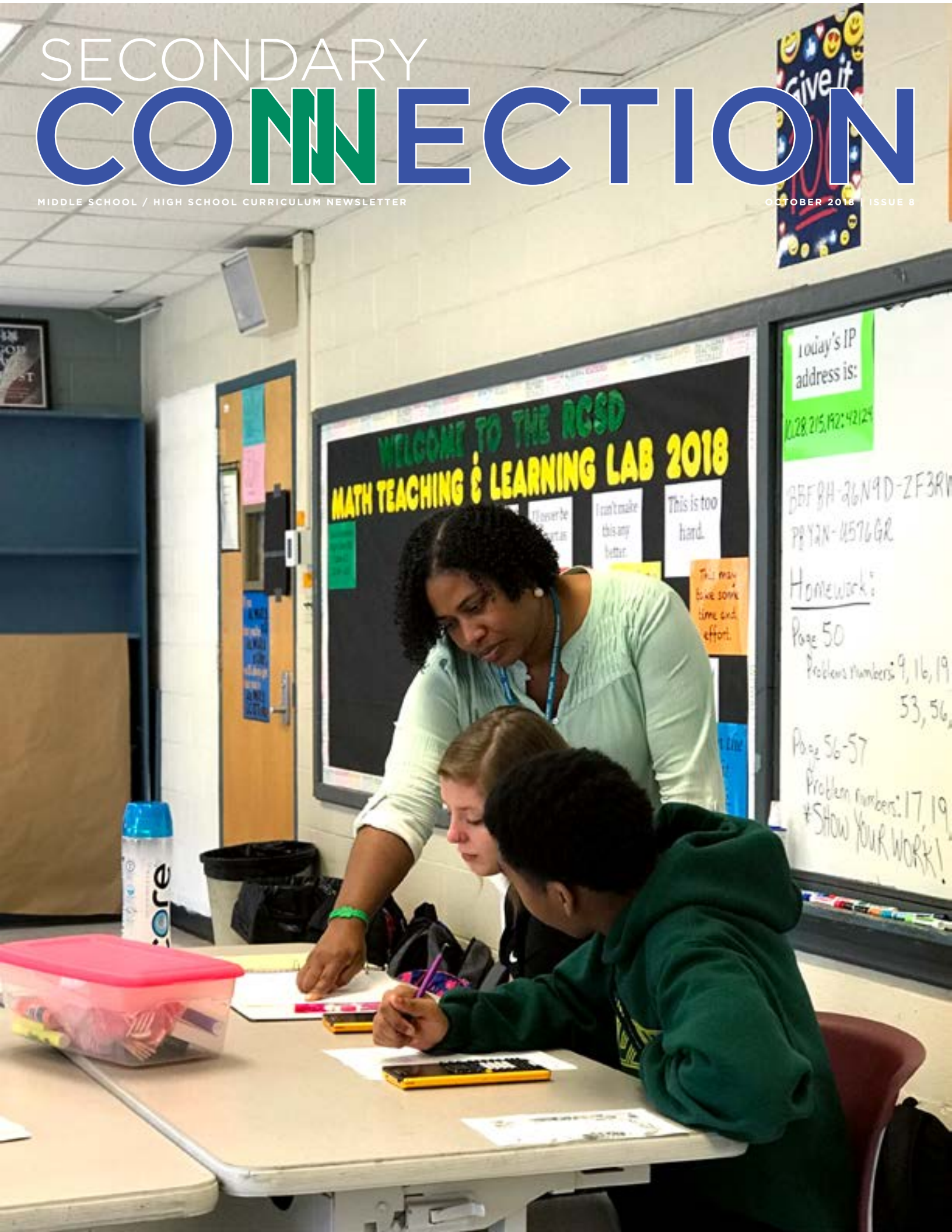
SECONDARY CONNECTION

MIDDLE SCHOOL / HIGH SCHOOL CURRICULUM NEWSLETTER

OCTOBER 2018 | ISSUE 8



RCSD Secondary Curriculum Department

Catherine Beasley
Middle / High School Social Studies Curriculum Specialist

Sheri Blankenship
Middle / High School District Literacy Coach (LDC)

Jana Comer
Middle / High School English / Language Arts Curriculum Specialist

Brian Gaddie
Middle / High Instructional Technologist

Angy Graham
Director of Secondary Curriculum, Instruction, and Professional Development

Montgomery Hinton
College and Career Ready Preparation Specialist

Meghan Hutchins
Administrative Assistant

Rhonda Kilgo
Middle / High School Mathematics Curriculum Specialist

Cassondra Vanderford
Director of Career Technical Education and Acceleration

LaVonda White
Middle / High School District Mathematics Coach (MDC)

Lorie Yates
Middle / Hitgh School Science Curriculum Specialist

Contents

CLASSROOM MANAGEMENT IN A 1:1 ENVIRONMENT

BY BRIAN GADDIE

ONE of the most important aspects to being a successful teacher is having the ability to manage a classroom full of students and create an environment that is conducive to learning. Every teacher education program focuses on methods to effectively manage a classroom and provide quality teaching to students. These methods focus solely on managing students, however. In many of today's modern classrooms you can find, not only students, but devices for each of those students. This presents a whole new set of challenges for teachers. Not only must teachers manage students in a classroom, they must also monitor and manage computers, ipads, cell phones and other devices that are often used. One of the most important things a teacher can remember in this situation is that what has always worked, will still work. . . with some tweaking at times.

EXPECTATIONS

Teaching with technology can be fun and can make a teacher's life easier in many ways. The problem with technology use comes when it is overused or improperly used by the teacher or the student. Overuse of technology can be a temptation for students to get off task and not pay full attention in class. The most effective method of managing a 1:1 classroom is setting expectations for hands off/lids down time. It has been my observation that classrooms who have computers in front of students from the beginning to the end of class, oftentimes, have more issues with classroom management and student behavior than those classrooms who transition between computer usage and closing the lids. Classrooms with these expectations and others, that are set in the very beginning, will usually have much fewer classroom management issues. Students desire structure and with the wealth of information available at their fingertips today, structure is more important than ever.

TIPS FOR SUCCESS

Planning is key for a 1:1 classroom just as it is for a traditional classroom. Clear policies on when devices can be used or not used should be apart of every teacher's management strategy for their classroom. Including computer use in lesson plans is one way to ensure that you as a teacher are able to transition smoothly throughout your lesson without distractions from computers and other devices. A clearly posted daily agenda, with each objective being marked as a technology use objective or a no technology objective. Clear indications of when technology is to be used is important for creating structure in the classroom and taking the guesswork out of when a device is to be used.

Proximity and desk arrangement are other positive methods of managing a 1:1 classroom. This goes back to the statement that what used to work, will still work. Proximity, moving about the classroom, and being amongst your students works as a deterrent from students being off task and using their devices for things other than the task at hand. One way to utilize proximity in a more effective manner is to arrange your classroom in a way where you, the teacher, has a view of most of the screens in your room at one time. Room arrangement can save you from having to travel your room as much and makes it much easier for you to be in a position to effectively monitor the usage of the devices in your room.

KEEP IT UP

Implementing these procedures will help to ensure that you're 1:1 classroom is effective and conducive to learning. Consistency is key in maintaining a high level of management and procedures must be reinforced and restated throughout the year to ensure there is no confusion about what is expected. A good reminder is that the computers are a tool and must be used as such. If a lesson will not benefit from the use of a computer then a computer should not be used. There is no policy that states that a computer or device must be used for every lesson, every day in every classroom. Technology can and will enhance your lessons when used properly. Remember, curriculum drives the technology, not the other way around. ■

TECHNOLOGY UPDATES & REMINDERS

Make sure that you are restarting your computer at least once a week. Most common issues that occur with our macbooks can be solved with a simple restart.

YouTube and Spotify will be blocked Oct. 15-26 during benchmark testing, for students only. Please plan accordingly.

Workorders, workorders, workorders. Please remember, if you have an issue with your computer or other technology in your room, to submit a workorder. This is the fastest and most efficient method for getting your issues handled.

WHO ASKS THE QUESTIONS

by Catherine Beasley

"Questioning enables us to organize our thinking around what we don't know" ~Warren Berger

In A More Beautiful Question, author Warren Berger states, "In searching for common denominators among [the world's] most brilliant changemakers, one thing I kept finding was that many of them were exceptionally good at asking questions." As teachers, we are constantly asking questions, and in a time where answers are at our fingertips, we should work to create opportunities for students to have an authentic learning experience. It is extremely important that we take note of what our questions are requiring students to do - recall or think deeply. How can we create opportunities for students to show us what they do and do not know? How can we use the information students are really telling us to purposely design a classroom experience that elevates learning?

In the midst of reading this book, I saw a Twitter post that stated, "I recently made the change from "do you have any questions" to "what questions do you have?" This idea has stayed with me for the last few weeks as I have talked with teachers and observed a variety of ways our teachers are increasing the level of student engagement in classrooms throughout the district. The simple act of changing how a question is asked and, ultimately, transforming the level of discussion in the classroom is exciting!

Quality questioning in the classroom in an art, but is it time to start teaching our students how to ask the right questions?

In a recent classroom visit, I saw how a lesson generated by student-created questions changed the whole dynamic of the conversation between the students and the teacher. During a pre-work reading, purposely selected by the teacher, students were challenged to generate questions they had throughout the text - at least 3 quality questions. After some further discussion, I learned that the first couple weeks of school had revolved around student and teacher discussions on what goes into a quality question, how to question texts and images in social studies, and what they should be searching for in reading specific texts. Then, it was their turn! The questions would be discussed throughout the unit on multiple occasions. The student-created questions became many of the unit's essential questions and helped guide what specific content needed to be covered in more depth. Upon seeing and discussing the questions that students had after reading the text, the teacher instantly had insight on what students know and what students did not know … yet! I saw students light up when their question was asked and answered. Students became engaged in the conversation because they now had a stake in the learning that was happening in the classroom. This entire lesson was centered around what her students wanted - and needed - to know! This type of activity validates student curiosity and provides them an opportunity to facilitate their own learning! Who is asking the questions in your classroom?

5 Ways to Help Students Ask Better Questions, an article featured in a recent ACSD magazine, provides context for helping students to learn how to create better questions around the content in your classroom -

- Guide students to question what they see or read.
- Establish a criteria for asking questions.
- Provide protocols and structure for student feedback.
- Invite students to generate their own essential questions.
- Design learning experiences that encourage students to be critical and engaged consumers. ■

CHECK IT OUT!

NEW RESOURCE - NBC LEARN

NBC Learn is a collection of videos, documents, and images for use in your classroom! Explore two to five minute videos on specific engaging content! Get access to Current Events, NBC original content, and NBC archives dating back to the 1920's! Find Teaching Tools and Best Practices in each video! Quick login through Canvas or using Google Signon!

New resources to help teachers focus on quality sources for content engagement and growth!! Check out NBC Learn … you know have access over 22,000 videos that are screened for the audience dspecific for educational use! If you have any questions, contact your Curriculum Specialist!

Website Tour | NBC Learn User Guide | NBC Learn Best Practices | NBC Learn for MATH

WHAT IS YOUR *Why?* CHALLANGE WINNERS

My Why

by Rebecca Russell, Brandon High School
Teacher Academy / ACT Prep

Teaching is a Work of Heart

My "why" for being and continuing to be a teacher has countless aspects. I feel like in the realm of teaching, "the sky is the limit" because we push students beyond what they ever thought possible. As a teacher, it is my place to help students break past their self-imposed limitations and be successful. My goal is to give students confidence in the classroom that will hopefully translate to victories in other areas of their lives. I love discovering new and exciting ways to teach and learn. Through obtaining my master`s degree in teaching and achieving my national board certification, I have learned even more about why my career is so important.

Inquire…Imagine…Inspire

I am honored to be teaching teacher academy at Brandon High School again this school year. Our motto in Educator`s Rising (our teacher academy club) is, "Inquire, Imagine, Inspire." This is very fitting for me as a teacher, as well as for my students. Through practicality, I get to share the "real world of teaching" with my future teachers. Teacher academy has definitely helped me remember my "why" for doing what I do every day. I love that I have a passion for teaching, but so do these bright eyed high-school students that I get to inspire every day. I am teaching future teachers who will make an impact for years to come; (they may even teach my grandkids one day.) My positivity can realistically have an impact way beyond what I see right now. I am dedicated to encouraging my students to be better than they were the day before. I often tell my students, "The best thing about being a teacher is that every day matters...The hardest thing about being a teacher is that it matters every day." That is an absolutely true statement!!!

Sharing is caring

My "why" is not solely dependent on my students. I also love sharing my life with my colleagues. Collaborating with other professionals in this craft is a great way to fuel my passion for teaching. 1 Thessalonians 5:11 says, "Therefore encourage one another and build each other up..." We, as a whole staff at BHS, do not simply "work together," we live life, encourage one another, and love as a family. I have two children at Brandon High School, and I can proudly say that their teachers have a passion for teaching, inspiring, and loving. From pep rally performances, to academic collaboration, my co-workers are my other family, my other why.

From Tragedy to my Why

My "why" is rooted in a past experience from October 1, 1997. As a high school senior, a student named Luke Woodham entered MY high school, in MY city, in MY safe place. You see, one of the very first school shootings happened at Pearl High School. A number of my classmates ended up taking the "alternate route" into the teaching field. I know that the events that occurred during our time in high school inspired us to become great teachers. I know I have a resolve to create a safe and welcoming place for ALL students, and this stems from witnessing a violent and unnecessary tragedy at MY school. My background experiences influence my why. Why I lead the SADD club, Why I promote kindness and positivity, Why I embrace diversity and uniqueness, and Why I teach.

What you Teach Today May Someday Light the World

As I embark on my sixteenth year of teaching, my "why" is important to me, and it`s my daily motivation. I feel as if I was born to teach; I think that being an educator is what I was put on this earth to do. Esther 4:14 is my reminder that I am doing exactly what I am supposed to be doing, "Perhaps this is the moment for which you have been created." I feel at home and comfortable in the classroom. I love helping students realize their own potential; my goal is to help and motivate others because this is so much more than just "a job" to me. Seeing the lightbulb moment when a student "gets it" is what it`s all about...it`s my why. ■

My Why

by Kelsey Nobles, Pelahatchie High School
Math Teacher / Student Council Sponsor

My WHY is Quay. Quay came into my first ever classroom as a wired, excited 8th grader. He quickly won me over with his contagious smile and resounding joy. He asked lots of questions, sometimes even more than I might want! Quay struggled with solving linear equations. I could tell that the multiple steps overwhelmed him as he would try to discover what he needed to do to solve for the variable. Quay learned how to solve multi-step linear equations. Quay continued to excel over the next four years. Last week, I helped Quay sign up for the ACT. Oh, I forgot to mention, Quay has received exceptional education services throughout high school. Quay will walk across the stage in May with a high school diploma. Quay is a blessing.

My WHY is Ahmad. Ahmad came into my second-year classroom as a big, strong athlete with a goofy grin and bashful eyes. He told me immediately, "Mrs. Nobles, I`m going to the NFL!" He said it without hesitation and with the utmost confidence. He wasn`t really fond of math. I think he might have really struggled in the past and might not have had an abundance of "Ahmad believers" in his life, at least academically. Ahmad learned how to process deep mathematical concepts. He really liked using Cheez-Its to discover and apply the Pythagorean Theorem—I wonder why?! Ahmad will have multiple offers to play Division I football. I watched Ahmad win the 2018 2A Powerlifting State Championship. Ahmad is a champion.

My WHY is Reagan. Reagan came into my third-year classroom with confidence and grace. She knew who she was as an athlete and as a student, but she came in my classroom "hating math"—her words, not mine! She had always done well, but didn`t know how mathematically intelligent and capable she really was. Reagan received the 8th Grade Math award that year. Oh, and Reagan had college basketball coaches interested in her...as an 8th grader! Reagan will have numerous opportunities to sign to play ball at the next level in a few years. Reagan is a star.

My WHY is Alana. Alana came into my fourth-year classroom with a huge smile, big hair, and lots of athleticism. She was a strong math student, knew how to think, and asked questions when necessary. Alana played basketball and soccer, was a part of the cheerleading squad, and ran on the girls` track team. Alana wanted to quit numerous times. I encouraged her that her talent and positive attitude could get her far. I watched Alana place 3rd in hurdles at the 2018 State Track Meet—as an 8th grader! As I told Alana at the State Meet in May, she will have the opportunity to win multiple State Championships over the next four years. Alana is a talent.

My WHY is my students. They`re it. They`re my WHY. They are WHY I get up in the morning (earlier than I`d like to if I had a choice!), dress my best, fake it till I make it when necessary, put a smile on, drink lots of coffee, spend more time at school than I do at home, go to more ball games than anyone I know, yell louder than any other fan at games, competitions, and meets, dress up ridiculously on Spirit Fridays, plan Homecoming festivities year after year, whisper prayers all throughout the day, shed tears when they`re going through situations that I couldn`t have even imagined when I was their age, get paid less than public school educators should, type a million emails a year about upcoming events, take too many pictures with them at their activities and brag too much on Facebook like they`re my own, go home with severe sore feet for the first two weeks in August after much needed summer rest, teach my church`s youth girls` Sunday school class so I can have an opportunity to directly invest in my students` spiritual walks, and cry every single year at graduation because I am just so very, very proud.

My first group of 8th graders will walk across that stage this May. I don`t think even I understand the pride I will feel on that day as I see the purpose and plan God has had for them (and for me!) come full circle. Some will go to college, some will go to work, others will still spend some time figuring out the next step, but my deepest desire is that each of them will walk across that stage knowing who they are, Whose they are, and why I`m sitting in that audience crying and cheering like the proudest mama anyone has ever seen. Why? Because those are my kids. Those are my babies. They are my pride and joy. They are my WHY! ■

FOSTERING STUDENT CENTERED LEARNING IN SCIENCE, THROUGH TALK!

by Lorie Yates

Learning happens through talking. And yet, according to The Institute for Science + Math Education, student talk typically makes up less than 20% of the time spent in science class. And, most of that small amount of time is in group activities where students are allowed to work together to complete the activity, but are not focused on making sense of the vocabulary or concepts. Specific instructional approaches, like 'talk activities', can be used to support students' three-dimensional science learning (learning of disciplinary core ideas, development of the science practices and making connections across concepts).

Here's an example of productive "science talk" I observed recently…

In Mrs. Greene's chemistry class at Pelahatchie Attendance Center, students were given vocabulary words on cards. Each student was given their own set of cards. Students were then asked to sort these cards into a concept map illustrating their understanding of how these terms are all related. Mrs. Greene showed students examples of concept maps and then turned the activity over to the students.

As students spread out the vocabulary cards, they began to think out loud and talk with one another:

"Where do I start?"

"Should I start with the word atom in the middle and then expand from there?"

"Maybe, is 'atom' the main idea of the concept map?"

"I don't know what atomic mass is."

"I know neutrons, electrons, and protons are all parts of an atom so I will connect those to the atom card"

"I'm not sure if I remember exactly what atomic mass is...I will put this to the side for right now…"

"I'm going to draw an arrow from proton and neutron to atomic mass and write in that they are what make up the mass"

"You have orbital under atom, but orbital relates to the electrons only, right?"

Students struggled at first to figure out the placement of the words, the arrows, and the words they needed to write in to make the map conceptual. Mrs. Greene guided students and facilitated discussions, but let them struggle through the beginning of the process so that the talk and thinking got more in depth as they completed the assignment.

Allowing students to talk about science vocabulary - through this concept map activity - allowed students to start making sense of scientific terminology. These aren't just static words and definitions on paper, but rather structures and processes that are all connected. She could have given the students the definitions of the terms, then asked the whole class general recall questions, and moved on. Rather, in choosing this activity, she purposely provided a chance for students to develop a deeper understanding for the basic terms that are the foundation for the other content to come.

Giving each student their own set of cards promoted equity. All students were participating. All students organized their cards. Students had support in that they could discuss their ideas with peers, but had choice in how they arranged their cards.

As an observer of this activity, I could "see" their thinking in their discussions and in the way they were sorting their cards. I could hear how the discussions got more in depth and more scientifically accurate as they worked through the development of the concept map. For more information about using concept maps, check out this article from the National Science Teacher Association.

Want to encourage productive talk in your classrooms, but not sure where to start? STEM Teaching Tools has created the Talk Activities Flowchart that serves as a guide for choosing talk activities for specific goals.

For example, let's say you are in the middle of the unit on natural selection and want to get students to begin writing scientific explanations about a specific phenomena (example: explain how competition acts as a driving force for natural selection).

Follow the flowchart and it will take you to a suggested activity, "Claim Pass", where students write their claim (competition among species is a driving force for natural selection) at the top of the paper. Then, students pass the paper around where each student will then add evidence (from their reading, their notes, videos they've watched, etc) to the paper to support the claim. As the papers rotate around the group, more evidence is added to support that claim. Then, students can use this evidence in a class discussion where they begin to formulate a deeper understanding of how and why competition leads to natural selection.

For this strategy and many more, check out the Stem Teaching Tools article which includes links to the Talk Activities Flowchart and a powerpoint explaining how to carry out each of the activities.

Consider these questions as you plan your lessons:

- How often will my students get to talk deeply through their ideas?
- Are my students encouraged and expected to truly listen to and respond to each other in conversation?
- Are all my students attempting to answer my questions?
- When I ask a question, am I waiting to allow all students time to formulate an answer before I call on someone or give the answer myself?
- When one student answers, how do I know if there are others in the room that knew the answer? How do I know how many DON'T know the answer or still don't understand?
- How often do I ask students to provide evidence for their answers?
- How often do I ask students to provide reasoning to their answers?

Routinely focus instruction on student talk related to making sense of scientific phenomena and developing students' ideas. Read about how to establish classroom norms for discussions. Promote equity in your questioning and discussions. Use the STEM Teaching Tools - Talk Move Checklist to help you intentionally plan for great questions and discussions in your classroom. Transform your classroom into a place where students do exactly what scientists do: think about, wonder about, and talk about the world around us! ■

WANT TO ENCOURAGE PRODUCTIVE TALK IN YOUR CLASSROOMS, BUT NOT SURE WHERE TO START? STEM TEACHING TOOLS HAS CREATED THE TALK ACTIVITIES FLOWCHART THAT SERVES AS A GUIDE FOR CHOOSING TALK ACTIVITIES FOR SPECIFIC GOALS.

The Marketing Rule of 7 in the Classroom

by Paula McClain

In marketing, the Rule of Seven is not only used continually, it is a fact that has been proven true over time. Here is how Jim Domanski, President of Teleconcept Consulting defines it, "The Rule of 7 is a fairly well-known marketing concept which says: a prospect needs to see, hear, or otherwise be exposed to a message at least seven times before they respond in some way, shape, or form." If this is true, think about the implications for the classroom teacher.

According to the Rule of Seven, a teacher must repeat himself or herself seven times, in various ways, before an average student learns new information. In a classroom setting, that is just not easily done.

Think about this though, if we are supporting each other and teaching cross-curricular as a team, learning can happen much quicker and easier. With two teachers presenting the same information in different ways, we can hit that magical number of seven much easier.

Cross-curricular teaching has been going on for decades, but we must be proactive and deliberate in the way we teach and the material we teach.

Richard Floyd of Brandon Elementary is doing just this! In his Music class, fourth graders are learning the song, "50 Nifty States" in order to support the fourth grade Social Studies curriculum. Mr. Floyd cannot just have the students memorize the song, he must facilitate discussions about the song, which lead to students learning about Geography (and maps) during Music class. Students are engaged, having fun, and learning all at the same time! Mr. Floyd is taking a team approach to teaching the fourth grade Social Studies curriculum and embracing it. It took some discussions and planning, but it is working!

Mr. Floyd sought the advice of several Social Studies teachers prior to the lesson and they were more than willing to help him out. As for the students, Mr. Floyd says they are making the connections between Social Studies and Music on their own and talking about them in class. Mr. Floyd is not stopping with just one song, they will be doing an entire fourth grade performance that is patriotic with Social Studies connections!

What will the ultimate result be of Mr. Floyd`s team approach to teaching Geography? Higher material retention for the students, students who are having fun and are engaged learners, and teachers who support one another across the campus.

Social Studies Curriculum + Music Class = Students` Win

Many times, as teachers, we can get caught up in what we have to teach and we may forget to support other content areas. Thinking about creative ways to employ this technique is one worth thinking seriously about. Collaborating across the grade level is not only impactful, it is also necessary to help students retain the information they must learn. The Marketing Rule of Seven can be applied in the classroom much easier if we work together. After all, our ultimate goal is the success of the student. ■

IN THE SPOTLIGHT

by Paula McClain

THE Secondary level of education allows us the opportunity to expose our students to a variety of different opportunities, starting at the Middle School level. Band is just one of the many. However, often times we overlook these extra-curricular activities and clubs because they are just that, extra. There is no data on how students are doing compared to their counterparts state-wide or nation-wide that is disseminated or published. However, there is much progress being made each and every day.

For Band specifically: Directors spend countless hours working with students, parents must rearrange their schedules to take children to and from practice, and the students themselves must work tirelessly practicing daily to see results. When an opportunity arises for them to showcase their talents and they succeed the pride and sense of accomplishment are unmatched. Such an event occurred earlier this year.

This past summer, the Northwest Rankin Band had 10 students participate in Mississippi`s All-State Lions Band. They were then able to travel to Las Vegas to compete in the International Lions Band Parade Championship. These students have worked for several years; to be able to see the results of hundreds of hours of work finally pay off. According to Sophia Chung, one of the students, "My favorite part of this event was the feeling of accomplishment after the parade performance. We all worked hard for years to get to where we are, and it all paid off at Las Vegas." Elizabeth Lipscomb, another participant said this, "My opportunity to participate with this organization gave me an opportunity I would have otherwise never experienced."

Back Row: Nathan Delisle, Logan Hicks | **Front Row:** Cameron Jenkins, Denny Zhang, Elizabeth Lipscomb, Sarah Ross, Addison Black, Matthew To, Sophia Chung, Bryan Alston

Being able to offer extracurricular activities such as Band can open doors for our students that may be life changing. Encourage the students you come in contact with to get involved in one of our many clubs, organizations, or groups. After all, you never know where it may take them...even to Las Vegas! ■

The Good Reason & the Real Reason

* * *

Using Learning Intentions to Focus Instruction

by Janna Comer

Growing up, my grandfather would always remind me that for most any situation, "there was always a good reason, then there was the real reason." In other words, there is always a good reason for carrying out an action, but then there is also the real reason for doing so- the proverbial "why". As I continue my study of using learning intentions in the classroom to improve instruction, my mind frequently gravitates back to this pearl of wisdom. In the arena of education, our "good" reason is to teach students specific subject matter and skills in our content area, but our REAL reason is to teach students how to become more autonomous in their own learning processes so they can be successful outside the four walls of a classroom.

In order for this authentic learning to take place, we, as educators, must be intentional in what we are asking students to learn- thus, we have what is coined the learning intention. When effectively developing learning intentions, it is imperative that we are cognizant of Stephen Covey`s concept of "starting with the end in mind." With clear learning intentions, students know exactly what they are learning, why they are learning it, and how they will know when they have mastered that specific skill. As teachers, if we start with the "real" end in mind when planning, we are better equipped to communicate to our students the REAL purposes behind what we are asking them to learn.

Let`s take a look at two different scenarios:

Scenario #1

"Today, as we read the next chapter, you should complete your characterization graphic organizer. Also pay attention to Boo Radley, does he suffer from mental illness? Finally, you will identify and define terms that you are unfamiliar with in today`s reading."

What exactly is the teacher asking the students to learn? Does the teacher want them to successfully fill out a graphic organizer? Does the teacher want them to know about each character? Does the teacher want them to determine what a mental illness is and if one of the characters is diagnosed with a mental illness? Does the teacher want them to define vocabulary terms?

In other words, do the students know specifically what they are learning and what is expected of them in order to learn that skill? These all seem like "good" reasons and concepts for students to learn, but are they the "real" reasons for the lesson?

Scenario #2

"Today, as we read let`s analyze how Harper Lee develops the universal topic of good versus evil through the use of character interactions in To Kill A Mockingbird. Remember to record evidence to use in your responses."

In this scenario it is clear what the teacher is really asking students to learn: 1) Determine how characters` interactions aid in the development of a universal topic; 2) Use text evidence to support your reasoning. The task can be broken into individual learning intentions that are manageable, measurable, and easier for students to digest in terms of "what I am learning" and "why I am learning it".

As Dylan William states in his book, Embedded Formative Assessment, "Every student deserves a great teacher, not by chance, but by design." As educators, we can be great teachers for all of our students by designing intentional and meaningfully engaging lessons through the use of learning intentions because teaching students how to think versus what to think is the difference between the good reason and the real reason. ■

Confused Learning Intention	Clarified Learning Intention (Skill)	Context of Learning (Vehicle of Application)
To be able to write instructions on how to change a bicycle tire	To be able to write clear instructions	Changing a bicycle tire
To be able to present an argument for or against assisted suicide	To be able to present an argument for or against an emotionally charged proposition	Assisted suicide
To design an experiment to find out what conditions pill bugs prefer	To design fair tests for scientific questions	Preferred habitat of pill bugs

What am I learning today?

Why am I learning this?

How will I know that I learned it?

Providing Feedback Through Questions

by Rhonda Kilgo and LaVonda White

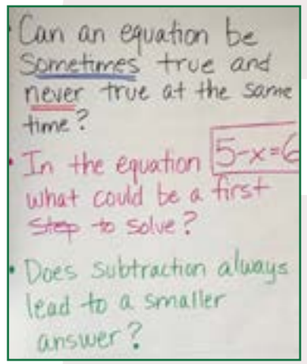
Formative and summative grades are ways that students understand for receiving teacher feedback about their performance. Not all feedback comes in the form of a grade and it is just as important for students to recognize and use other forms of feedback to understand where they are in the learning. Using questions to provide students with feedback allows them the opportunity to think about their misconceptions and use the questions to help them correct misunderstandings of mathematics content.

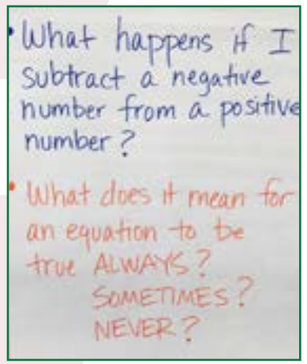
In the enactment of formative assessment lessons (FALs), feedback questions are provided to students during the whole class introduction. The teacher engineers the questions, which arise out of the students` work on the pre-lesson assessment, to address students` obstacles, misconceptions, and gaps (OMGs). The questions are presented before the whole class introduction for students to think about during the collaborative activity. During the collaborative activity, the teacher may refer back to the questions and have students to answer the questions that uncover their specific misconceptions during the lesson. After the students complete the whole class discussion and before they take the post-lesson assessment, the class revisits the feedback questions to answer them. The questions remain available during the post-lesson assessment as a reference for students.

In training teachers for FAL enactment, questioning and feedback are two key topics addressed. The chart below contains the Principles of Effective Feedback by Dylan Wiliam and the Principles of Effective Questioning from the Shell Centre.

Principles of Effective Feedback	Principles of Effective Questioning
Feedback should be more work for the recipient than the donor. Feedback should be focused. Feedback should relate to the learning goals that have been shared with students. (Wiliam, 2011)	Plan questions that encourage thinking and reasoning. Ask questions in ways that include all students. Give students time to think. Avoid judging students` responses. Follow up students` responses in ways that encourage deeper thinking. (Shell Centre, 2012)

These principles were evident in an observation of a recent enactment of the FAL Solving Linear Equations in One Variable. Below are the feedback questions the teacher provided to the students.





Feedback questions can be direct and should be answerable with more than a "yes" or "no" response. The questions should be designed to cause students to think more deeply about the mathematics. Asking students to explain why to their "yes" or "no" response can extend their answer to capture the students` mathematical thinking and reasoning. Providing feedback to students in the form of questions during day-to-day lessons is one way to continue moving learners forward.

"The crucial requirement of feedback is that it should force the student to engage cognitively in the work." (Wiliam, 2007)

TE$TING

by Montgomery Hinton

Are you in the pursuit of money? Well, standardized tests could be an option to save you money or even better make you money.

Did you know your ACT score could actually put money back into your pocket? Before you rush off to that college of your choice, shop around. You might find an equal education for much MUCH less or one that actually pays you for electing to attend their institution. If you choose a two-year school PRIOR to finishing your degree, you often have options that net you money and allow you to school not only closer to home but with a flexible schedule which might allow you other opportunities.

Many of our colleges and universities end their merit scholarship deadlines centered solely around the ACT dates in October and December. So, it is not too late to apply for that ACT one more time. It could pay you for the next four years and WAY beyond.

RCSD pays for you to have a Method Test Prep account. It is easily accessed through a student's Clever account. A student can focus on all areas or elect to hone in on a particular test area.

Additionally, ACT has launched ACT Academy for free. It is a resource designed to custom tailor instruction for the student based on either previous ACT/PreACT data or data from the ACT's diagnostic quiz. ACT Academy can be accessed here.

RCSD is proud to offer 3 half day workshops from March2Success for the ACT offered during the school day for students taking the ACT in October and December. The dates of the October workshops are October 24, 25, and 26, 2018. The dates for the December ACT workshop are December 4, 5, and 6, 2018. The workshop will offer a morning and afternoon session that are identical so that a student can choose what is the best for his or her individual session. However, a student must come to all three days. Information for the workshops are available through the school administration. More information about the March2Success program can be found here.

Have you ever heard of the Mississippi HELP scholarship which offers qualifying students huge scholarships with as little as a 20 on the ACT? Well, check out this link for more information!

If you have a 29 or higher on the ACT, you need to rush over to this site. Tens of thousands of dollars are waiting for you if you meet these eligibility requirements-most kids do!!

This link leads to a page detailing Mississippi student financial aid. Key is to apply early.

Be relentless in your pursuit of dollars. Search every website. Apply APPLY apply!

Here are some other general URLs which might help you find some hidden monies!

https://www.mycollegeoptions.org/MS/0/Mississippi/search-results-scholarship-search-by-location.aspx

https://www.unigo.com/scholarships/by-state/mississippi-scholarships/

https://get2college.org/mississippi-scholarships/

https://www.scholarships.com/college-search/mississippi

https://www.studentscholarshipsearch.com/state/mississippi/

http://www.collegescholarships.org/states/mississippi.htm

Whether you are choosing to go directly to college or the workforce, Rankin County School District is offering senior students the opportunity to take the ACT Workkeys test for free during school. Many Mississippi employers are now requiring the Workkeys certification prior to employment. Information about ACT Workkeys can be found here. If you are interested in taking the test for FREE, contact Montgomery Hinton or your local school administration. ■

RANKIN COUNTY SCHOOL DISTRICT

GREAT TO BEST