



# Pathways

*A Weekly Collection of Information, Thoughts, Reflections and Accolades for the Reading Public School Community*

November 23, 2014

Volume 1, Number 12

## Upcoming Dates

- November 24 – (2:30 p.m.) RMHS Drama Winter Play Tech Interviews; (3:15 p.m.) Expanding the Boundaries in the Superintendent's Conference Room; (4:00 p.m.) RETELL Administrator Course in the Distance Learning Room; (7:00 p.m.) School Committee Meeting in the Reading Public Schools School Committee Room at Central Office
- November 26 – (10:00 a.m.) RMHS Pep Rally; (11:00 a.m.) Dismissal Grades PreK – 12
- November 27 – Happy Thanksgiving; (10:15 a.m.) Football Game at Stoneham
- November 30 – (2:30 p.m.) Annual Holiday Lighting Festival – Reading Common
- December 1 – (3:15 p.m.) TAP Committee Meeting at Central Office; (4:00 p.m.) RETELL Administrator Course in the Distance Learning Room; (7:00 p.m.) School Committee Meeting in Superintendent's Conference Room

## The Hand of a Teacher: A Thanksgiving Story

*By Steve Goodier*

Thanksgiving Day was near. The first grade teacher gave her class a fun assignment -- to draw a picture of something for which they were thankful.

Most of the class might be considered economically disadvantaged, but still many would celebrate the holiday with turkey and other traditional goodies of the season. These, the teacher thought, would be the subjects of most of her student's art. And they were.

But Douglas made a different kind of picture. Douglas was a different kind of boy. He was the teacher's true child of misery, frail and unhappy. As other children played at recess, Douglas was likely to stand close by her side. One could only guess at the pain Douglas felt behind those sad eyes.

Yes, his picture was different. When asked to draw a picture of something for which he was thankful, he drew a hand. Nothing else. Just an empty hand.

His abstract image captured the imagination of his peers. Whose hand could it be? One child guessed it was the hand of a farmer, because farmers raise turkeys.

Another suggested a police officer, because the police protect and care for people. Still others guessed it was the hand of a parent or a grandparent, for that person feeds us. And so the discussion went -- until the teacher almost forgot the young artist himself.

When the children had gone on to other assignments, she paused at Douglas' desk, bent down, and asked him whose hand it was. The little boy looked away and murmured, "It's yours, teacher."

She recalled the times she had taken his hand and walked with him here or there, as she had the other students. How often had she said, "Take my hand, Douglas, we'll go outside." Or, "Let me show you how to hold your pencil." Or, "Let's do this together." Douglas was most thankful for his teacher's hand.

Brushing aside a tear, she went on with her work.

The story speaks of more than thankfulness. It says something about teachers teaching and parents parenting and friends showing friendship, and how much it means to the Douglasses of the world. They might not always say thanks. But they'll remember the hand that reaches out.

- December 2 – (6:30 p.m.) Barrows Winter Concert
- December 3 – Grade 6 – 8 Early Release Day; (1:15 p.m.) Elementary District PLC Meetings; (1:30 p.m.) Secondary District PLC Meetings & Special Education Vertical Meeting; (5:00 p.m.) Parker School Council Meeting; (6:30 p.m.) Killam Winter Concert; (7:00 p.m.) Parker PTO Meeting
- December 4 – (300 p.m.) Elementary Staff Meetings – Check with your Building Principal for agenda; RMHS Informal Recital; (4:00 p.m.) RETELL Session 8 in Distance Learning Room; (5:00 p.m.) Annual Downtown Shop the Block; (7:00 p.m.) Parker Winter Concert – Grade 8 and Jazz Band
- December 6 – (10:00 a.m.) Annual Festival of Trees at Parker Middle School

*On behalf of the Reading Public Schools, we wish you a Happy and Healthy Thanksgiving holiday.*

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## You Can Make a Difference!

-- Author Unknown

A teacher in New York City decided to honor each of her graduating high school seniors by telling each of them the difference she felt they made as an individual.

She called each student to the front of the class, one at a time. First she told the student how they had made a difference to her and the class. Then she presented them with a blue ribbon imprinted with gold letters reading: "Who I Am Makes a Difference."

She noticed a considerable attitudinal change in the class. So she decided to do a class project to determine what impact such recognition could have on their local community.

She gave each student three more ribbons, and asked them to go out and spread an "acknowledgment ceremony."

One of the boys in the class went to a junior executive in a nearby company, and honored him for helping him with his career planning. He gave him a blue ribbon and put it on his shirt.

Then the boy gave the executive two extra ribbons and asked him to find someone else to honor, and to in turn give them the extra blue ribbon so they could acknowledge a third person. The student asked the executive to report back to tell him what happened.

Later that day the junior executive went in to see his boss, who was known as a rather bad-tempered man. He sat his boss down and he told him that he deeply admired him for being a creative genius. The boss was very surprised. The junior executive asked him if he would accept the gift of the blue ribbon, and asked for permission to pin it on him.

His surprised boss gave his permission. The executive pinned the blue ribbon on his boss's jacket directly above his heart. Then he gave his boss the third blue ribbon, and told him of the boy's request.

That night the boss sat his 14-year-old son down and told him: "The most incredible thing happened to me today. I was in my office and one of my junior executives came in and told me he admired me, He gave me a blue ribbon for being a creative genius. Imagine that. He thinks I'm a creative genius."

He then told his son he wanted to honor him, and pinned the last remaining blue ribbon on his son's t-shirt.

The startled boy began to sob. He couldn't stop. His whole body shook. He looked at his father through his tears and told him: "Dad, earlier tonight I sat in my room and wrote a letter to you and Mom explaining why I was killing myself, and asking you to forgive me. I was going to commit suicide after you were asleep. I didn't think you cared for me at all."

His father walked upstairs and found a heartfelt letter full of anguish and pain. The

## **Kudos and Accolades**

- To the RMHS and Elementary teachers for their diligent efforts in making the conference day on Friday very successful.
- To Director of Student Services Carolyn Wilson for planning the paraeducator training sessions on Friday.
- To all of the teachers and administrators who presented at the paraeducator training on Friday. Thank you for taking time to prepare and present those presentations.

envelope was addressed, "Mom and Dad."

The boss went back to work a changed man. He called in each employee one at a time to let them know that they made a difference.

Who you are DOES make a difference!

Don't forget it!

And make sure the people in your life know how special they are!

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## **Why Student Voice is Essential at Ed Tech Conferences**

*By Kerry Gallagher, Social Studies Teacher, Reading Memorial High School*

When making big decisions about how learning will happen in my classroom I always consult my students. They are the reason I arrive at school before the sun rises and leave after it sets. They are the most important stakeholders in education, and their voice should be at the forefront of all decisions.

In that same vein, edtech conferences that focus on the vendors or the policy-makers are not truly providing attendees with the global picture of the edtech landscape. When student voice is missing, the conference is incomplete.

Over the past year, I have co-presented with my 9th, 10th, and 11th grade students at four separate conferences. The following are the reasons those first-hand experiences have helped shape my student-centered mindset, expressed in their own words.

### **Learning with Experts**

Megan Catalano, a sophomore involved in our Rockets Help Desk program, was struck by meeting and learning from Reshan Richards, the creator of Explain Everything, a creation app that is quite popular in schools. She felt like the learning was a two-way experience and got the chance to follow up with a Google Hangout on Air with Mr. Richards recently.

"There are so many apps that I have used in school. But at the MassCUE conference, I had the pleasure to learn about an app from the creator himself. At the conference I met Reshan Richards, the inventor of Explain Everything. Learning about the app from him was amazing, but meeting him after his presentation was the most beneficial part. Though our chat was brief, we explained to him what we do with Rockets Help Desk at our school and asked him if he would do a Google Hangout with us. He loved the idea and seemed just as interested to talk to and learn from us as we were interested to talk to and learn from him. Mr. Richards is excited to hear our thoughts about how we use the Explain Everything app. Attending MassCUE allowed me to meet someone like Mr. Richards, an opportunity I wouldn't otherwise have."

### **Student-Teacher Collaboration**

Tessa Senders, a junior, is our resident expert on Educreations. She hosted the popular

### Quote of the Week....



**"The struggle you're in today is developing the strength you need for tomorrow. Don't give up."**

**Unknown**

breakout workshop on using it with students in the classroom, and found herself having more meaningful conversations than she expected.

"In school, teachers try to emphasize the importance of collaboration with people who have different perspectives, yet we only ever collaborate with our peers. Teachers as well usually only collaborate with other teachers. Allowing us as students to attend the MassCUE technology conference, however gave us a chance to work with adults. I felt that we were able to gain valuable insights about each others' perspectives and challenges when integrating technology into the classroom. As students, we shared what we find valuable and difficult about using iPads and other apps. Teachers likewise shared with us their perspective on the difficulties of integrating technology such as using it in math, science, and young children's classrooms. Together, however we were able to brainstorm creative solutions to these real problems that students and teachers face."

#### **Sharing on the Backchannel**

Melanie La, a junior, helps bring our varied personalities together during the planning phases. The teachers who attended our session got a taste of how she connects people when they chatted with her on the backchannel. Melanie found those more subtle conversations between educators and students during the formal presentation had the most impact.

"Sharing information is always encouraged, and I believe that it applies to everyone. Being able to answer questions and share new ideas and apps with each other at both the Cambridge and MassCUE conferences made me truly appreciate the opportunities to attend these events. The backchannel, TodaysMeet, proved to be extremely useful during our presentation. Thanks to that, many attendees got their questions answered and we also got out more information to more people than we put on our presentation. For example, many asked about Mrs. Gallagher's paperless classroom at school, and while she shared her experiences at the front of the room, others asked questions about how to go about starting a paperless class. In turn, other teachers who were also successful in their own classes gave advice to others. What is even better is that we, the students, could share our opinions on it, too. Attendees asked us how we felt about certain apps, methods, and even activities in order to understand students better. This made me feel like I contributed a lot since these teachers will take our opinions and use them to mold their own curriculums and teaching styles."

#### **Building Professional Skills and Experience**

Kyle Mungenast, a sophomore, has tons of curiosity and is driven to learn in his own way. Kyle reflected on the real world professional preparation and networking he did as part of his participation in the conferences.

"Not only do students presenting at edtech conferences contribute to what the teachers

take from the presentation, but it also benefits the students themselves. We spoke with teachers, representatives of edtech companies, and other students from different towns who wanted to spread similar messages about technology in the classroom. The presentation itself was another part of the edtech conference that benefitted the students. Presenting in a professional setting was a unique experience and it prepared us for similar events in our future. Preparing for the presentation was a great way to explore and expand team building skills. As we progressed through our different presentations at various conferences, our group became closer to each other, creating a bond which then led to successful results. We each learned skills that taught us how to work as a team to produce the presentation, and these team building skills are helpful to students as they grow and learn to work cooperatively through school projects, and eventually to the workplace.”

While my students were able to learn by engaging with educators and entrepreneurs, I learned a lot just from watching them. For example, when we attended conference sessions together, my instinct was to sit in the front so I would have the clearest view of the presenter and would be able to maintain attention. Their instinct was to sit in the back so they could tinker with the ideas and tools being presented and whisper back and forth about their reactions and plans. They don’t “sit and get”, they “try and apply”. As I watched them do this I saw the obvious value in their method. I’ve taken this idea back to my classroom and as I design lessons I’m trying to ensure more time for tinkering.

Student presence at edtech conferences is starting to become more prevalent, but it should be the norm. I’m not suggesting the teachers bring classes full of teenagers on field trips to professional conferences. But small groups of students who are well prepared and willing participants, just like the adults in attendance, can play a crucial role in the learning and networking that happens there.

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## The Three Most Important Questions That You Can Ask Your Teenager

*By: Michael Mulligan, Head of School, The Thatcher School*

Article Access at: [http://www.huffingtonpost.com/michael-mulligan/the-three-most-important-questions-you-can-ask-your-teenager\\_b\\_6173822.html](http://www.huffingtonpost.com/michael-mulligan/the-three-most-important-questions-you-can-ask-your-teenager_b_6173822.html)

According to the social scientists, the last of the millennials are now gracing our high school campuses. [The Pew Research Center report](#) on this cohort describes them as "confident, connected, and open to change." I agree. Technology is their metier. They embrace diversity like no generation before them. They seek to serve the dispossessed and the disadvantaged. They work to find green solutions to the environmental mess we have bequeathed them. In this regard, they are focussed and unrelenting: a good thing for all of us.

Beneath their energy and commitment to building a better world, though, is stretched, for too many, a fragile membrane that is easily punctured. We have raised a generation that is plagued with insecurity, anxiety and despair.

Former Yale Professor William Deresiewicz, in his fascinating and controversial book *Excellent Sheep: The Miseducation of the American Elite and the Way to a Meaningful Life* writes this of the millennials:

*A large-scale survey found self-reports of emotional well being have fallen to the lowest levels in 25 year study... fifty percent of college students report feelings of hopelessness; one-third reported feeling so depressed that it was difficult to function in the last twelve months ... They are stressed-out, over-pressured; [they exhibit] toxic levels of fear, anxiety, depression, emptiness, aimlessness, and isolation. (p. 8)*

His is not a lone voice. Deresiewicz quotes adolescent expert Madeline Levine from her book *The Price of Privilege: How Parental Pressure and Material Advantage Are Creating a Generation of Disconnected and Unhappy Kids*:

*Preteens from affluent, well-educated families... experience among the highest rates of depression, substance abuse, anxiety disorders, somatic complaints, and unhappiness of any group of children in this country. As many as 22 percent of adolescent girls from financially comfortable families suffer from clinical depression. (pp. 45-46)*

College deans from elite schools join the chorus. *The Stanford Provost* writes, for example, (and remember that Stanford is now the most selective university in the country):

Increasingly we are seeing students struggling with mental health concerns ranging from self-esteem issues and developmental disorders to depression, anxiety, eating disorders, self-mutilation behavior, schizophrenia, and suicidal behavior. (p. 8)

What gives?

Deresiewicz claims that this generation of highly accomplished, college-bound students have been robbed of their independence because they have been raised in a petri dish for one purpose only: to attend an elite college that ensures their and their families' economic and social status. Instead of being nurtured towards real curiosity and a genuine sense of citizenship, these millennials are conditioned to think that everything they do is for the purpose of looking good in the eyes of admissions officers and employers: you earn good grades not because they mean you are learning something, but rather because they will help you stand out from your peers when applying to the Ivies. You engage in community service not because you wish genuinely to make a positive difference in the lives of others but rather because that is how you burnish your resume -- service as check-off box. You play sports not because they build character and teamwork and are a whole lot of fun, but because you want to try to get recruited for a college team. You study art or music not because you wish to refine your understanding of human nature, creativity and culture but because it will help you look smarter.

There is little intrinsic value in what you do. The result: Many college students who fall apart under pressure because they cannot conceive of the fact that hard work



## Disney Tweet of the Week



**"Don't look backwards for very long. Keep moving forward, opening new doors and doing new things."**

**Walt Disney**

and learning are positive outcomes in and of themselves. They have no sense of who they are or what is important in their lives. They have spent so much time trying to look good that they do not know what "The Good" (consider Plato here) really is. They are walking ghosts of seeming, not of being.

Deresiewicz writes:

All the values that once informed the way we raise our children - the cultivation of character, the development of the capacity for democratic citizenship, let alone any emphasis on the pleasure of freedom of play, the part of childhood where you actually get to be a child - all of these are gone. (p. 50)

He laments:

Beyond the junior careerism, the directionless ambition, the risk aversion, and the Hobbesian competitiveness, the system cultivates some monumental cynicism. Whatever the motives of which they were established, the old WASP admissions criteria actually meant something. Athletics were thought to build character - courage and selflessness and team spirit. The arts embodied an ideal of culture. Service was designed to foster a public-minded ethos in our future leaders. Leadership itself was understood to be a form of duty. (p. 56)

The underlying sentiment, and he is correct about this, is that when we teach our children that outcomes are more important than process they lose the ability to enjoy learning for its own sake. Everything becomes about the end-game. The problem is that the end game - whether it turns out as they anticipated or not - is often not intrinsically rewarding. Each effort, each moment, rather than being full as a part of a rich life is simply degraded into being a mere step in a process that leads to...an existential abyss.

The statistics, as related by college deans, adolescent expert Madeline Levine, Professor Deresiewicz, and others, unfortunately bear this out. We have raised a generation of kids who are taught that appearance is more important than substance and that outcomes are more important than character. As a result, they inhabit empty vessels that lead them to a series of negative behaviors that results in, yes, unhappiness, which they try erase with empty sex, drugs, alcohol, and what Professor Deresiewicz calls "junior careerism and Hobbesian competitiveness." The hookups, drugs, and alcohol, of course, just make this abyss deeper and wider.

We can do better.

Truth is, we know full well that lasting happiness springs from good health, solid values, meaningful work, multiple positive relationships, and selfless service. So how about we cease and desist on the pressure front - and get our eye back on the ball that matters - stop asking What (What grade did you get? What team did you make?) and begin asking Who, Where, and How?

1. Who tells us who we are?
2. Where do we want to go with our lives?

### 3. How do we want to get there?

Question one is important because forces are lined up (internet, television, movies, advertising, just for starters) that tell us who we are is not about how hard we work, how curious we are, or how much we are willing to make a positive difference to others and to our world in distress. No, these forces say: You are what you wear, what you buy, how thin or buff you are, how many like you (on Facebook or anything else) - or for the elite college bound crowd - where you go to college. When we focus on the wrong things, we create these conditions for monumental cynicism in our kids. Our children need to learn that they are important not for reasons of appearance but for reasons of substance.

Question two is important because if we believe that the only thing that matters is college and job status then how can we not end up frustrated, angry, and lonely? Where we want to go with our lives is intrinsically linked to the question of what leads us to fulfillment and happiness? For most of us the answer is **passion**. We all know we are in the right jobs when how long we work at something is driven by interest and not only about earning a paycheck. The truth is that we are all going to have to work hard to succeed in life, and if that is the case, let's us at least try to work hard on things that matter and that we care about.

Question three may be the most important because how we get anywhere is as critical as where we end up. Kids cheat in school because they think grades are more important than what they learn. They take short-cuts because they believe the longer, harder path has no value or because they are afraid of stumbling or of being seen as someone who stumbles. They are mean or cruel or uncaring often because they do not like themselves; they feel they cannot make the grade that will earn them a spot at That College. They begin to see others as competitors for those spots - not as fellow-journeymen. Diminished self-respect skulks alongside little respect for others. No one wins.

To return to where we started: The millennials **are** accomplishing great things, caring about important things. But too many of them look inside only to peer into a void that we, at least in part, have helped to create. In our efforts to push our kids ahead, we have forgotten to ask why pushing ahead is important in the first place. What future, what adulthood are they pushing to?

So generation Z is on its way. Let's go back to the basics. Let's help them understand that learning is valuable in and of itself; that hard work, genuine curiosity, and heartfelt passion pave the way to a life well lived; and that real success comes when you can look at your life and say, "I have done my best to make a positive difference in the lives of others and the world we live in."

*Michael K. Mulligan is the Head of The Thacher School in Ojai, California. A graduate of Middlebury College, The Breadloaf School of English at Middlebury, and the Harvard Graduate School of Education, he has taught, coached, and counseled teens for 38 years.*



## Reading Public School Happenings

### Parker Food Drive

This is the time of year when several of our schools participate in food drives for the Reading Food Pantry. In the photo below, two students are delivering food from the Parker Food Drive, which is being organized by Parker Teacher Eric Goldstein.



### Interact Field Trip to Statue of Liberty, 9-11 Memorial and Museum

On Saturday, the Reading Memorial High School Interact Club, a community service club sponsored by Reading Rotary, went on a day long trip to view the Statue of Liberty, Ellis Island, and the 9-11 Memorial and Museum. Thirty-nine Interact students attended the trip. Below are some photos from the trip.





## Stepping Stones....

- **We have posted** a position on School Spring. If interested, please visit [www.schoolspring.com](http://www.schoolspring.com) to view the job details.

Learning Center Teacher Grades 3-5, Maternity Leave; Joshua Eaton Elementary School	JOB ID #1151422
Regular Education Tutor; Barrows Elementary School	JOB ID #1156482
Long Term Substitute, 1st Grade Classroom Teacher (2); Barrows Elementary School	JOB ID #1157022

- **READING EDUCATION FOUNDATION FESTIVAL OF TREES**-Don't miss the annual Festival of Trees - December 6th & 7th at the Parker Middle School. Sponsored by the Reading Education Foundation, this year's Festival will feature over 80 unique and desirable decorated holiday trees that you can win for yourself! Hours: Saturday 12-5pm/6-9pm & Sunday 10-5pm; Tickets: \$5 person, \$10 family, tree donors free! Visit [www.readingef.org](http://www.readingef.org) from more information.
- **RMHS DRAMA PORTLAND PIE FUNDRAISER**-Dine out during the month of November and support the RMHS Drama Club at Portland Pie!! The Drama Club will receive 10% back for every voucher presented. Spread the news and the attached voucher with family and friends. Portland Pie only accepts the paper vouchers - so just print and go! Voucher can be found at: [http://www.edline.net/files/\\_6DASY\\_/976ff3c8d9c99b743745a49013852ec4/RMHS\\_Drama\\_Club\\_Voucher\\_Portland\\_Pie\\_Nov\\_2014-1.pdf](http://www.edline.net/files/_6DASY_/976ff3c8d9c99b743745a49013852ec4/RMHS_Drama_Club_Voucher_Portland_Pie_Nov_2014-1.pdf)
- **RMHS VOICE CHORAL GROUP CAROLING FUNDRAISER**-Looking for a unique gift. Click on this link: [http://www.edline.net/files/\\_6EKiC\\_/291c6b0aae258e8f3745a49013852ec4/Voice\\_-\\_CarolingFlyer2014.pdf](http://www.edline.net/files/_6EKiC_/291c6b0aae258e8f3745a49013852ec4/Voice_-_CarolingFlyer2014.pdf)
- **RMHS VOICE CHORAL GROUP KARAOKE FUNDRAISER**-November 21st in the RMHS Cafeteria from 7 - 9 pm. Click link for more information: [http://www.edline.net/files/\\_6NH26\\_/0b52b750d0948c6a3745a49013852ec4/Karaoke\\_Flyer\\_November\\_2014.pdf](http://www.edline.net/files/_6NH26_/0b52b750d0948c6a3745a49013852ec4/Karaoke_Flyer_November_2014.pdf)

- **RMHS ROBOTICS TEAM LIGHT BULB FUNDRAISER**-The RMHS Robotics Team is selling light bulbs. Information can be found at this link:

[http://www.edline.net/files/\\_5eIiG\\_/85d660b6459f3edf3745a49013852ec4/Robotics\\_Light\\_Bulbs.pdf](http://www.edline.net/files/_5eIiG_/85d660b6459f3edf3745a49013852ec4/Robotics_Light_Bulbs.pdf)

Lightbulbs can also be ordered (\$11/each) by contacting the robotics team. Robockets Team email is: <[robockets.4761@gmail.com](mailto:robockets.4761@gmail.com)> unity.

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## Blazing Trails....

**"Speaking Volumes."** "Let's change the balance of talk in the classroom so that students speak more and teachers speak less. And when we do, there will be lots to talk about," write professors and ASCD authors Douglas Fisher and Nancy Frey. In their November Educational Leadership article, Fisher and Frey explain why productive student talk is essential to teaching and learning. They also provide indicators and strategies educators can use for creating an environment where students do the talking. [Read More](#)

**"What It Really Means to be a Public School Educator Today."** There was a big furor among educators around the country recently when Time magazine ran a cover that said, "Rotten Apples: It is nearly impossible to fire a bad teacher." The cover, accompanied by a story that was somewhat more nuanced, sparked a mountain of response, including a post by Nancy F. Chewning, assistant principal in Roanoke, Va. on her blog. In this post by Valerie Strauss in the Washington Post is the part of Chewning's letter to Time that talks about what life as a public school educator is like today in the era of high-stakes testing and "no-excuse" reformers who ignore or give short shrift to how much a student's life outside school affects their academic achievement and puts all of the blame/credit on teachers. [Read More](#)

**"10 Inspiring Quotes For Teaching And Engaging Students In Poverty."** In his two best-selling books, ASCD author Eric Jensen shares his own personal experience and real school success stories of low-income students reaching their full potentials. In this ASCD Inservice post, you'll find inspiration in quotes from his books that remind educators why it's so important to motivate all students to succeed. [Read More](#)

**"How Educators Use Twitter as a Means for Meaningful PD."** Educators and administrators profiled in this article say they are engaged in daily professional development thanks to social media platforms such as Twitter. More teachers and administrators are using Twitter to participate in and host chats. [Read More](#)

**"5 Great Teachers On What Makes A Great Teacher."** Five educators -- including National Board Certified teacher Renee Moore -- share their insights in this article into the qualities that make great teachers. They suggest apprenticeship, passion and the ability to give and receive feedback as some keys to being a great teacher. [Read More](#)

### Contact Us

The Journey newsletter is published weekly for Reading Public School Staff. If you have anything that you would like to share, please email your information to John Doherty at

[john.doherty@reading.k12.ma.us](mailto:john.doherty@reading.k12.ma.us)

***Have a Happy and Healthy Thanksgiving!***