



Pathways

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

November 2, 2014

Volume 1, Number 9

Upcoming Dates

- November 3 - (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 Superintendent's Conference Room
- November 4 – Election Day in the Hawkes Field House
- November 5 – Grade 6-8 Early Release; District PLC for Middle and High School; Wood End Picture Retakes; (5:00 p.m.) Parker School Council Meeting; (7:00 p.m.) Parker PTO Meeting; (6:00 p.m.) RMHS Drama Final Dress Rehearsal
- November 6 – District PLC for Elementary School; (4:00 p.m.) RETELL Session 5 in Distance Learning Room
- November 7 – (7:30 p.m.) RMHS Drama Fall Production – Urinetown in the Endsloew Performing Arts Center
- November 8 - (8:00 a.m.) SAT Testing at RMHS; (7:30 p.m.) RMHS Drama Fall

RMHS Drama Club Presents Urinetown the Musical



Dear Reading Public School Community,

Running Nov 7th - Nov 16th
the Drama Club of Reading
Memorial High School will



present **Urinetown the Musical**. Over 100 RMHS students are among the cast and crew. Picture this: Society is experiencing a terrible water shortage, caused by a 20-year drought, which has led to a government-enforced ban on private toilets. The citizens must use public amenities, regulated by a single malicious company that profits by charging admission for one of humanity's most basic needs. Amid the people, a hero decides he's had enough, and plans a revolution to lead them all to freedom! **Urinetown** is a hilarious musical comedy that laughs at the legal system, capitalism, social irresponsibility, corporate mismanagement, municipal politics and musical theater itself! Inspired by the works of Bertolt Brecht and Kurt Weill, URINETOWN is an irreverently humorous satire in which no one is safe from scrutiny. Praised for reinvigorating the very notion of what a musical could be, URINETOWN catapults the "comedic romp" into the new millennium with its outrageous perspective, wickedly modern wit, and sustained ability to produce gales of unbridled laughter.

Performances dates and times:

Friday November 7th at 7:30PM
Saturday November 8th at 7:30PM
Sunday November 9th at 3:00PM
Friday November 14th at 7:30PM
Saturday November 15th at 7:30PM
Sunday November 16th at 3:00PM

If you would like to reserve your tickets, please go to our website **www.ticketstage.com** and receive your ticket through our on-line ticketing service.

You could also contact me at **natalie.cunha@reading.k12.ma.us** to reserve tickets Thank you for your continued support of the Drama Club.

Production –
Urinetown in the
Endslow Performing
Arts Center

- November 9 - (3:00 p.m.) RMHS Drama Fall Production – Urinetown in the Endslow Performing Arts Center
- November 10 – (4:00 p.m.) RETELL Administrator Course in the Distance Learning Room; (7:30 p.m.) Town Meeting in the Endslow Performing Arts Center
- November 11 – No School in Honor of Veterans Day
- November 12 – Middle/High School Building Meetings – Check with your Principal for agenda
- November 13 – Elementary Building meetings – Check with your Principal for agenda; (4:00 p.m.) RETELL Session 6 in Distance Learning Room; (7:30 p.m.) Town Meeting in the Endslow Performing Arts Center
- November 14 – (8:30 – 11:30 a.m.) Birch Meadow Health & Wellness Fair; Killam Picture Retake Day; (7:30 p.m.) RMHS Drama Fall Production – Urinetown in the Endslow Performing Arts Center
- November 15 – (8:00 – 11:00 a.m.) School Committee Retreat in the Superintendent's Conference Room;

Sincerely,

Natalie Cunha

Drama Club Advisor/ Director

Kristin Killian

Director of Fine Arts/ Musical Director

PARCC Question for the Week

Each week, we will present a PARCC Question for the week in either ELA or Math. The source for the questions is <http://www.parcconline.org/samples/item-task-prototypes>. This is a sample Grade 3 math question.

Patricia needs to read for 120 minutes each week.

- She read for 26 minutes on Monday.
- She read for 39 minutes on Tuesday.
- She read for 38 minutes on Thursday.

How many more minutes does Patricia need to read this week?

minutes

Advice for Math Teachers Gearing Up for Rigorous Standards

“Many of us chose mathematics teaching because it was always so neat and clean,” says math consultant Steven Leinwand in this *Mathematics Teacher* article.

“Almost always, we arrived at only one numerical answer by using one right procedure that could be easily graded either right or wrong... But, oh, how things have changed!” He offers the following postulates for math teachers adjusting to ambitious new standards:

- *We are being asked to teach in distinctly different ways from how we were taught.* Parents tend to parent the way they were parented, and teachers tend to teach as they were taught. “We build on what is familiar because the familiar ‘feels right,’” says Leinwand. But the new expectations are unfamiliar territory for many teachers. “We need to increase opportunities for collegial classroom visits,” he advises, “and we need to increase our reliance on videotapes of what the distinctly different forms of pedagogy look like.”

- *The traditional curriculum was designed to meet societal needs that no longer exist.* New math standards were developed because “society’s needs and expectations for schools have shifted radically,” says Leinwand. “Schools cannot remain perpetuators of the bell curve, where only *some* were expected to survive and *even fewer* to truly thrive; education must be a springboard from which all must attain higher levels.”

- *It is unreasonable to ask a professional to change much more than 10 percent a*

RMHS Music – Senior District Festival Auditions in North Andover; (7:30 p.m.) RMHS Drama Fall Production – Urinetown in the Endslo Performance Arts Center

year, but it is unprofessional to change by much less than 10 percent a year. Changing one-tenth of one's practice is about the right amount to ask of ourselves, says Leinwand – "large enough to represent real and significant change but small enough to be manageable." This might be revamping one curriculum unit a year, changing questioning techniques, or introducing math journals. "Even the most radical proponent of reform should be satisfied with a change of this magnitude in our mathematics classes," he contends, "and our most cautious and tradition-bound colleagues should be able to retain a real sense of control over such a rate of change."

• *If you don't feel inadequate, you're probably not doing the job.* Just think what math teachers are being asked to do, says Leinwand:

- Use manipulatives and pictures much more frequently.
- Get students regularly working in groups.
- Work with heterogeneous groups.
- Focus on problems, communication, applications, and interdisciplinary work.
- Put more emphasis on statistics, geometry, and discrete mathematics.
- Use assessments that are more authentic and complex.

"Feeling overwhelmed by this torrent of change is neither a weakness nor a lack of professionalism," he says. "It is an entirely rational response... We must select a few areas of focus and balance the fear and worries we understandably have in some areas with the pride and accomplishment and success we find in other areas. We must accept the inevitability of a sense of inadequacy and use it to stimulate the ongoing growth and learning that characterize the true professional."

[Note that this article was published before the Common Core, referencing the NCTM standards, but the ideas are still relevant today. K.M.]

"Four Teacher-Friendly Postulates for Thriving in a Sea of Change" by Steven Leinwand in *Mathematics Teacher*, May 2007 (Vol. 100, #9, p. 582-583), <http://steveleinwand.com/wp-content/uploads/2014/08/FourPostulatesforChange.pdf>
Reprinted from Marshall Memo 558.

Response to Intervention for Classroom Management

"Poor classroom management results in lost instructional time, feelings of inadequacy, and stress," say Kristin Sayeski (University of Georgia) and Monica Brown (University of Nevada/Las Vegas) in this article in *Teaching Exceptional Children*. "In addition, special educators often have the responsibility of behavior change as a primary goal of instruction." Sayeski and Brown believe RTI is an effective structure for addressing this challenge:

- Tier 1 – Preventive classroom management, including high teacher expectations, clearly communicated rules and norms, established routines and procedures, efficient use of classroom time, stimulating instruction with high levels of student engagement, and positive teacher-student rapport.
- Tier 2 – First-line interventions, including changes to academic instruction (tutoring, literacy lab, review supports), positive reinforcement system, token economy,

Kudos and Accolades

- To the RMHS Football team under the direction of Coach John Fiore who defeated the Westford Academy Grey Ghosts on Halloween Night, 20-13, in the first round of the MIAA playoffs.
- Congratulations to the RMHS Field Hockey and Volleyball teams on making the MIAA State Tournament.

behavior contracts, remedial intervention, contingency system (loss of privileges, time out, group contingency), home-school note system, and surface management techniques (see below).

- Tier 3 – Intensive, individualized interventions, including functional behavioral assessments, behavior intervention plan, self-monitoring strategies, daily student evaluation, social skills instruction, support groups (study skills, anger management, grief counseling), goal setting and monitoring, crisis management or safety plan, and functional assessment checklist for teachers.

Sayeski and Brown present a list of surface management techniques based on the work of Redl and Winemann (1952). These can be very helpful dealing with minor behavioral infractions:

- Planned ignoring – for example, pencil-tapping may stop when it's not reinforced;
- Signal interference – ringing a wind chime or flicking the lights to cue students to change their behavior.
- Proximity and touch – moving closer to or lightly touching a student can be a reminder to refocus, refrain, and reengage.
- Using students' interests – changing examples to reflect student interests can reel them back in, or asking, "Ben, what did you think of the story?"
- Hypodermic affection – A student who is having a bad day can reboot if the teacher shows kindness in a way that's more than skin deep.
- Using humor – Being funny can defuse a power struggle.
- Hurdle help – Saying "Let's look at the first problem together" or "Tell me where you are on this assignment" can shift the focus from behavior to instruction.
- Interpretation – A statement like "She did this in response to your action" can clarify the meaning of an event and help a student develop a more rational view of the situation.
- Regrouping – Moving students around in the classroom can help address unwanted behaviors: "I am moving you because the two of you are always talking" or "Today, we are switching partners in order to practice our new strategy."
- Restructuring – Changing an activity that's not going as planned.
- Direct appeal – A reminder of the rules will sometimes get students back on track.
- Authoritative *verboden* – A clear "No!" without lecturing, nagging, or rationale.
- Limiting space and tools – During modeling, it's helpful if students have limited stuff within reach to distract them.
- Antiseptic bouncing – Sending an off-task student out of the room on a neutral errand.
- Permission – Deciding not to make a big deal of an unwanted behavior, which may end up extinguishing it.
- Promises and rewards – These are best delivered randomly or at unexpected times. Sayeski and Brown advise against the overuse of extrinsic rewards.

Quote of the Week....

**Treat Problems
As Opportunities**



**"Opportunities multiply
as they are seized; they
die when neglected. Life
is a long line of
opportunities."**

John Wicker

"Developing a Classroom Management Plan Using a Tiered Approach" by Kristin Sayeski and Monica Brown in *Teaching Exceptional Children*, November/December 2014 (Vol. 47, #2, p. 119-127), <http://bit.ly/1w5vVje>; Sayeski can be reached at ksayeski@uga.edu. Reprinted from Marshall Memo 558.

Reading Public School Happenings

RMHS Victory Bell Unveiled

Reading Memorial High School recently purchased a Victory Bell for the school. The bell was rung for the first time on Friday on behalf of the students, faculty and staff, secretaries, custodial and maintenance staffs, the administration, parents, and the central office administration. The bell will be rung to celebrate the successes and accomplishments of the R.M.H.S. community.

The bell was purchased from LowerBells in Tennessee, is made of cast iron, and weighs over 450 pounds. The bell is all black, and two students graciously painted the red school logo on the bell highlighting the school colors. It was a gift from the Classes of 2010, 2012, 2013, 2014, 2015, 2016, 2017, and 2018. The bell was installed by our facilities department and the beautiful brick masonry work was donated by G.C. Fodera Mason Contractors, who are a longtime friend, parent, and supporter of our school system.

In addition, a Reading Memorial High School time capsule has been placed in the foundation below the bell which will not be removed until October 28, 2064. The date has been recorded in the Reading Town Hall.

The bell is located on the mound near the Walter Hawkes Field House and the John Hollingsworth Athletic Field. It will be employed infrequently as it will be reserved for momentous occasions. The bell will not be rung before 7:30 A.M.; the latest that the bell will be rung is 9:00 P.M., unless the event which it is commemorating lasts a few minutes past 9:00 P.M.

The bell is encased in cement and will be secured by three locks in order that it cannot be rung frivolously or by someone who is trying to cause a disturbance or inconvenience. A security surveillance camera has been purchased and has been placed to directly focus on the bell.

The Victory Bell has been a group activity, a family event, and a community endeavor. Reading Memorial High School is the only school in the area that has a Victory Bell, and the members of the high school feel it because they are special. It is the hope that the high school community and the Reading community take great pride in the bell and revel and rejoice when the bell resounds knowing that something good has happened at R.M.H.S. A special thanks goes out to Assistant Principal Mike Scarpitto for providing the energy, the passion, and the leadership in making this project a reality.



The RMHS Football Team is the first team to ring the Victory bell after their 20-13 first round playoff win over Westford Academy on Friday night.

NESBA Marching Band Competition

The RMHS Marching Band and Color Guard recently competed in the New England Scholastic Band Association Marching Band Competition which was held at Reading Memorial High School. Nineteen surrounding High Schools competed in the event. The event was dedicated to longtime band parent and beloved friend Tom Zerfas, who was seriously injured in a recent accident.

The Marching Band and Color Guard received second place in the competition. Special thanks goes out the RMHS Band Parents Association for all of their help in organizing and providing logistical support at the event.



Disney Tweet of the Week



"Go and chase your dreams, you won't regret it. Anything can happen if you let it."

Mary Poppins

Stepping Stones....

- **Our thoughts go out to** the family of Minnie Reed, who passed away last week. "Mother" Reed has been a very active parent of Reading METCO for many years.
- **We welcome the** following new hires to our school district:
 - ✓ Dale Parsons, Special Education Paraeducator, RMHS
 - ✓ Caitlin Leary, Regular Education Tutor, Eaton
 - ✓ Alyson Ritondo, Title 1 Math Tutor, Eaton
- **We have posted** a position on School Spring. If interested, please visit www.schoolspring.com to view the job details.

1.0 Special Education Teacher, Reading Memorial High School	JOB ID #1122702
Community Education After School Building Monitor (2), Reading Public Schools	JOB ID #1123752
Long-Term Substitute Regular Education Paraeducator, Wood End Elementary School	JOB ID #1122282
Anticipated 39 Hours Biweekly Tutor, Birch Meadow Elementary School	JOB ID #1124392
Long-Term Substitute: Special Education Teacher, Coolidge Middle School	JOB ID # 1129692

- **Online math resources** – Math guru Steve Leinwand has recently updated an extensive list of free math resources – see www.steveleinwand.com, click on Resources, and then on Great Online Math Resources.
- **Addressing Bullying of Students with Disabilities:** The U.S. Department of Education's Office for Civil Rights (OCR) issued [guidance to schools](#) this month about public schools' responsibility to address bullying of students with disabilities. In addition to discussing the protections for such students under federal law, the guidance gives hypothetical examples that explain how OCR evaluates complaints. Massachusetts statutes - [G.L. c. 71B, §3](#) and the recently amended Massachusetts anti-bullying law, [G.L. c. 71, §37O\(d\)\(3\)](#), effective July 23, 2014 - have recognized the potential vulnerability of students with disabilities by requiring schools to address the skills and proficiencies those students need to avoid or respond to [bullying](#).
- **Reading Adopt a Family Program**-Reading neighbors have been generously helping to create happier holidays for each other for over 28 years through the Adopt-A-Family Program. Donors are anonymously matched with families in need of holiday food and/or gifts. Recipient families must have a child under 18 years old and be able to demonstrate financial need to participate. To be a part of this great program, call 781-942-6658 or email ReadingAAF@gmail.com . This program is coordinated by Reading Cares and the Reading Rotary.
- **COOLIDGE PTO BERTUCCI'S FUNDRAISER - November 16th**-Click here for coupon:http://www.edline.net/files/_5WAAK_/760d06a467949cc63745a49013852ec4/CMS_PTO_-_Bertuccis.pdf

- **RMHS - VOICE Vocal Organization Chili's Fundraiser - November 6-8, 2014**-Click the link for the Flyer to be presented:
http://www.edline.net/files/_5XL4y_/43fff44f32ae7b673745a49013852ec4/VOICE_Chilis_Fundraiser.pdf

Blazing Trails....

"16 Conversation Starters with Struggling Students." After having a conversation with her four-year-old son, ASCD Edge community member Jennifer Davis Bowman was reminded that there are different forms of communication required when we're struggling to wrap our minds around a new concept. With that in mind, Bowman compiled a list of reminders that can help in moving students beyond their daily comprehension struggles. [Read More](#)

"Duncan Pledges Assistance to Tackling Testing Issue." U.S. Education Secretary Arne Duncan writes in this commentary that he supports assessments as one measure of success in schools. In some cases, however, exams and preparation for them have consumed school schedules and become burdensome, he notes, adding that his office will help states and districts address the issue. [Read More](#)

"What Will Malala's Nobel Peace Prize Mean for Girls' Education?" Education activist and high-school student Malala Yousafzai of Pakistan recently was awarded the Nobel Peace Prize -- an honor that observers say could have an impact on her fight for females to be educated. Jacqueline Bhabha, a professor at the Harvard School of Public Health, said the young activist has cast a spotlight on an issue that affects millions worldwide, but that serious barriers to universal education remain. [Read More](#)

"Choosing the right kind of feedback makes all the difference, as the goal of feedback is to inspire and motivate teachers to improve, not to provide ineffective information that will ultimately be ignored," writes ASCD Conference on Educational Leadership presenter Robyn Jackson. In a recent Inservice post, Jackson stresses the importance of giving teachers effective feedback, shares four types of feedback, and explains when each type is best used. [Read More](#)

"How Teachers Can Motivate Students of Any Age." Rewarding students with prizes for their good work can have the negative effect of eliminating students' desire to learn for the sake of learning, researchers suggest. Educators interviewed in this blog post share strategies to help motivate students, such as giving middle-schoolers more autonomy. [Read More](#)

"Learnings from Singapore: Test Performance Is Not the Only Goal." Singapore's education plan, MasterPlan 3, includes a shift to more inquiry-based learning. In this commentary, two educators who have worked in a Singapore school since 2008 write that the plan has resulted in sustained achievement when compared with scores under direct instruction, but that students often answer more creatively. [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

Have a great week!