



# Pathways

*A weekly collection of information, thoughts, reflections, and accolades for the Reading Public Schools Community*

October 1, 2017

Volume 9, Number 5

## Upcoming Dates

- October 3 – (7:00 p.m.)  
Reading Embraces  
Diversity Group Event in  
the Endslo PAC
- October 4 – (7:00 p.m.)  
Reading SEPAC Meeting in  
the Superintendent's  
Conference Room
- October 7 – (8:00 a.m.)  
SAT Testing – RMHS is a  
Test Center
- October 9 – Columbus Day  
No School/Offices Closed
- October 11 – Grade 6 – 12  
Early Release; (7:30 p.m.)  
Financial Forum (Location  
TBD)
- October 14 – (8:00 a.m.)  
RMHS PSAT Testing
- October 16 & 17 – (all  
day) Grade 8 Challenge  
Day @ Coolidge; Grade 5  
Field Trip to Natures  
Classroom
- October 18 & 19 – (all  
day) Grade 8 Challenge  
Day @ Parker
- October 16 – (7:00 p.m.)  
School Committee  
Meeting in the  
Superintendent's  
Conference Room
- October 17 – (6:30 p.m.)  
RCASA/RMHS Guidance  
Speaker Lynn Lyons in the  
Endslo PAC
- October 18 – (6:30 p.m.)  
Annual College Fair at the  
Shriner's Auditorium;  
(6:30 p.m.) Performing  
and Fine Arts College Fair  
@ Boston University
- October 20 – (7:00 p.m.)  
RMHS Choral – Karaoke  
Night in RMHS Cafeteria &  
Room 239

## A Message from the Superintendent of Schools to the Staff and Greater Reading Community Regarding Office of Civil Rights Resolution

I feel it is important that I make our staff and community aware of a recent finding that involved the Reading Public Schools by the United States Department of Education. This finding was presented and discussed at the September 25, 2017 School Committee meeting by Director of Student Services Carolyn Wilson. The presentation by Mrs. Wilson included the findings and resolution for Office of Civil Rights (OCR) Complaints that were initiated in June, 2016 at the Joshua Eaton Elementary School for the 2014-15 and 2015-16 school years. Those reports, and Mrs. Wilson's presentation, can be found in the September 25<sup>th</sup> School Committee packet, located [here](#) and the RCTV recording of the meeting can be found [here](#).

The complaints focused on two areas where it was determined that practices were essentially resulting in discrimination based on disability. The first area of concern was that the classroom space used by the students in the special education program was not comparable to the classroom space used by students without disabilities. The second area of concern was that the district failed to implement each student's Individualized Education Program (IEP) with respect to certain provisions related to multi-sensory instruction. After carefully considering all of the information during the investigation, OCR found sufficient evidence of a violation for the first area of concern and certain aspects of the second area of concern. As a result of these findings, the Reading Public Schools entered a resolution agreement with those students affected. On behalf of the Reading Public Schools, I signed that resolution agreement, effective August 31, 2017.

The results of the findings further affirms the work that we have begun in our district is necessary and important. Two years ago, prior to receiving this Office of Civil Rights Complaint, our District began focusing our District Improvement Plan on closing the achievement gap for all students, including students with disabilities, economically disadvantaged students, and English Language Learners. Teachers and administrators have been focusing their time and resources on this very important area which affects every student in our school district. You may have noticed that we have purchased curriculum materials over the last few years in several grades to support changes in science, mathematics, and literacy. Our core mission as a school district is to ensure that all students have access to quality curriculum, that they are held to a high level of expectation, and that they are provided the support and/or interventions they need to make continuous growth. Although we have made some progress in this area, we know we have further to go.

- October 21 – (8:00 a.m.) – Parent University at RMHS
- October 25 – 27 – Parker Grade 7 Nature's Classroom Trip
- October 26 – (7:00 p.m.) – SEPAC Meeting in the Superintendent's Conference Room
- October 28 – (TBD) RMHS Band Event @ RMHS
- October 30 – (7:00 p.m.) School Committee Meeting in the Superintendent's Conference Room
- November 1 – Grade 6 – 12 Early Release
- November 4 – (8:00 p.m.) SAT Testing – RMHS is a Test Center

We have learned many lessons from this OCR finding and look at this process as an opportunity to improve the special education program at Joshua Eaton as well as throughout the school district. This complaint reminds us of the need to continually evaluate all special education spaces in the district to ensure that students have comparable educational space that is appropriate to allow them to progress toward meeting their individual goals. In addition, it is important that parents, teachers, administrators and the Special Education Parent Advisory Council (SEPAC) work collaboratively together to develop short term and long range plans to address the needs of our students. Each group has a unique perspective, which collectively, will lead to effective evidenced based programs and services that benefit students. I am committed as Superintendent of Schools to work with the School Committee to secure the necessary resources with the community to support the changes necessary to have special education programs and services where our students have the appropriate tools and skills for a successful educational experience and are prepared for the next grade, and ultimately, prepared to contribute to our community.

We will give regular updates to the School Committee and the Community on our progress. In the meantime, we encourage staff and the greater school community to give us feedback and comments on what is working and what needs to be improved. I encourage you to attend SEPAC meetings, Superintendent Office Hours (which are posted on our website, [www.reading.k12.ma.us](http://www.reading.k12.ma.us), each week), or by contacting Director of Student Services Carolyn Wilson at

[Carolyn.Wilson@reading.k12.ma.us](mailto:Carolyn.Wilson@reading.k12.ma.us).

## Reading Embraces Diversity to Hold Kickoff Event Tuesday

READING EMBRACES DIVERSITY (RED)  
invites you to join their  
*KICKOFF EVENT*



# A Night of Listening & Learning

**Oct 3, 2017  
7-9 pm**

Performing Arts Center  
Reading Memorial  
High School

*A community response to recent  
hate symbols in Reading*

The evening will include:

- Presentation by Dr. Anna Ornstein, child psychiatrist and Holocaust survivor
- Update from Town & School officials, Police, and Clergy
- Forum for community questions
- Music from the High School choir
- Opportunity to volunteer for future events

For more information about this event or about RED, a new community action group in Reading, please contact us at [ReadingEmbracesDiversity@gmail.com](mailto:ReadingEmbracesDiversity@gmail.com) or at [facebook.com/ReadingEmbracesDiversity](https://www.facebook.com/ReadingEmbracesDiversity)

## Kudos and Accolades

- Congratulation to the swimming, field hockey, volleyball, golf, football and boys soccer teams on their wins this week.
- Kudos to the golf team for their second-place finish in the Middlesex League Shootout.
- Thanks Parker and Coolidge for holding successful back to school night events.
- Thanks to Guidance Director Lynna Williams and the RMHS Guidance Staff for hosting the annual Senior Parent Night.
- To the RMHS Marching Band who came in second in last week's NESBA Marching Band Competition in Methuen.
- To the RMHS Color Guard who received High Color Guard Award at the NESBA Marching Band Competition in Methuen last week.

Reading Embraces Diversity (RED), a new community action group, will be holding their kickoff event on Tuesday, October 3, 2017 from 7:00-9:00PM at the Performing Arts Center at Reading Memorial High School. The evening event, "A Night of Listening and Learning," was planned in response to the recent hate symbols discovered in town. The evening will feature a presentation by Dr. Anna Ornstein, a child psychiatrist and Holocaust survivor; an update on the town, police, school and clergy responses to these incidents; and time for community questions from a panel of town leaders including the Town Manager, the Chief of Police and the Superintendent of Schools. The evening will also include music from the High School mixed choir and an opportunity to volunteer for future events and initiatives. Jamie Michaels, Senior Pastor of the Old South United Methodist Church is the chair of this new group and is coordinating the team hosting this event. Speaking about the importance of the event, Pastor Michaels said,

"A town is only safe when all of its residents can feel safe from acts of hate. Reading Embraces Diversity encourages Reading citizens to continue their good work in building a community where we work together to understand our differences and build a safe and welcoming community for all our people."

Reading Embraces Diversity (RED) was formed as a result of recent anti-Semitic and racist graffiti found in and around schools in Reading. The group's mission is to promote communication and understanding across lines of difference so that Reading is a safe and supportive place to live for all our citizens.

For more information or questions about the event, please visit Facebook at <https://www.facebook.com/ReadingEmbracesDiversity/> or email [ReadingEmbracesDiversity@gmail.com](mailto:ReadingEmbracesDiversity@gmail.com). For interview requests, please contact Pastor Jamie Michaels of the Old South United Methodist Church at 781-944-2636 or [pastor@oldsouthumc.org](mailto:pastor@oldsouthumc.org).

## Reading Public Schools to Host 1<sup>st</sup> Annual Parent University on October 21<sup>st</sup>

Reading Public Schools 1<sup>st</sup> Annual

# PARENT UNIVERSITY

**WHEN**  
**Saturday, October 21st**  
**8:00am – 12:15pm**

**WHERE**  
**Reading Memorial High School, 62**  
**Oakland Road**

Benefit from **FREE** workshops presented by community experts on a variety of topics.

**FREE** childcare for children in grades K through 5 will be provided by the Extended Day Program. You must pre-register for childcare when you are registering for Parent University workshops. Children will be participating in activities run by tvl Sports.

Pre-registration will begin on Monday, October 2<sup>nd</sup> at the following link:  
<https://www.reading.k12.ma.us/community/adult-and-community-education/>

Sponsored By



### Tentative Schedule

**KEYNOTE SPEAKERS:**  
**DAVID WALSH, PH.D.**  
**& ERIN WALSH, M.A.**

**PRESENT:**  
"Connection  
Unleashes Children's  
Potential"  
8:40am – 9:30am  
Performing Arts Center

**Workshop Session 1:**  
9:40am – 10:30am  
Navigating the Cyber  
World

**Intentional Parenting**  
2017 Reading Youth Risk  
Survey Behavior Results

**Workshop Session 2:**  
11:00am – 11:50am  
Is There an App for That?  
Raising Kids in the Digital  
Age

**Raising Hardy and  
Resilient Children & Youth**

**Mindfulness & Parenting**

**College Process:  
Roundtable Discussion  
with Parents**

**Student Mental Health**

**And more.....**

## Superintendent's Office

### Hours this Week

*All are welcome*

- 10/2 RPS Administrative  
Offices  
(4:30 – 5:30 p.m.)  
10/4 Parker Middle School  
(7:30 – 8:30 a.m.)  
10/6 Birch Meadow  
(1:00 – 2:00 p.m.)

The Reading Public Schools is proud to present its first annual Parent University, which will be held on Saturday, October 21<sup>st</sup>, from 8:00 a.m. to 12:00 p.m. at Reading Memorial High School. The purpose of Parent University is to provide timely information to parents on a variety of topics that affect them and their children. The University will begin with a presentation by Dr. David Walsh and Erin Walsh on "Connection unleashes Children's Potential". Following the keynote, there will be several workshop sessions that parents can attend including topics on mindfulness, the college process, student mental health, and raising kids in the digital age.

The workshop is being sponsored by Reading Cooperative Bank. More information will be forthcoming. If you have any questions, please contact Director of Adult and Community Education Sandy Calandrella at [Sandy.Calandrella@reading.k12.ma.us](mailto:Sandy.Calandrella@reading.k12.ma.us).

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## REF Grant Information Sessions on 10/3 and 10/12

Never translated an idea into a grant before? Think you have a great idea, but not sure if it meets REF's criteria? Just curious?

Bring your questions, ideas and fellow teachers to:

### **REF Grant Application Information Session**

**Tuesday, Oct 3rd or Thursday, Oct 12th**

**3:15 - 4:15pm**

**Library Conference Room, RMHS**

At this informal meeting we will cover a variety of topics, including:

- Application process and acceptance criteria
- Filling out the application
- Brainstorming your ideas with a committee member

Past grant recipients are encouraged to come! Potential applicants would love to hear about your experience with the process and about the implementation of your grants!

The 2018 REF grant cycle will open in mid-October and due January 12th submitted through the district office. Each principal will have earlier internal due dates for review and signature.

Hope to see you there!

Nancy Dieselman  
Grant Committee Chair

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## Behavioral Health Coach Begins Monday

The Reading Public Schools is pleased to announce that Lauren Sabella will be starting on October 2, 2017 as the new Behavioral Health Coach. This is a position similar to the one previously held by Sara Burd, Director of Social Emotional Learning. Lauren has a Master's Degree in Education: Clinical Psychology with a concentration in Trauma Studies from Cambridge College and a Bachelor in Psychology with a concentration in Elementary Education from Merrimack College. Lauren has spent the last 6 years working at Youth Villages where she provided direct care to children and families. Most recently she has been

## Quote of the Week . . .



Do all the good you can, by all the means you can, in all the ways you can, in all the places you can, at all the times you can, to all the people you can, as long as you can.

-John Wesley

working as a Senior Program Consultant at Youth Villages where she oversees treatment planning and clinical direction. She also is responsible for coordinating professional development and training for staff who work directly with children and families. Lauren has also worked at the Triumph Center, Melmark New England and St. Ann's home. Lauren is a licensed elementary school teacher and a Licensed Mental Health Counselor. Lauren is a graduate of Reading Memorial High School and she is looking forward to her work in the District. Lauren will be spending her first few weeks observing classrooms, meeting teachers and getting to know how the District operates. She will be working to support the social, emotional and behavioral needs of our students through coaching of general educators and counseling staff on Tier I, II and III interventions. Lauren will also be providing clinical oversight to the Therapeutic Support Programs located at Killam, Coolidge and RMHS. Please welcome Lauren to the Reading Public Schools!

## Dyslexia in the General Education Classroom

By **Kelli Sandman-Hurley, Ed.D.** for [Edutopia Blog](#)

The following passage is about dyslexia. I want you to assume that I will be asking you a comprehension question or two when you are done. You have one minute. Go!

The bottom line is that it doesn't exist, no bitter white noise to give it (i.e. specific learning disability, etc). In fact, according to Tilly Thiywitz (2003) its prevalence is actually one in five children, which is twenty percent.

How was that? Did you stumble on some words? Did you skip words and or substitute with "whatever" or "something?" Based on experience, I am going to guess this was not easy for you. I will guess that if I asked you to read this in front of your peers, who are prone to judgment, you would feel anxious. I am also going to guess that if I asked you to tell me what you learned from the passage, you wouldn't be able to recall any important information.

You just experienced dyslexia for one minute. During that minute, the passage slowed you down and forced you to pronounce words that didn't seem to make any sense and weren't familiar. You knew they were wrong, but you read them anyway. And how about that time factor? Did you feel pressed for time? If you were in a classroom full of your peers and I asked you to read this aloud and then asked comprehension questions, would your heart rate go up? Would you suddenly have to use the restroom? Or perhaps you'd need to go to the nurse with a stomachache? This is dyslexia.

What can a general education teacher do to help?

### Understand Dyslexia

Let's debunk a few of the myths and misconceptions right now. Dyslexia is not:

- Seeing letters or words backward (In fact, reversing letters and words is developmentally normal through the first grade.)
- Outgrown
- A result of laziness or lack of motivation
- A visual issue.

It is often said that dyslexia is an "umbrella term" when, in fact, it has a very specific definition. **The International Dyslexia Organization** says:

*It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often **unexpected** in relation to other cognitive*



## Disney Tweet of the Week



"Venture outside your comfort zone. The rewards are worth it."

--Rapunzel (Tangled)

*abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. Most students with dyslexia will receive the reading and writing help they need outside of the general education classroom, but there are many things a general education teacher can do to help students with dyslexia not only avoid situations, but thrive in your classroom.*

Here is a short [video](#) from TED-Ed that explains dyslexia in just four minutes:

### Understand the Role of Accommodations

Now that you have a better understanding of what dyslexia is and is not, it is important to know how you can help a student with dyslexia in the general education classroom. The best way, aside from the actual intervention, is to provide and understand the accommodations that he or she needs to be successful. Remember, these students are capable of learning, and many are intellectually gifted -- their academic struggles are unexpected in relation to their innate ability to learn.

It cannot be overstated that students with dyslexia are capable of learning to read and write when given the appropriate intervention. This intervention should be structured and multisensory. It should be an explicit instruction of the underlying structure of English, and it should be informed by linguistics.

For many of these students, accommodations in the classroom can be the difference between academic success and academic failure and frustration. Below is a list of common and helpful accommodations:

- Books on audio: These should be introduced as soon as a reading deficit is suspected, and implemented as early as kindergarten. The idea is to make sure that the intellectually capable student is not missing the chance to read good literature and the grade-level content he or she is capable of understanding in a format other than reading. [Learning Ally](#) and [Bookshare](#) are reputable resources.
- Do not require the student to read aloud, unless he or she volunteers or had the opportunity to practice.
- Provide notes ahead of time or allow the student to record the lecture. The [Livescribe Pen](#) is a fantastic tool.
- Allow the student to verbally respond to short-answer and essay questions as well as dictate longer passages. Dyslexia affects writing as much, if not more, than reading. Their struggle with writing can often mask their actual thoughts.
- Do not mark off for spelling -- grade written assignments based on content only.
- Remove time limits from testing and other timed situations.
- Give multiple opportunities for success. If students who struggle in reading and writing are better at science, math, artistic, or physical activities, you can motivate them by showcasing their talents in other areas. It may be the one thing a teacher does to save those students' interest in school.

Dyslexia is real, occurring in up to 20 percent of the population. That means there is a student in every classroom, in every neighborhood, and in every U.S. school. It also means that every classroom teacher has the opportunity to positively change the life of a student with dyslexia by taking the time to understand what it is and provide accommodations for accessing information that student is capable of learning through alternate formats. Do you know that teacher? Are *you* that teacher?

**KELLI SANDMAN-HURLEY, ED.D.'S PROFILE**

## Important Websites

### RPS District Website

[www.reading.k12.ma.us](http://www.reading.k12.ma.us)

### Interface Health Services

<https://interface.williamjames.edu/community/reading>

#### Need help finding mental health care?



WILLIAM JAMES  
COLLEGE  
INTERFACE Referral Service



The Town of Reading has contracted with a unique **HELPLINE** service staffed by licensed clinicians that can help children, teens, & adults in Reading become connected with mental health care. Get provider matches that meet your specific needs, accept your insurance & has available appointments.

Call 1-888-244-6843 (toll free) • M-F • 9am-5pm  
<https://interface.williamjames.edu/>

## The Power of Retrieval Practice to Improve Long-Term Memory

In this *Cult of Pedagogy* article, Jennifer Gonzalez says she's surprised that "retrieval practice" (trying to recall information without having it in front of you, then checking to see how much you remembered) isn't discussed more frequently by teachers and school leaders. But isn't this old hat? After all, flashcards have been around for at least 100 years. "What's new is the research," says Gonzalez. "In recent years, cognitive psychologists have been comparing retrieval practice with other methods of studying – strategies like review lectures, study guides, and re-reading texts. And what they're finding is that nothing cements long-term learning as powerfully as retrieval practice."

Gonzalez interviewed Pooja Agarwal, a leading researcher in this area, who described one of the experiments she conducted with her colleagues. In a middle-school social studies class, students were given regular quizzes that covered only 1/3 of the material they were learning. During these no-stakes quizzes, the teacher left the room and didn't know which segment of her curriculum was being quizzed. In end-of-unit exams, students scored *a full grade higher* on the material that was quizzed than on the 2/3 that was taught and reviewed in the usual manner. Clearly the act of being quizzed was what improved students' long-term memory.

"Here's what this means for teachers," says Gonzalez. "When we teach something once, then want to do something else to help students learn it better, instead of just reviewing the content, we're much better off giving something like a quiz instead. In other words, if we do more asking students to pull concepts out of their brains, rather than continually trying to put concepts in, students will actually learn those concepts better." Gonzalez reviews some time-honored ways to use this approach in the classroom:

- **Think-pair-share** – The teacher poses a question – for example, "Think of one thing you learned yesterday about cells" – has all students jot down their answers, and then turn to a partner and share answers. Having students first retrieve individually is important, because if they immediately pair up, only the quickest responder will get the retrieval benefit.

- **Low-stakes quizzes** – These can be on paper or with an all-class response system like Plickers, Poll Everywhere, or clickers. Making quizzes low-stakes is important to tapping into the retrieval effect without raising students' stress level.

- **Brain dumps** – Have students get a sheet of paper (or launch a blank document on their computers) and write down everything they know about a topic. This could be at the beginning of a unit, part way through, or near the end. Students then discuss what they've written with a partner, focusing on discrepancies and gaps, and combine the whole class's information into a whole-class brain dump.

- **Flashcards** – These can work well in class or at home, but students need to be taught how to use them correctly: (a) Once a card has been mastered, keep it in the deck until it's been answered correctly three times; (b) Actually retrieve the answer and say it out loud (students don't get the full benefit if they look at a familiar item, think "I know this," and look at the back of the card); (c) Shuffle the deck; changing the sequence makes remembering more challenging. See <https://collegeinfo geek.com/flash-card-study-tips/> for more ideas on flashcards.

Gonzalez suggests using retrieval practice in Do Nows, during-class sponge activities, exit slips, and something to do while students stand in line for lunch. Some additional suggestions:

- Remember that retrieval practice is a learning activity, not an assessment, and should be kept low-stakes.
- Retrieval practice is most effective when it's done in short bursts over time, rather than in a long session. "This spacing causes students to forget some of the material, and the struggle involved in trying to recall it strengthens their long-term learning," says Gonzalez.
- Include feedback. "If students retrieve the wrong information, the practice won't be much good unless they find out the right information," she says, "so be sure to give

- them feedback as they go.” This also improves students’ metacognitive judgment on when they really remember something and when they don’t.
- Include higher-order questions if that will be the focus of the unit’s summative assessment.

“Retrieval Practice: The Most Powerful Learning Strategy You’re Not Using” by Jennifer Gonzalez in *Cult of Pedagogy*, September 24, 2017,  
<https://www.cultofpedagogy.com/retrieval-practice/> Reprinted from Marshall Memo 704.

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## Reading Public Schools Happenings

### RCASA Leads National Recovery Month in Reading

September is National Recovery Month and the Reading Coalition Against Substance Abuse has been leading several events this month. The **annual theme** for this year’s Recovery Month is Join the Voices for Recovery: Strengthen Families and Communities. Every Sept, SAMHSA sponsors Recovery Month to increase understanding of mental, and substance use disorders and celebrate the people who recover. This past week, there were two events. On Tuesday, RCASA hosted the regional partners of the Mystic Valley Public Health Coalition for the Annual Voices for Recovery and Remembrance at the Memorial Wall of Reading Memorial High School. On Thursday, RCASA held its annual meeting which featured comments from District Attorney Marian Ryan and a keynote speech from Dr. Ruth Potee. Dr. Potee’s presentation can be found **here**. There are photos below from both events. A special thanks goes to Executive Director Erica McNamara and Outreach Coordinator Julianne DeAngelis for all of their hard work and leadership in this area.

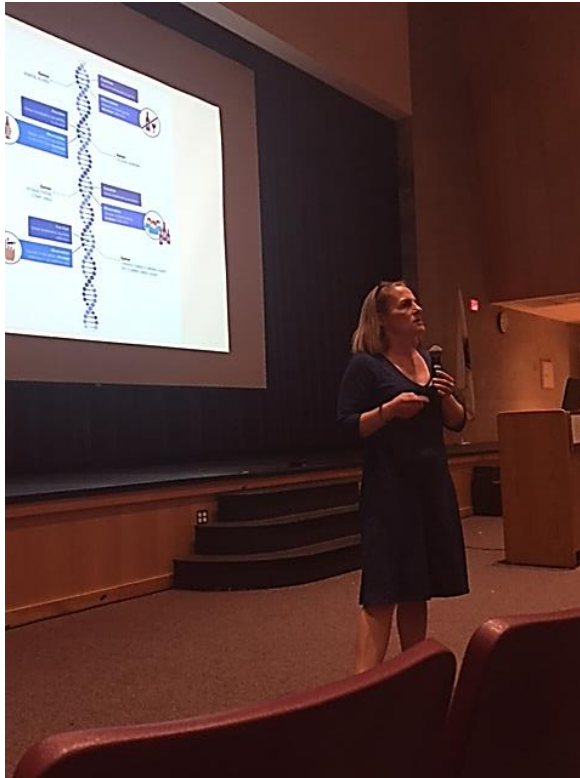


RCASA Executive Director Erica McNamara Speaks at Candlelight Vigil



Candlelight Vigil





Dr. Ruth Potee

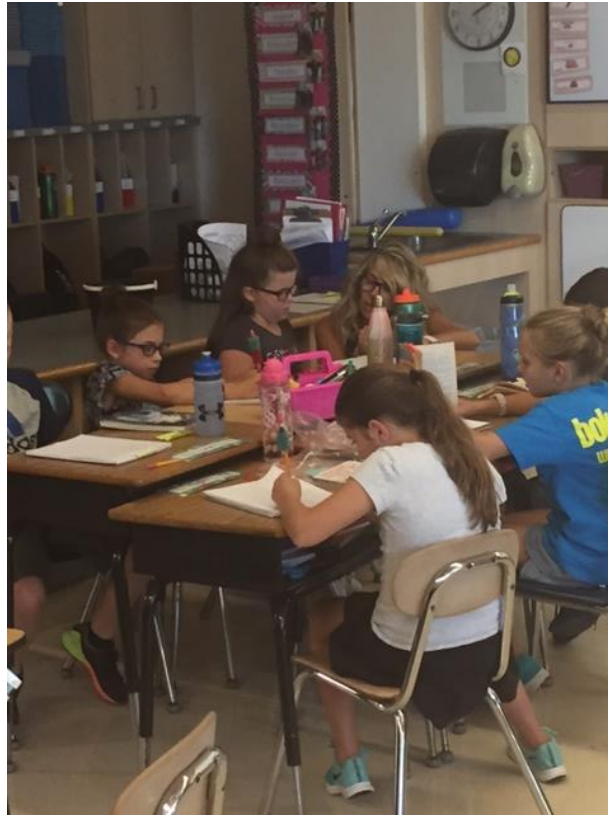
#### **Reader's Workshop at Wood End**

Students in Keri Dinapoli's Grade 4 Class at Wood End are working very hard to build their reading stamina and comprehension. Great job, students!



## Contact Us

*The Pathways* newsletter is published weekly for the Reading Public School Community. If you have anything that you would like to share, please email your info to John Doherty at: [john.doherty@reading.k12.ma.us](mailto:john.doherty@reading.k12.ma.us)



## Stepping Stones...

- Our thoughts go out to Extended Day/Daily Substitute **Deb Makrys** who lost a close family member recently.
- We welcome the following new staff to the Reading Public Schools:
  - Larissa Morrell, Daily Substitute, District
  - Patrick Holland, Extended Day Teacher, RISE Preschool
  - Tamara Cantillon, Nurse Substitute, District
  - Kelli Benoit, Daily Substitute, District
- **We have posted** a new position. If interested, please visit
- <https://reading.tedk12.com/hire/index.aspx> to view the job detail

Head Girls Ice Hockey Coach <a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=384">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=384</a>
Boys Assistant Basketball Coach, Reading Memorial High School <a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=385">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=385</a>
Elementary School Special Education K-2 Compass Program Paraeducator 56.5 hours biweekly, Birch Meadow Elementary School (repost) <a href="https://reading.tedk12.com/hire/ViewJob.aspx?JobID=386">https://reading.tedk12.com/hire/ViewJob.aspx?JobID=386</a>

- **Members needed for District Professional Development Committee**-We are currently seeking faculty representatives for this year's district Professional Development Committee. This Committee, established jointly by the Reading Public Schools and the Reading Teachers Association, meets quarterly, consists of teacher representatives from all levels, and provides input and guidance in the use of professional learning time in our district. If you are interested in serving on the Committee, please send Assistant Superintendent for Learning and Teaching Craig

Martin an email at [craig.martin@reading.k12.ma.us](mailto:craig.martin@reading.k12.ma.us). with a brief description supporting your participation. The deadline to apply is October 4.

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## Blazing Trails...

**"Harvard Education Expert Dispels Common Terms Used To Define 'Social And Emotional Skills.'"** Lead education blogger Anya Kamenetz, in a piece for "NPR Ed," notes an analysis released by the Robert Wood Johnson Foundation found "school-based interventions to promote social and emotional skills have large, and long-term, positive impacts: an average of \$11 for every dollar invested," but she laments there is still "no consensus on how to define these indicators, or even on what to call them." Martin West of the Harvard Graduate School of Education outlines problems with various terms coined by education advocates and leaders to identify and describe these indicators, and "says we may be ready to declare a winner by default." He explained, "The semantic debates have died down a bit, but more from exhaustion than from progress toward consensus. Most people seem to be using social and emotional (or social-emotional/socioemotional) learning as a catchall." [Read More](#)

**"Setting the Stage for Intrinsic Motivation."** When motivation comes from within, it can sustain students even when the road to achievement gets rocky. This ASCD Express article breaks down two must-haves for intrinsic motivation-that students value their work and believe they can be successful-into guideposts for teaching. [Read More](#)

**"Get to Know Students' Goals on Day One."** Here's how to use the first few weeks of the school year to get to know your students' goals and use them to inform curriculum and instruction. Students will be more motivated when they can see how your teaching connects with their aspirations in this ASCD Express article. [Read More](#)

**"Turning Reluctance into Resilience."** What can teachers do for students who consistently seem unmotivated? These strategies help teachers cultivate students' will to succeed, scaffold expectations and metacognitive steps to achievement, and acknowledge students' value beyond their academic achievement in this ASCD Express post. [Read More](#)

**"Generating Effective Questions."** Four ways to come up with questions that guide students to engage deeply with class content. Plus: a pop quiz for you. Teachers ask an average of 400 questions a day, or 70,000 a year, according to *The Guardian*. While many of these questions are generated on the fly, asking effective questions by using questioning techniques (QTs) like those described in this Edutopia post prompts deeper answers and engages students in a wide range of critical thinking tasks. [Read More](#)

**"Canada: Can Full-Day Kindergarten Improve Achievement?"** Students who attend full-day kindergarten may perform better by second grade than peers who attend half-day programs, according to researchers at the Ontario Institute for Studies in Education. The researchers considered outcomes for 600 students. [Read More](#)

**Have a Great Week Ahead!**