



Pathways

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

October 8, 2017

Volume 9, Number 6

Upcoming Dates

- October 9 – Columbus Day
No School/Offices Closed
- October 11 – Grade 6 – 12
Early Release; (7:30 p.m.)
Financial Forum (Reading
Public Library Basement
Conference Room)
- 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
Endslow 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
- 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

Superintendent's Remarks at Reading Embraces Diversity (RED) Event

The following remarks were made by Superintendent of Schools John Doherty at the Reading Embraces Diversity event, which was held on October 2nd. Over 250 people attended this event which featured remarks from Holocaust Survivor, Anna Ornstein, Town Manager Robert LeLacheur, Reverend Jaime Michaels from Old South Church, and Police Chief Mark Segalla. Special thanks goes out the RMHS Mixed Choir for singing at the event.



Panel Discussion featuring (From Left to Right), Holocaust Survivor Dr. Anna Ornstein, Town Manager Robert LeLacheur, Reverend Jamie Michaels, ADL Representative Norman Abbott

Thank you, Bob. First and foremost, I want to thank RED for sponsoring tonight's event. I look forward to having our schools be part of a bigger conversation moving forward in our community on this critical issue. I also want to thank our RMHS Mixed Choir under the direction of Kristin Killian for providing the beautiful music this evening.

I want to reemphasize the point that Bob made about the strong collaboration between the Reading Public Schools and the Reading Police Department. This relationship, which has only grown stronger over the last several years is built on communication, trust, and a sense of purpose to keep our students and staff safe. We have been very fortunate in this community to have strong leadership at the Chief level with Chief Cormier and now Chief Segalla and exceptional School Resource Officers who understand their role in a school setting. This type of relationship is not necessarily the norm in some communities and I want to thank the Chief for his leadership in helping to provide safe schools.

Before I talk about moving forward, I do want to reflect for a moment on the past several months. When we first began having the swastika and other hate graffiti incidents last April, I was not satisfied with my response as Superintendent. I wanted to understand and

- 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

learn more on how we could do a better job responding to the community. Bob mentioned to me at the time that he had reached out to Rabbi Susan Abramson from Temple Shalom Emeth in Burlington. I met and communicated with Rabbi Abramson on several occasions and she shared with me her experiences in Bedford a few years ago and how that community responded. I also reached out to the Bedford School Superintendent, Jon Sills, who shared with me the details of the plans that he and the police chief implemented when Bedford was going through a similar series of hate graffiti. Upon Rabbi Abramson's recommendation, Deputy Chief Clarke and I met in late June with about 40 members of the Reading Jewish Community, some who currently have students in our schools and some who no longer have students in the Reading Public Schools. There were also current students who attended. We wanted to update them on what was going on, but more importantly, to listen to their concerns, their thoughts, and their fears.

The conversation we had that evening was impactful. Many in the group were very nervous and concerned about not only what is happening in Reading, but what is happening in our country. And this was before the riots in Charlottesville, Virginia. Some had grandparents who survived the holocaust. They were told the stories about how this horrific time in our history started, and how people did not respond or push back...and then it was too late. They talked about how important it is for schools to teach our students to be an upstander – someone who stands up against bullying or mean/cruel behavior. They emphasized the need to mobilize the entire community to end harmful harassment, teasing, and violence in our schools.

Those conversations motivated me to really reflect, along with our principals and central office administrators at what we were currently doing and what we could do differently. To that end, I want to share with you some of the areas that we have been working on as a school district, both prior to the graffiti incidents, and moving forward.



Dr. Anna Ornstein

First and foremost, our schools take pride in the core values that we have developed and practiced for the past few years around the areas of respect and responsibility. Each school has developed their own unique culture of supporting these core values through monthly assemblies, guest speakers, course work, recognition, and community service. These activities are ongoing and strengthen our school cultures. One example here at the High School is that our English classes read the book *Night*, by Elie Wiesel who writes about his experience with his father in the Nazi German concentration camps. Last year, a holocaust survivor came to talk to the students about his experiences. We have also

Kudos and Accolades

- Congratulation to the swimming, golf, field hockey, football and girls soccer teams on their wins this week.

had Anna Ornstein come and talk to our eighth grade students and we plan on inviting her to speak to High School students later this year.

In August, our administrators attended a training session that was facilitated by the Anti-Defamation League to help support the work that we are doing in our schools in this area. During that training, there were two areas that really resonated with me. The first was the ADL's explanation of the pyramid of hate, which shows what happens when biased behaviors, when left unchecked, grow in complexities from top to bottom. At first, these behaviors may start with insensitive remarks or stereotyping, but as a society they can get more and more complex, and lead to individual acts of prejudice, discrimination, violence, and if completely left unchecked, genocide. Like a pyramid, the upper levels are supported by the lower levels. If people or institutions treat behaviors on the lower levels as being acceptable or "normal," it results in the behaviors at the next level becoming more accepted. The second important point that resonated with me is how we need to respond as adults in our school community when we witness incidents of bias, microaggressions, or bullying. As a district, we have been working on having a consistent response and making these teachable moments for our students. We are communicating the message that these actions do not define us as a school community. As members of the Reading Public Schools, we need to lead and model a culture that embraces a community of safety and respect for our students and adults.



RMHS Mixed Choir

Here are some other activities that we are planning or are already occurring that involve our students.

1. For the first time in several years, we have A World of Difference Clubs at each of our middle schools and the high school. These after school clubs, sponsored by the Anti-Defamation League, will lead the student response in creating a culture that promotes respect and embraces diversity. Last year, the club here at the High School created an RMHS Human Rights Resolution which was embraced by staff and students.
2. Recently, under the direction of Assistant Principal Tom Zaya, Reading Memorial High School received the MVP grant in partnership with the New England Patriots and the District Attorney's Office which will provide training to our student leaders to promote anti-violence at our High School.
3. We are very excited that our middle schools have been introducing the curriculum Facing History and Ourselves during their advisory block. This program helps

Superintendent's Office

Hours this Week

All are welcome

10/11 Killam Elementary
(7:30 – 8:30 a.m.)

10/11 Superintendent's
Office (5:00 – 6:00
p.m.)

10/12 RMHS
(4:00 – 5:00 p.m.)

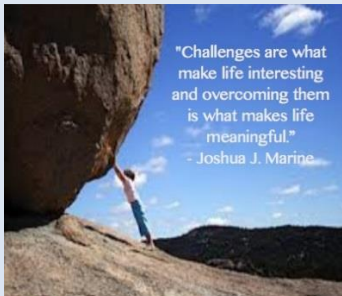
students learn about hatred and bigotry with the intention of stopping these types of incidents from happening in the future. The outcomes of the program foster empathy and reflection, improve students' academic performance, and build safe and inclusive schools. The early results of this program have been very positive from both students and staff. We have also been teaching a course with the same name at the High School for several years.

4. We have updated our Bullying Prevention Plan which reflects all of the changes above to expand the work that we have been doing to reduce bullying, harassment, and discrimination in our schools.
5. We are proud to have been a partner with Understanding Disabilities for over 30 years and we are working closely with them to continue to provide lessons at our elementary schools around disability awareness and to bring in a speaker for our middle schools.
6. On October 21st, from 8:00 a.m.-12:00 p.m., we will be holding our first annual Reading Public Schools Parent University, which is being sponsored by Reading Cooperative Bank. Several of the workshops focus on giving parents the tools and information necessary to support their children in this changing world.
7. We have improved our internal protocol with administrators, staff, and police for identifying and reporting graffiti so that we have a more unified response.
8. Finally, on Tuesday, October 24th, several administrators, Lieutenant Rich Abate, and School Resource Officer Lewis and I will be attending a workshop that is being sponsored by the United States Attorney's Office for the District of Massachusetts Civil Rights Unit. The name of the conference is called Responding to and Preventing Incidents of Hate in K-12 Schools. Some of the topics include preventing hate and creating welcoming schools, best practices in responding to hate speech in schools, addressing the needs of victims, addressing the needs of vulnerable populations, and distinguishing the line between first amendment free speech and hate speech.

As you can see, we have made progress in several areas, including curriculum changes and staff training. However, we know that there is always room to improve and learn from these experiences to support our core mission. A core mission which ensures that all students feel safe, 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. Over the last two years, our main focus as a school district has been to close the achievement gap for our students. One of the ways you do that is to create a strong learning environment to create a safe and supportive environment for all students, including students with disabilities, economically disadvantaged students, students of different races and ethnicities, our LGBTQ students, and students who practice different religions. The conversations that we are having this evening began in April with the swastikas, the Star of David with a slash through it, and the racist graffiti. But, it does not end there. The conversations need to go beyond and focus on how we as a school community can create those safe and supportive schools and, subsequently, a safe and supportive community for all.

We are in a time where we are witnessing significant events in our country, our state, and in our region which impact our students and our classrooms. The violence in Charlottesville, Virginia is just the most recent of these events. The swastikas and other graffiti that we have witnessed in our community is a symptom of what is happening nationally. I want you to know that as the superintendent for the Reading Public Schools I will not and do not tolerate hateful words or actions, bigotry or any form of racist behavior. We will not tolerate this in our classrooms, schools, or on our grounds. There simply is no place for it. We have to be -- and we are -- better than that. Our work is educating our students, building a stronger and more vibrant community, creating understanding, and acting with a sense of positive energy focused on the future of our young people. Although Reading is

Quote of the Week . . .



"Challenges are what make life interesting and overcoming them is what makes life meaningful."
- Joshua J. Marine

Challenges are what make life interesting; overcoming them is what makes life meaningful.

Joshua J. Marine

not a very diverse community in many ways, we are in other ways. We need to embrace and respect our differences, listen respectfully to each other's thoughts, and learn from those conversations. These conversations will help us better support and teach our students and create a more respectful community.

RCB & RPS Celebrate 10 Years of Financial Literacy at Reading Memorial High School



Reading, MA – Reading Cooperative Bank and Reading Public Schools are celebrating a 10-year milestone of providing a full-service educational banking branch at Reading Memorial High School. The partnership not only offers a business course in retail banking, but also gives students an opportunity to open their first checking or savings account. The branch is convenient for RMHS faculty and staff, as well, affording them a way to bank at work.

"It is truly amazing to see, first-hand, how the students who have taken the course or banked with RCB through our RMHS branch have benefited," said Mike Foley, Assistant Vice President/Branch Manager of the high school branch. "We have past students, who have now graduated from college, say that they still benefit from the course." Foley continued, saying, "Reading Public Schools has been gracious, supportive, and very open to this experience. The support of the program from past students, the school district, and the parents is overwhelming."

As a lab to support the Business & Technology Department's curriculum, the RMHS branch provides students with a business elective course, called "Retail Banking," by staffing student teller positions with sophomores, juniors and seniors. These students assist with the day-to-day operations of the bank, developing quality business interaction skills that translate into future careers. RCB aims to improve students' financial literacy and set the table for them to become responsible bankers as they graduate into adulthood. Student tellers have even been hired by RCB as part-time tellers for the bank's other branches.

Adam Bakr, RMHS Principal, said, "Our collaboration with Reading Cooperative Bank gives students more than just the opportunity to learn about banking. For many, the hands-on

Disney Tweet of the Week



"If you don't know where you want to go, then it doesn't matter which path you take."

-- The Cheshire Cat (Alice in Wonderland)

experience helps them develop a sense of confidence and maturity that carries over into their academic classes."

Here are 10 highlights celebrating the 10-year collaboration between Reading Cooperative Bank and Reading Memorial High School, both in and out of the branch and the classroom:

1. By the end of the 2017-2018 school year, roughly 400 students will have gone through the Retail Banking Course over the decade. Over 20 families in Reading can proudly say they have legacy student tellers.
2. To celebrate RCB's donation for new lights on the new football field, President & CEO Julie Thurlow threw out the first football following the completion of the high school renovations in 2008.
3. In 2013, RCB won two silver Northeast Marketing awards for Economic Development and Financial Literacy for the work done at RMHS.
4. Over the course of the decade, RCB has hired over 15 students from the program as regular part-time tellers or to work in other departments within the Bank.
5. Student tellers have participated in the Massachusetts School Bank Associations' annual competition held at the Federal Reserve Bank of Boston. In 2015 and 2017, students won second place for bank products they developed. Over the decade, numerous RCB/RMHS students also won the essay portion of the Fed competition.
6. RCB funded an almost \$12,000 grant through the Reading Education Foundation in 2013 for the addition of physics labs.
7. During the 2016-17 school year, RCB hosted a Financial Fair for 285 juniors. Talks are underway with RMHS to plan a second fair during the coming school year.
8. First semester student tellers are taken to RCB's headquarters for a full school day workshop.
9. Through the Reading Scholarship Foundation, RCB has donated over \$20,000 over the last decade for student scholarships.
10. In the past, banking students have worked with Senior Management, the Marketing Department, and other areas of the Bank.

The school branch is located across from the cafeteria at RMHS, and is open from 9:00 AM – 1:05 PM during the school day.

About Reading Cooperative Bank:

Reading Cooperative Bank is a depositor owned co-operative founded in 1886. This community-centric North Shore financial service provider has branches in Reading, Wilmington, North Reading, Woburn, Andover, and Burlington. They also operate teaching branches at Northeast Metro Tech in Wakefield (open to the public) and at Reading Memorial High School (students and staff only), as well as an online branch at www.readingcoop.com.

Member FDIC | Member SIF | Equal Housing Lender

Important Websites

[Help Desk \(To submit a ticket\)](mailto:help.desk@reading.k12.ma.us)
help.desk@reading.k12.ma.us

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

[Access Your Email](https://login.microsoftonline.com/)
<https://login.microsoftonline.com/>

[Baseline Edge](https://baseline.ioeducation.com/Site/login)
<https://baseline.ioeducation.com/Site/login>

[Interface Health Services](https://interface.williamjames.edu/community/reading)
<https://interface.williamjames.edu/community/reading>

Need help finding mental health care?



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, accepts your insurance & has available appointments.
Call 1-888-244-6843 (toll free) • M-F • 9am-5pm
<https://interface.williamjames.edu/>

Reading Public Schools 1st Annual

Parent University

Reading Public School's first annual Parent University will be held on **Saturday, October 21st from 8:00am-12:15pm** at Reading Memorial High School. Registration for Parent University's free workshops and free childcare is available now at:

<https://www.reading.k12.ma.us/community/adult-and-community-education/>

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, school budget 101, and raising kids in the digital age.

The event is sponsored by Reading Cooperative Bank. If you have any questions, please contact Director of Adult and Community Education Sandy Calandrella at Sandy.Calandrella@reading.k12.ma.us

REF Grant Information Sessions on 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

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

The Arts Need to Be a Central Part of Schooling

Arts education may deliver an academic boost

By Mariale Hardiman for Ed Week

The great education thinker John Dewey claimed that art is not the possession of a recognized few but the authentic expression of individuality for all. Among those who care about education, few would deny that the arts now struggle to survive in our nation's schools. The visual and performing arts frequently are marginalized as fringe subjects, taking a back seat in school curricula when funds are tight or teaching time is usurped by subjects that count toward school accountability measures.

Yet a growing number of researchers and educators are in agreement that participation in the arts should become a central component of schooling, as research suggests that the arts can be a significant factor in improving academic outcomes. This premise may cause some arts advocates to bristle, believing that arts experiences are important for the sheer joy of human expression and that educators should not have to justify access to the arts as a way to increase learning.

That may be true, but it is hard to ignore the growing body of research that correlates arts experiences with multiple domains of learning, including academic achievement, motivation, and thinking skills. Moreover, using art forms as a pedagogical tool in teaching other subjects—known as arts integration—is showing promise for enabling students to learn and retain academic content, according to a thorough literature review by Gail Burnaford and other researchers published for the [Arts Education Partnership](#). Students in schools that offer arts-integrated learning are more likely to show better academic outcomes, transfer knowledge from arts to nonarts domains, and demonstrate greater motivation and engagement in learning.

Despite those findings, some educators resist using the arts as a way to teach and reinforce content. In my experience leading schools, offering professional development, and teaching graduate and doctoral-level courses, I have encountered reluctance for incorporating the arts into instructional practices. Three common scenarios stand out for classroom teachers:

"Arts provide another vehicle for students with limited language or lower academic skills to demonstrate mastery of academic content."

- The teacher would like to use more arts-based activities, noting that students remember more content and seem to enjoy the subject matter better when the arts are incorporated into lessons compared with using only traditional methods. The teacher worries, however, that using arts activities will reduce the time needed to cover all the required curriculum.
- The teacher believes that she is not very artistic and finds it hard to imagine the kind of arts activities that would enhance learning math; it is easier to follow traditional teaching strategies.
- The teacher worries that low-performing students need more time in remediation and would not learn as much without highly structured curricula that offer repetition of essential content and skills.

Noting the concerns of educators and the dearth of research that explores the causal effects of arts integration on memory for academic content, our research team at Johns

Hopkins University's School of Education conducted randomized control trials to test the efficacy of arts-integrated science units (the treatment condition) compared with conventional science units (the control condition). We designed treatment and control units using the same science content and designed arts activities that would require the same amount of teaching time as in conventional lessons.

We also matched the mode of delivery (visual, auditory, kinesthetic) to assure active learning experiences in both conditions. In the course of the studies, we provided professional development for teachers to show that robust arts-based teaching can be easily incorporated into lessons. For example, using songs, movement, and visual vocabulary does not require extensive arts training or elaborate materials. In our studies, each randomized group of students received a science unit in either the treatment or control condition and a second science unit in the opposite condition. According to the results of delayed post-tests, arts-integrated teaching showed an advantage for long-term retention of science content. That increase in retention in the arts-integrated units was especially strong for students at the lowest levels of reading achievement. We believe, therefore, that the arts provide another vehicle for students with limited language or lower academic skills to demonstrate mastery of academic content.

Our studies provide some preliminary causal connections between arts-integrated learning and memory for content. The findings also raise some interesting questions about whether learning through the arts transfers residual benefits. We observed that students who experienced the arts-integrated units first performed significantly better in subsequent conventional units compared with students who had not yet experienced the arts-integrated units. That made us wonder if students who were taught using arts-integrated instruction may have later applied arts-based strategies, even when not taught through the arts.

These observations open interesting possibilities that warrant further investigation. Do the arts aid in thinking dispositions and problem-solving skills, as some researchers have suggested? Perhaps the current focus on 21st-century skills of creative problem-solving will lead us back to the arts as a fruitful alternative to conventional teaching—as Dewey suggested at the start of the 20th century.

Mariale Hardiman is a professor of education and the vice dean of academic affairs at Johns Hopkins University's School of Education. She is the co-founder and the director of the Neuro-Education Initiative, a cross-disciplinary program that brings educators relevant research from the learning sciences to inform teaching and learning.

New Resource: [Quick Reference Guide to the 2017 Mathematics Curriculum Framework](#)

The Massachusetts Department of Elementary and Secondary Education recently released two two-page [quick reference guides \(QRGs\) to the 2017 Curriculum Framework for Mathematics: "Fractions Learning Progression in Grades 3-5,"](#) which describes the learning trajectory from the conceptual foundations of fractions to fluency with fractional operations, and ["Standard Algorithms for Addition and Subtraction,"](#) which summarizes the progression of standards related to developing a conceptual understanding of the standard algorithms for addition and subtraction. You might find them useful summaries both for yourself and for explaining the math progressions to parents. The hope is to release additional quick reference guides throughout the school year.

In the meantime, DESE has also released [grade-by-grade explanations for the 2017 ELA/Literacy and Mathematics frameworks](#) that provide detailed descriptions of the

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

revisions made to the 2010 frameworks for each grade level. Each document presents the 2010 standard next to the revised 2017 standard, with changes noted in red, along with a brief rationale for the change. These detailed documents supplement the previously released "Highlights" documents (available at the [same link](#)), which list some of the key changes for each grade level. Each grade-by-grade document was previously available on the Board of Elementary and Secondary Education site as part of the 2017 frameworks revisions process but has now been republished to support teachers and administrators with the transition to the 2017 frameworks.

Reading Public Schools Happenings

Killam Holds Core Values Assembly

Recently, Killam held an all school core value assembly on Trustworthiness. Below are some pictures of the TRRFCC Killam students and Superheroes at the All School Assembly. In addition, Killam Principal Sarah Leveque announced at the assembly all the exciting new playground equipment and our beautiful new picnic table that were generously donated to Killam by last year's fifth grade students.



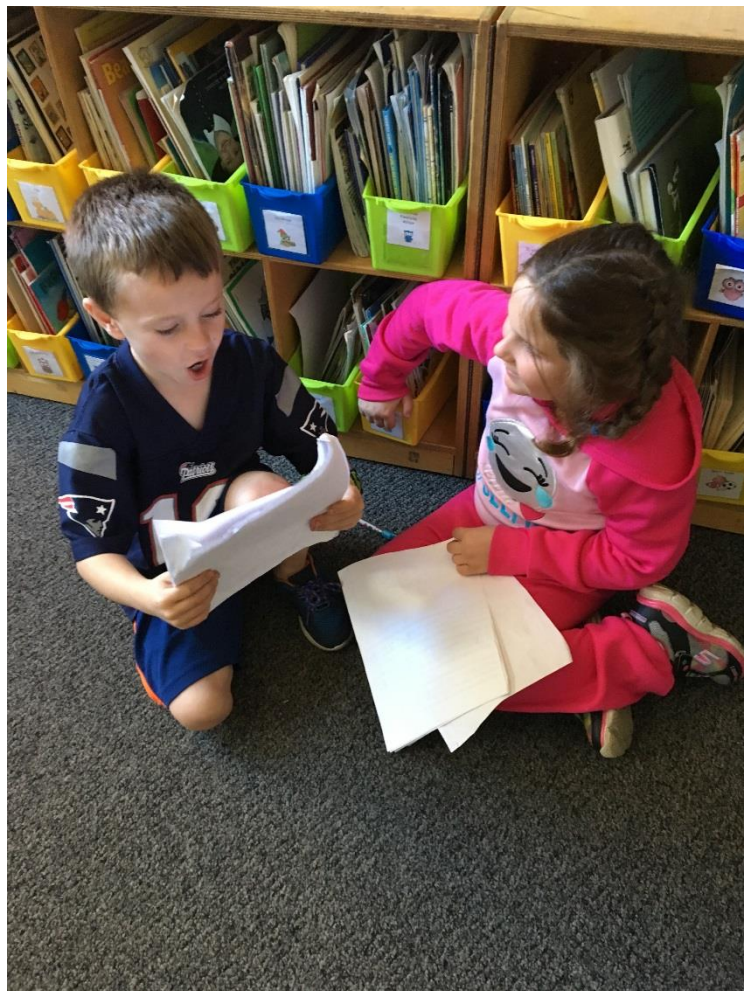


Writing Activities at Joshua Eaton

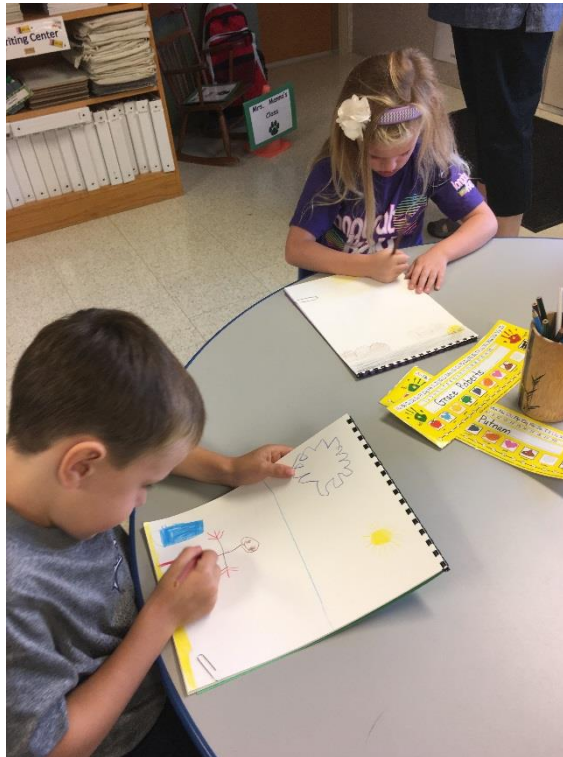
Joshua Eaton students are busy with a variety of writing activities to enhance their writing skills. There are several photos below which illustrate the types of writing activities going on.



Grade 3 Students With Their Writing Notebooks



Grade 1 Students Sharing Their Writing



Kindergarten Students Working on Sketching As Part of the Writing

Stepping Stones...

- Congratulations to Birch Meadow teacher **Jessica Duffy** on the birth of her son Charlie Michael on October 3rd weighing 7 lbs. 8 oz. and 19" long.
- Wishing a speedy recovery to Coolidge Secretary **Marianna Zanni** who had surgery recently.
- Wishing a speedy recovery to Community Education Billing Specialist **Vivian Tringale** who had surgery recently.
- We welcome the following new staff to the Reading Public Schools:
 - Larissa Morrell, Daily Substitute, District
 - Keri O'Connor, Daily Substitute, District
 - Lauren Sabella, Behavioral Health Coach, District
 - Nicole Lapiana, Regular Education Paraeducator, Killam
 - Charlene Repetto, Cafeteria, RMHS
 - Maureen Griffin Stone, Cafeteria, Parker
 - Alyssa Guida, Daily Substitute, District
 - Rachael Burbank, 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

1.0FTE Long Term Substitute Chemistry Teacher, Reading Memorial High School https://reading.tedk12.com/hire/ViewJob.aspx?JobID=387
1.0FTE Long Term Substitute Physics Teacher, Reading Memorial High School https://reading.tedk12.com/hire/ViewJob.aspx?JobID=388
1.0FTE Speech Language Pathologist, Reading Memorial High School https://reading.tedk12.com/hire/ViewJob.aspx?JobID=389
After School Teacher, 18 hours biweekly, Barrows Elementary School https://reading.tedk12.com/hire/ViewJob.aspx?JobID=390
After School Teacher, 39 hours biweekly, Barrows Elementary School https://reading.tedk12.com/hire/ViewJob.aspx?JobID=391

After School Teacher (2), 32 hours biweekly, Killam Elementary School https://reading.tedk12.com/hire/ViewJob.aspx?JobID=392
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After School Head Teacher, 39 hours biweekly, Barrows Elementary School https://reading.tedk12.com/hire/ViewJob.aspx?JobID=393
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Blazing Trails...

"Half Of Massachusetts Students Fail On 'Controversial' New State Exams." The Boston Herald reports that for the first time this spring, Massachusetts third and eighth graders "took the controversial new 'next generation MCAS' test" - and about half of them failed, "according to an early review of English and math scores presented to the state Board of Elementary and Secondary Education." The new format, "a hybrid between the former MCAS and exams based on national Common Core standards," was "tougher and raised the bar for expectations." As a result, this year's scores will be viewed as a baseline, with scores expected to change as schools adjust, according to state education officials. Unlike the preceding MCAS system, student scores and demographic gaps on the new format will not be used to "determine whether schools are rated Level 1-5, with 1 being the highest and 4 eventually putting a school at risk of being under state oversight." [Read More](#)

"A Simple Tool for Fostering Growth Mindset." Swapping pencils for pens can help teachers better understand students' learning processes, asserts second-grade teacher Courtney Sears. In this Edutopia blog post, Sears writes that having students use pens teaches them it's OK to make mistakes and to try different strategies. [Read More](#)

"7 Reasons You Need to Try Voice Typing in Google Docs." Voice Typing in Google Docs is a Game-Changer! Technology that supports reading and writing is what any teacher is looking for. Google Docs is fully-loaded with some features that can save time in and out of the classroom, and often times can even save teachers a little heartache when it comes to supporting students. One tiny little feature that packs an amazing punch is Voice Typing in Google Docs. This is a speech-to-text feature that is built-in to the most popular word processor in the world, and it is available to you and your students if you have a microphone in your devices. [Read More](#)

"In Sync with Families." "Parents are the historical and holistic experts: Their specialty is their own child. As teachers and administrators, our specialty is educating a classroom or school full of students," writes Barbara Boroson in "Building Bridges Across the Autism Spectrum." This issue of ASCD Express looks at how to invite and nurture family engagement so that parental and pedagogical expertise align to create the best opportunities and outcomes for students." [Read More](#)

"Perspective on Global Citizenship from International Teacher." "The 2016-17 school year had not been my best year of international teaching," writes NBCT Chris Megaffin, who asked his students to consider the question: What does it mean to be a global citizen? In this blog post, Megaffin -- a teacher of eighth-grade social studies at the American International School in Johannesburg -- shares "the four most meaningful lessons" he learned as a teacher last year. [Read More](#)

Have a Great Week Ahead!