



Pathways

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

March 11, 2018

Volume 4, Number 26

Upcoming Dates

- March 10 – (2:00 p.m.) Parker Musical – My Son Pinocchio, Jr. @ Parker
- March 16 – (7:00 p.m.) Mr. RMHS in the Endslo PAC
- March 19 – (7:00 p.m.) School Committee Meeting in the Superintendent's Conference Room
- March 22 – (7:00 p.m.) RPS Community Forum with Dr. David Walsh in the Endslo PAC
- March 23 - No School for Students; Teacher In-Service – Annual Blue Ribbon Institute
- March 24 – (6:00 p.m.) RMHS Sophomore Semiformal in the RMHS Cafeteria
- March 26 – (7:00 p.m.) Parker Grade 5 Family Transition Night
- March 28 – (6:15 p.m.) Coolidge Grade 5 Family Transition Night; (6:45 p.m.) Coolidge Math & Science Night
- March 30 – Good Friday; Passover begins at Sundown
- April 3 – Local Election in the Hawkes Field House
- April 4 – Grade 6 – 8 Early Release

RMHS AP Art Students Participate in Congressional Art Show

Several RMHS AP Art Students are participating in the Sixth Congressional Art Show and Competition. Montserrat College of Art will once again host the Sixth Congressional District Congressional Art Show and Competition for Congressman Seth Moulton at its 301 Cabot Street Gallery, March 12-17. A closing reception and award ceremony will be held from 3:30-5 pm on Saturday, March 17 and the public is welcome.

This competition is open to high school students, grades 10-12, from public and private schools and home-schooled students from the 6th District of Massachusetts. This marks the 24th year that Montserrat has hosted this competition. Last year's exhibit included 148 pieces from 30 different public and private high schools and home-schooled students from the 6th District.

Each winner will be presented with a citation from Congressman Moulton and varying levels of scholarships to Montserrat's Summer Pre-College Program. The grand prize winning piece will be sent to Washington, DC where it will hang in the Capitol building for one year along with winners from other Congressional districts across the country. A ceremony to congratulate all the winners will be held in Washington, DC in June.

The following AP Art Students (shown below from left to right) will be participating in the Art Show.

Olivia Blumenshine- Grade 12 "Cat Lady" pencil.

Grace Leahy- Grade 12- "The band This is Pointless". Colored pencil and Graphite.

Talia McNamara-Grade 12- "An offering"- Watercolor.

Celia Peterson- Grade 12, " A cup o' Joe" Watercolor.

Emma Turner- Grade 12- "Home Invasion"- Colored pencil.

A special thanks to RMHS Art Teacher Susan Gilbert for her work with these students. Good luck to all of the students!

Kudos and Accolades

- Congratulations to the gymnastics team on a fourth place finish in the state meet.
- Congratulations to the RMHS Jazz Band and Stage Band who participated in the Massachusetts Association of Jazz Educators Northeast Senior District Regional Festival held last Tuesday at RMHS. The stage band received a bronze medal with outstanding musicianship awards going to Brett Senders, Julianna Nazzaro and Claire Freedman. The jazz band received a gold medal with outstanding musicianship awards going to Chris Fallon, Chris Rogers and Mike Malley. The jazz band will more on to compete in the State Championships held at Norwood High School on Sunday March 18.
- Congratulations to Parker Middle School Student Liam Synnott who has qualified for the state Geography Bee. This is the first time a student from Parker has qualified in 8 years! The Bee takes place on Friday, April 6 at Elms College in Chicopee.
- Congratulations to Parker Sixth Grade students, Brayden Johnson, Kaelin Higgins and Henry Myatt, who have won Honorable Mention in the Boston Sports Museum Essay Writing Contest. A special thanks also goes out to 6th Grade Teachers Taylor Moroso and Donna Martinson for their work with the students. Here is the link with the announcement about the winners:
<http://sportsmuseum.org/program/will-mcdonough-writing-contest/>



Here is How to Prevent the Next School Shooting, Experts Say

By [ANYA KAMENETZ](#) for [NPR ED](#)

After Parkland, there have been many calls to make schools a "harder target" — for example, by arming teachers. But there's a decent amount of research out there on what actually makes schools safer, and most of it doesn't point to more guns.

On the Friday after the deadly shootings at Marjory Stoneman Douglas High School in Florida, Matthew Mayer, a professor at the Rutgers Graduate School of Education, got an email during a faculty meeting.

The email was from Shane Jimerson, a professor at the University of California, Santa Barbara. Both specialize in the study of school violence.

That email led to nearly two weeks of long days, Mayer says, for some of the leading experts in the field. On conference calls and in Google docs they shaped a concise, eight-point "Call for Action To Prevent Gun Violence In The United States of America."

About 200 universities, national education and mental health groups, school districts, and more than 2,300 individual experts have signed on to support this document in the weeks since.

Their topline message: Don't harden schools. Make them softer, by improving social and emotional health.

"If we're really talking about prevention, my perspective is that we should go for the public health approach," says Ron Avi Astor at the University of Southern California, who also helped draft the plan.

Superintendent's Office

Hours this Week

All are welcome

3/14 Birch Meadow
12:30 – 1:30 p.m.

3/15 RISE
7:45 – 8:45 a.m.

3/20 RMHS
7:00 – 8:00 a.m.

3/21 Killam
12:30 – 1:30 p.m.

Student Services Office

Hours This Week

3/12 (9-10 a.m.)
Classroom Visits at Parker
Middle School

3/14 (7:30-8:30 a.m.)
Office Hour at Coolidge
Middle School

A public health approach to disease means, instead of waiting for people to be rushed to emergency rooms with heart attacks or the flu, you go into the community: with vaccinations, screenings, fruits and vegetables, walking trails and exercise coaches. You screen and regulate environmental hazards, like a nearby polluting factory. You keep watch on reported cases of illness, to stop a new outbreak in its tracks.

A public health approach to school shootings, Astor explains, would be much along the same lines.

Instead of waiting for people to, again, be rushed into emergency rooms, you go into the community with preventive resources. You do your best to lower the background levels of bullying and discrimination. You track the data and perform what is called "threat assessments" on potential risks.

And, these experts say, you remove the major "environmental hazard" that contributes to gun violence: the guns. The eight-point plan calls for universal background checks, a ban on assault-style weapons, and something called Gun Violence Protection Orders: a type of emergency order that would allow police to seize a gun when there is an imminent threat.

What sets this call to action apart from other policy proposals is not gun control, however, but the research-based approach to violence prevention and response. This is a long haul, say the experts, not a quick fix.

"No matter what you try to do by just hardening the target, we've learned that having the armed officers isn't necessarily going to stop it," says Matthew Mayer at Rutgers. "Having the metal detector or the locked doors isn't going to stop it. The hard work is a lot more effort. You'd better start thinking in a more comprehensive manner about prevention instead of reacting."

Prevention: The first step

School climate may sound fuzzy or abstract. It means the quality of relationships among the students and the adults in a school. It's affected by the school's approach to discipline and behavior, the availability of professionals like counselors and social workers, as well as any social-emotional curriculum taught in the classroom.

School climate, in turn, affects students' mental and emotional health and academic success. And research by Astor and others has consistently found key factors that can make schools safer: cultivate social and emotional health, connect to community resources and respond, particularly, to troubled students.

Why does this matter? Well, for one thing, the very kids who bring weapons to school are more likely to report being bullied or threatened themselves. They may be fearful of gang violence and feel a need to protect themselves on the way back and forth to school.

Quote of the Week . . .



"A good life is when you smile often, dream big, laugh a lot, and realize how blessed you are for what you have."

Anonymous

Or, they may be individually ostracized and aggrieved. This is true not just in the United States, says Astor, but in "Kosovo, Canada, Chile, Israel, the kids who bring weapons to school are reporting tons of victimization."

So, if you devote resources to shutting down bullying, discrimination and harassment, there is a chance to de-escalate conflict before it starts.

And research shows that school climate measures really work. In fact, there has been a steady downward trend in bullying and harassment over the past decade, which Catherine Bradshaw at the University of Virginia attributes in part to evidence-based social and emotional measures.

The witnesses

There is a second reason a better school climate can cut down on violence. It's what Astor refers to as the role of the witness.

He again cites the example of California, which does a comprehensive annual survey. There, 20 to 30 percent of students above the elementary level consistently report seeing a weapon of some kind at school at least once during the year. That's conservatively more than half a million students, just in that one state.

Moreover, based on the survey, at least 125,000 of these students in California were actually threatened or injured by a weapon on school grounds. This includes things like knives and nunchuks as well as guns.

But what happens next?

If that witness, or that victim, has a strong relationship with an adult, they are more likely to report being menaced by a weapon. Whereas, if there is what Astor calls a "no snitching culture" in the school, or the witness fears for their safety, nothing will be done.

He says he's not urging schools to punish or expel the kid who brought the weapon, but, instead, to use "education as an intervention."

This approach is applicable not only for mass shootings, he says, but for violence that arises from disputes between students or when gang violence in the community spills onto school grounds.

And, he says preventing gun violence also means looking at suicide. Suicide is just behind homicide as a leading cause of death for teenagers. When a weapon comes to school, self-harm may be the plan, and a school-climate approach addresses that threat as well.

The researchers' policy plan calls for assessing school climate nationwide; reducing "exclusionary practices" like suspension and expulsion; maintaining physically and emotionally safe schools; and staffing up with specialists like counselors, psychiatrists, psychologists and social workers, both in the school and in the community.



"All it takes is faith and trust."

-- Peter Pan (Peter Pan)

Emergency mode

While school climate is an ongoing background effort, the public health approach has an emergency mode when it comes to violence. It kicks in when someone does report a person bringing a weapon to school or talking about violence. It's called a "threat assessment."

After the Columbine shooting in 1999, the FBI and the Secret Service each conducted studies of school shootings and shared their knowledge with the nation's educators. They found that there was no one "profile" of a school shooter. But, almost all students who committed homicide had told someone of their intentions.

So, the two law enforcement agencies recommended that schools copy what the Secret Service does when someone makes a threat on a government official. Threat assessment has been required by law in Virginia's schools since 2013, and adopted in many other places.

A threat assessment team consists of the principal, school counselor, school psychologist and a school-based police officer. They talk to the people involved and any witnesses. They try to figure out if the threat is serious: Is it specific? Is there a detailed plan? Is there a weapon?

In a school, the next steps include notifying parents, taking steps to protect victims, and referrals to mental health and law enforcement if appropriate.

Threat assessments are not a fail-safe. A local ABC affiliate in Florida did report, based on school records, that a threat assessment was ordered for Parkland shooting suspect Nikolas Cruz, based on an incident that happened in January 2017, a year before the shooting.

But Dewey Cornell at the University of Virginia, another author of the Call to Action, says researchers have gathered good evidence to support the technique, when implemented fully as in Virginia. Among the positive impacts, he says, are "reduced suspensions and reduced bullying, students and teachers reporting that they feel safer, and students reporting a greater willingness to report threats of violence."

His research also shows that less than 1 percent of threats are ever carried out.

The researchers are hopeful that their Call to Action will break through the noise. But they've been here before, Mayer says. A group of his colleagues wrote something similar in 2012 after the shootings at Sandy Hook Elementary School, and after a group of school shootings in 2006. Mayer hopes, this time, people will be paying attention.

Nine Ways Assessments Can Improve Teaching and Learning

In this article in *Phi Delta Kappan*, Kim Marshall lists the reasons that tests have come under attack in recent years: the classroom time they take; the stress on students and parents; teachers' well-founded objections to test scores being used as part of their evaluations; and the fact that changing state curriculum standards mean high-stakes tests

Important Websites

RPS District Website

www.reading.k12.ma.us

Interface Health Services

<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, accept your insurance & has available appointments.

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

are a moving target. “Less testing, more teaching” is a battle cry among anti-testers in Marshall’s home state of Massachusetts.

But criticism of tests is mainly aimed at high-stakes standardized exams, which aren’t the most important; interim and on-the-spot assessments have a far greater impact on teaching and learning. Marshall’s concern is that the testing-is-bad movement will distract educators from the power of lower-key assessments to address three troubling equity issues:

- Gaps between the intended, the taught, and the learned curriculum – for example, a high-school senior who’s never learned about the Holocaust;
- Teachers who don’t take responsibility for their students’ learning – *I taught it, and if they didn’t learn it, that’s on them*;
- The Matthew Effect – the rich getting richer and the poor getting poorer because gaps in the curriculum and ineffective teaching have a disproportionate effect on students who walk into school with any kind of disadvantage.

“Why is assessment so important to meeting these challenges?” asks Marshall. “Because only when teachers and principals have accurate and timely information on what students have (and haven’t) learned can they do the kind of minute-by-minute, day-by-day, month-by-month fine-tuning needed to reach all children.”

All assessments can be handled badly, but Marshall argues that, used well, assessments are the key to improving learning during each lesson, keeping educators and students focused on where they’re going, and shifting instructional conversations to student results. Here’s how:

Assessments improve instruction during each lesson

• *Fixing learning problems in real time* – On-the-spot checks for understanding have great potential (and a robust research track record) when they provide accurate information and teachers follow up. Students’ facial expressions aren’t a good gauge (too many “compliant pretenders”), and teachers asking, “Is everyone with me?” won’t uncover embarrassed confusion, willful evasion, and daydreaming. But many teachers are now using a better repertoire of methods that truly reveal students’ level of understanding:

- Every student jotting answers on small dry-erase boards and holding them up;
- Students answering well-framed questions via clickers, Plickers, and other high-tech and low-tech response systems;
- Students doing quick-writes with the teacher circulating and looking over their shoulders;
- Think-pair-share with all students discussing a question with an elbow partner and then reporting out;
- The teacher cold-calling students, using popsicle sticks or smartboard apps;
- Students responding to a lesson-closing question on an exit ticket.

Dylan Wiliam summed up the research on formative assessments with this alarming statement: “If students left the classroom before teachers have made adjustments to their teaching on the basis of what they have learned about the students’ achievement, then they are already playing catch-up. If teachers do not make adjustments before students come back the next day, it is probably too late.”

• *Improving memory through the “retrieval effect”* – Have you ever forgotten where you parked your car in a large garage? That, like students’ inability to remember the content of a textbook chapter they studied and highlighted the night before, is a retrieval

Contact Us

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

failure. Recent research by cognitive scientists has revealed that strategically retrieving about-to-be-forgotten information – testing ourselves – is the best way to remember it. “Retrieving a fact is not like opening a computer file,” says Henry Roediger III, one of the pioneers of this research. “It alters what we remember and changes how we subsequently organize that knowledge in our brain.” This means the best way to study for a test is to read the textbook chapter, close the book, write down as much as we can remember, and then go back and re-study (and re-test) the parts we thought we had mastered but didn’t. Retrieval practice works best when we’re about to forget something; to commit important information to long-term memory, it needs to be repeated at widening intervals – a day later, a week later, a month later.

- *Leveraging peer instruction* – Harvard physics professor Eric Mazur explains a concept to his 180-student classes, puts a multiple-choice clicker question on the screen, displays a graph of students’ answers, and if 30-70 percent chose wrong answers, says, “Convince your neighbor.” While students argue, Mazur walks around listening in on the dialogues. When he re-polls the question, correct answers shoot up – a sign that he’s successfully enlisted the help of scores of peer instructors. After a brief clarification, Mazur continues with the class, using this teach-test-peer instruction-clarify cycle several more times. Engagement is high, student achievement has improved (especially in the conceptual realm), female students’ achievement has improved significantly, and Mazur has become a much better professor. The key, he says, is orchestrating peer instruction.

Assessments keep educators and students focused on where they’re going

- *Fostering a growth mindset* – Classroom tests often trigger fixed-mindset thinking in students: *I aced it, so I’m a genius; I flunked, I’m just bad at math*. Carol Dweck and her colleagues have shown that students with a fixed mindset (negative *and* positive) tend to avoid challenges, give up easily, see effort as fruitless, ignore useful criticism, and feel threatened by the success of others. But if teachers (and parents) are sensitive to this cognitive trap and choose their words carefully, tests are an opportunity to foster a growth mindset. The key message: tests show how much you’ve learned, how hard you’ve worked, and the strategies you’ve used. Those are also the words adults should use to praise – or, if things haven’t gone well, to give specific suggestions for improvement. When we succeed in getting students to shift to a growth mindset (sometimes one subject, sport, or activity at a time), they are more likely to embrace challenges, persist in the face of failure, see effort as the path to mastery, learn from setbacks and criticism, and find lessons and inspiration in the success of others.

- *Generating helpful graphic displays* – “Tests produce detailed information on student learning,” says Marshall, “and data displays can help students, teachers, and school leaders track progress, identify weak areas in the curriculum and test items, diagnose learning problems, set goals, and celebrate success... Well-constructed graphic displays can motivate students, inform teacher team discussions, and give administrators and instructional coaches key insights to support teachers’ work.”

- *Growing students’ ability to monitor their own learning* – An important long-term goal in every school is getting students to take increasing responsibility for their learning. “Working with assessment results,” says Marshall, “helps students think like assessors, measure progress toward goals, zero in on weak areas, recognize a fixed and growth mindset, and understand retrieval practice.”

Assessments can shift the instructional conversation to student learning results

- *Providing substance for teacher collaboration* – Data from common interim assessments and performance tasks are the ideal focus for same-grade/same-subject teacher team meetings. Key prerequisites are well-crafted assessments, enough time for

substantive discussion, an adult culture of humility and trust (so one teacher can say to another, “Your kids did better on this item than mine. What did you do?”), and systematic follow-up with students who aren’t yet successful. “The ideal dynamic,” says Marshall, “is a balance of common curriculum goals and assessments, teacher autonomy and creativity around instructional methods, constant experimentation with new ideas in classrooms, and an ethos of seizing on the best ideas and spreading them to all teachers on the team.”

• *Helping school leaders supervise with an eye to learning* – The idea of using student test scores as part of teachers’ evaluations is now largely discredited, but advocates of test-based accountability do have a point: student learning should be part of the conversation. “The trick for school leaders,” says Marshall, “is to turn down the accountability pressure and join with teachers in looking at assessment results with a curious, problem-solving frame of mind.” School leaders and instructional coaches have plenty of opportunities to do just that:

- Checking in with students during classroom visits (*What are you learning today?*);
- Chatting with teachers after classroom visits about intended and actual outcomes;
- Looking with teachers at on-the-spot assessments and exit tickets;
- Sitting with teacher teams as they plan assessments for upcoming curriculum units;
- Observing teacher teams as they analyze student work and test results;
- Getting reports from teacher teams on before-and-after evidence of learning through the year.

“The best leaders,” says accountability advocate Douglas Reeves, “will use assessment results not as a hammer to embarrass teachers, but as a lever to prod even the best and most experienced to improve their practices.”

• *Ensuring that all students learn the right stuff* – Marshall remembers the pedagogical freedom he had teaching Boston sixth graders in the 1970s and concludes that laissez-faire curriculum policies have a major problem: “Disadvantaged students emerge with lots of gaps in knowledge and skills while advantaged students pick up what’s not taught in school in their homes and communities.” The best policy approach is:

- A well-thought-out K-12 curriculum (the *what*);
- Lots of room for creativity at the school and classroom level (the *how to*);
- High-quality tests that don’t consume too much time;
- Stakes attached to test results so everyone takes them seriously, but with sufficient time and support to reach the standards;
- Prompt and helpful data on students’ progress;
- Frequent, structured opportunities for teachers to share effective practices.

This approach creates a sense of urgency (but not panic) at the school level, getting people on the same content and skill page, while still allowing freedom to experiment with effective practices – always asking what’s working and what isn’t.

The bottom line, says Marshall: “The wise and effective use of assessments is essential to solving inequities within and among our schools... Let’s use assessments so that all students have the skills, knowledge, and habits of mind to enter adulthood as well-educated, responsible citizens – who can sit down with any challenging test and say, ‘I’ve got this.’”

“In Praise of Assessment (Done Right)” by Kim Marshall in *Phi Delta Kappan*, March 2018 (Vol. 99, #6, p. 54-59), <http://bit.ly/2oPOsCX>
Reprinted from Marshall Memo 726.

Reading Public Schools are proud to present a community forum with

Dr. David Walsh

Thursday, March 22nd at 7:00 p.m.

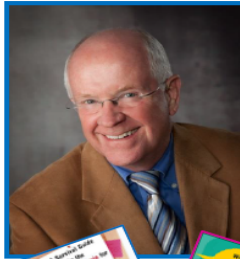
At the Reading Memorial High School / Performing Arts Center
62 Oakland Road, Reading, MA

Join us for an evening presentation and discussion on the topic . . .

"It's Complicated: Children, Social Media, and Mental Health"

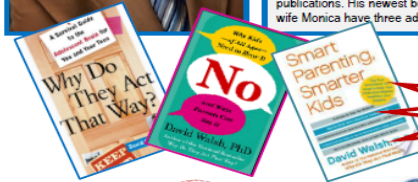
Featuring Keynote Speakers: Best-selling author David Walsh, Ph. D. and Erin Walsh, M.A.

The Internet, social networking, cell phones, and video games are game changers for youth and families. Young people today spend an average of 53 hours a week with entertainment media, more than any other activity but sleeping. Digital technologies simultaneously unleash incredible opportunities and pose a new set of challenges for children and youth. In this interactive and energizing presentation, Dr. Dave and Erin Walsh will use brain science, stories, and humor to explain how technology is changing the ways that children grow up, socialize, and forge their identities. They will help parents and professionals understand the key ingredients for wellness in the digital age and provide practical tools and strategies that help children and youth build on their strengths.



David Walsh, Ph.D. is an award-winning psychologist, best-selling author, and international speaker. He has been a frequent guest on national radio and television programs including NBC's *Today Show*, *Good Morning America*, *The CBS Early Show*, *The News Hour with Jim Lehrer*, *Dateline NBC*, ABC's 20/20, National Public Radio's *All Things Considered* and *Morning Edition*. He has testified numerous times before Congress, presented workshops throughout the world, and served as a consultant to the World Health Organization and the Ministries of Education in Japan, South Korea, Portugal and Singapore.

Dr. Walsh has written ten books including the national best sellers *Why Do They Act That Way? A Survival Guide to the Adolescent Brain for You and Your Teen* and *No: Why Kids - of All Ages - Need to Hear It and Ways Parents Can Say It*. His books have been translated into eight languages. He has also authored scores of papers for professional and general publications. His newest book is *Smart Parenting, Smarter Kids*. He and his wife Monica have three adult children and seven grandchildren.



Be sure
to join us!

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Reading Public Schools



Blue Ribbon Schools of Excellence

Reading Public Schools Happenings

Killam Celebrates Read Across America

In honor of Read Across America, Killam students had several mystery guest readers including School Committee Member Linda Snow Dockser, the Cat in the Hat, and Clifford the Big Red Dog (Killam Paraeducator Denise Iozzo). Some pictures of the event are below.



School Committee Member Linda Snow Dockser Reads to Students



Dr. Suess (Killam Library Media Specialist Kim Adamo), Clifford the Big Red Dog (Denise Iozzo), and Killam Principal Sarah Leveque

Stepping Stones...

- Our thoughts go out to Birch Meadow Librarian **Paula Falvey** on the loss of a loved one recently.
- Our thoughts go out to Birch Meadow teacher **Keriann Zahoruiko** on the loss of a loved one recently.
- Our thoughts go out to RMHS teacher **Kristin Killian** on the loss of a loved one recently.
- **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 Grade 5 Teacher, Joshua Eaton Elementary School https://reading.tedk12.com/hire/ViewJob.aspx?JobID=450
School Business Assistant, Central Office https://reading.tedk12.com/hire/ViewJob.aspx?JobID=451
Special Education Paraeducator (Learning Center) 36 hours biweekly, Killam Elementary School 2017-2018 https://reading.tedk12.com/hire/ViewJob.aspx?JobID=452
1.0 FTE Speech-Language Pathologist, Joshua Eaton Elementary School 2018-2019 https://reading.tedk12.com/hire/ViewJob.aspx?JobID=453
1.0 FTE Speech-Language Pathologist, Wood End Elementary School for 2018-2019 School Year https://reading.tedk12.com/hire/ViewJob.aspx?JobID=454
1.0 FTE Special Education Teacher - TSP, Reading Memorial High School for the 2017-2018 school year https://reading.tedk12.com/hire/ViewJob.aspx?JobID=455

Blazing Trails...

"Do Students Have Too Much Homework?" The standard homework guideline -- 10 minutes of homework per grade level -- may be beneficial for some students, but not for others, writes Youki Terada, research and standards editor for Edutopia. In this blog post, Terada shares the latest research about the pros and cons of homework at each grade level. [Read More](#)

"The 5th 'C' of 21st Century Skills? Try Computational Thinking (Not Coding)." Shuchi Grover, a consultant and former senior research scientist at SRI International's Center for Technology in Learning, writes for EdSurge that the "4 Cs of 21st Century Skills - which include critical thinking, creativity, collaboration and communication - should be expanded to include a fifth "C" in the form of computational thinking." [Read More](#)

"Falmouth Schools Break Down the Walls between Regular and Special Education." A Massachusetts school is in its third year of implementing a districtwide inclusion model that features co-teaching. Principal Timothy Adams said that under the model the general-education and special-education teachers are equals in the classroom. [Read More](#)

"Massachusetts Districts Now Trade Notes on Best Paths to Personalized Learning." The premise -- technology enables the scaling of more student-centered, personalized education. In this post, for example, a group of districts in Massachusetts network with one another to share how they are personalizing learning for their students. The Massachusetts Personalized Learning Edtech (MAPLE) Consortium gives districts across the state a way to learn from each other. [Read More](#)

"What We Can Learn from Norway's Dominance in the Winter Olympics; They Don't Keep Score?" As the Pyeongchang Games closed, Norway sealed its dominance, smashing its pre-Olympic medal goal of 30. But how is a country that's home to just 5.2 million people so successful? One possible answer: Norway doesn't keep score. This might sound bizarre, but it's a strategy that clearly works, according to Tore Øvrebø, Norwegian Olympic Committee director of elite sports. The idea involves encouraging children to play sports without letting them keep score or count who's winning and losing until they reach the age of 13. [Read More](#)

Have a Great Week!