



Pacifica School District

375 Reina Del Mar Avenue • Pacifica CA • 94044

MEMORANDUM

Educational Support Services

Agenda Item: 7c
Meeting of: 2/3/10

TO: Susan Vickrey, Superintendent
for Members, Board of Trustees
FROM: Kitty Mindel, Assistant Superintendent
SUBJECT: Mid-Year Update on Professional Development
(Information)

Background

For the past several years, funding sources for Professional Development have diminished greatly. This school year we received only minimal funding for coaching through the Silicon Valley Math Initiative (SVMI). SFSF resources enabled the District to conduct three Professional Development Days that would have been lost without this funding. Despite the loss of financial resources Pacifica School District has been determined to not lose ground regarding student learning and teacher training. Quite to the contrary, we as a District have continued to move forward.

Attached is information regarding the January training for staff in Math and Language Arts. Also enclosed is information regarding Writers Workshop, Student Writing Portfolio Work and Scoring, and the MARS Math Calendar (Monthly Tasks and Problems of the Month). We hope this “snapshot” of the month of January keeps the Board informed regarding the positive educational activities for Pacifica students.

Approved for Board Presentation

Principal as Instructional Leader

January 26, 8:00-12:00, Cambrian D.O., 4115 Jackson Drive, San Jose
all principals and administrators from Oceana

Math Lesson Study, 5-6

January 28, 8:30-3:00, Addison Elementary, 650 Addison Avenue, Palo Alto
plus dates to be scheduled locally

Eileen Crouse, Sunset Ridge Ben Sibrack, Sunset Ridge

Debby Lyttle, Sunset Ridge

Joe Leake, IBL

Katherine Mihalov, IBL

Jenny Payne, IBL

Silicon Valley Math Initiative (SVMi), K-6

January 21, 8:30-3:00, Benjamin Franklin Intermediate, Colma

Lisa Anchick, Cabrillo Debbie Skiles, Cabrillo

Gina Arguello, Ortega

Anthony Corten, Ortega

Nancy Silver, Ortega

Eileen Crouse, Sunset Ridge

Lily Escobedo, Sunset Ridge

Joanne Frediani, Sunset Ridge

Daina Lujan, Sunset Ridge

Jennifer Mitchell, Ocean Shore

Fran Quartini, Ocean Shore

Kelly Edelhart, Vallemar

Janice Miller, Vallemar

Middle School Language Arts Articulation

January 29, 8:30-11:30, PSD Board Room

Janice Miller, Vallemar

Jacqueline Walley, Vallemar

Jared Katz, Cabrillo

Katherine Mihalov, IBL

Linda Rummell, IBL

Katy Stearns, Ocean Shore

Lyn Tabor, IBL

Abigail Camaya, Vallemar

Kendra Crame, Cabrillo

Claire Harrison, IBL

Jan Keaney, Ocean Shore

Amy Leiva, Vallemar

Jennifer Falcon, IBL

Mercedes Taylor, IBL

April Tessarzik, IBL

Chelsea Watts, IBL

Beth Boldt, IBL

Literacy Consortium, 7-8 with high school

January 11, 9:00-3:00, Serramonte del Rey - JUHSD DO

Kendra Crame, Cabrillo

Jennifer Falcon, IBL

Mercedes Taylor, IBL

Writing Workshop, K-2

January 15, 8:30-3:00, Ortega

Robin Blaise, Ortega

Diana Fasanaro, Ortega

Katy Fast, Ortega

Kate Buensuceso, Sunset Ridge

Christina Gonzalez, Sunset Ridge

Marly Josephson, Sunset Ridge

Meredith Shaffer, Sunset Ridge

Writing Workshop, 3-5

January 25, 8:30-3:00, Ortega

Debbie André, Ortega

Doug Feague, Ortega

Ellen Gardner, Sunset Ridge

Casey Hill, Sunset Ridge

Every Child a Reader and Writer
Narrative Writing Prompt: Grades K-1

This writing entry will be a narrative that students will write, revise and edit during one writing workshop period. A suggested checklist for editing is attached. Prior to the actual day of writing to the prompt, introduce the Editing Checklist to students and help them use the Checklist to make their writing clearer and more correct. The final product should be a student edited ROUGH DRAFT; please do not ask your students to recopy the draft.

We have suggested language for you to use with your students when administering the prompt; these suggested statements are printed in italics. You may adjust the wording as needed in order to best communicate with your students.

Since each student will proceed through the steps of the process at a different rate, it will be necessary for you to review all the directions at the beginning of the period. While students are working, you will need to walk around and monitor individual progress, prompting them on to next steps as necessary.

A Time You Remember

Presenting the Task

“Today you are going to write a narrative to show how well you can write an interesting narrative about a time you remember.”

Writing the Narrative

“Write a narrative about something that happened to you. Be sure to tell what happened, where you were, and why you remember this particular time. Include specific details to make the story interesting for your reader.”

Revising the Narrative

“Reread your story and add details that make your story more interesting.”

Editing the Narrative (In September, you may choose to not use the editing checklist with your students if you have not had sufficient time to introduce this tool and procedure to your students.)

“Read your story again and check to be sure that your writing is as correct as you can make it. Use the Editing Checklist to help you.”*

Editing Checklist

I used the word wall to check my spelling.

I started each sentence with a capital letter.

I started names with capital letters.

I ended sentences with periods or other end punctuation.

* Display the Checklist on a chart or write it on the board. You may read it to them and remind them about what it means before they begin to write. It is important to use the Checklist with the students prior to administration of the prompt.

2009-2010 Administration Dates, Pacifica School District:

Fall August 31-September 11

Winter January 4-15

Spring May 17-June 4

Every Child a Reader and Writer
Narrative Writing Prompt: Grades 2 – 5

OVERVIEW

This writing entry will be a narrative that students will generate during two one-hour writing workshop periods. The purpose of the two-day process is to provide a structure which prompts your students to revise and edit on-demand pieces, and to provide more time for those procedures while students are building this 'habit of mind'. In fourth and seventh grade, the state STAR writing test will require them to perform this entire process in one day; however, learning to first go through these steps in a slightly more relaxed fashion should help students to internalize the process before trying to apply it in a one-day administration.

Suggested checklists for revision and editing are attached. Prior to Day One, spend some time introducing students to the two checklists and providing them with opportunities to practice using the checklists to revise and edit their own written work.

In the following documents, we have suggested language for you to use with your students; these suggested statements are printed in italics. You may adjust the wording as needed in order to best communicate with your students. Since each student will proceed through the steps of the process at a different rate, it will be necessary for you to review all the directions for a given day at the beginning of the period. While students are working, you will need to walk around and monitor individual progress, prompting them on to next steps as necessary.

The final product should be a student edited ROUGH DRAFT; please do not ask your students to recopy the draft.

2009-2010 Administration Dates, Pacifica School District:

Fall	August 31-September 11
Winter	January 4-15
Spring	May 17-June 4

SEQUENCE OF ACTIVITIES

Before Day One: Practice with Revision and Editing Checklists

Day One: Planning and Drafting

- **Planning:** Students will plan their narratives
- **Drafting:** Students will write a draft of their narratives

Day Two: Revising, Editing and Rereading

- **Revising:** Students will revise their writing using the Revision Checklist
- **Editing:** Students will use the Editing Checklist to make corrections to **spelling, punctuation, capitalization, and grammar.**
- **Rereading:** Once they have completed editing, students should proofread to catch and correct any errors they may have made and to be sure that their changes are clear and easy to read.

Every Child a Reader and Writer

**Narrative Writing Prompt: Grades 2-5
A Time You Remember**

DAY ONE

Planning and Drafting:

“Today and tomorrow, you are going to write a narrative. Today you will be planning and then drafting your narrative. Tomorrow you will revise and edit your narrative.

“Before you begin to write, I would like you to plan your writing by making a web of your story, or drawing a story map, or (any strategy(ies) you have previously taught them for planning before they write).

“Plan your narrative about a memory of something that happened to you. It should be about a time you remember well and want to write for other people to read. In your narrative, let your readers know what happened, where you were when it happened, how it turned out, and why you remember this event. Include specific details to make your narrative real for your reader. You may want to include dialogue between the characters. Before you write, make a plan, listing all the ideas that you want to include in your narrative.”

Collect the writing plan and the papers at the end of the workshop hour.

DAY TWO

Once again, you will want to review all the directions at the beginning of the period. While students are working, you will need to walk around and monitor individual progress, prompting them on to next steps as necessary.

Revising: Pass back the papers and have students reread. Distribute the Revision Checklist; see attached page.

“Reread your paper. Use the suggestions on the Revision Checklist to help you think about changes that will make your story stronger and more real for your readers. Make your changes right on your draft. Write the changes carefully, so that they are easy to read.”

Editing: Once students have completed their revisions, they should edit their narratives for correctness, using the Editing Checklist; see attached page.

“When you are satisfied with your narrative, reread your revised draft for correctness, using the Editing Checklist. Make necessary corrections on your draft. Write the corrections carefully, so that your paper is easy to read.

“Now that you have finished making changes and corrections, reread your narrative to see if you overlooked anything. Turn in your narrative.”

**Collect both the writing plan and the narrative from each student.
Attach them and place them in the portfolio.**

Every Child a Reader and Writer
Revision Checklist (grades 2-5)

Use these questions to help you think about changes you may need to make in your writing. Make those changes on your rough draft. Be sure that the changes are neat and clear, so that your paper can be read easily.

- Does my beginning capture the reader's interest?
- Do I describe the characters well?
- Do I tell what happened in an interesting way?
- Do I include enough details?
- If I use dialogue, is it interesting and will the reader be able to tell who is talking?
- Will the reader be able to tell why this event was important to me?
- Does my ending make sense and bring my narrative to a satisfying conclusion?

Every Child a Reader and Writer
Proofreading/Editing Checklist (grades 2-5)




Use these suggestions to help you think about corrections you may need to make to your writing. Make those corrections on the rough draft. Be sure that the changes are neat and clear, so that your paper can be read easily.

- Check and correct your spelling.
- Look at each sentence separately to be sure it has
 - a complete thought
 - a capital at the beginning
 - punctuation at the end
- Be sure you have capitalized the names of specific people, places and things.
- Read and listen for places where you need to insert a comma.
- If you used dialogue, use proper punctuation and quotation marks.
- Begin each new paragraph by indenting the margin.
- Reread to see if any words are missing.
- Reread to see if the grammar sounds correct.

Pacifica School District
Student Writing Portfolio Guidelines 2009-2010
Kindergarten through Fifth Grade

Writing Portfolio Contents in June

3 published genre pieces from the current school year:

-  personal narrative/memoir
-  informational
-  response to literature


3 on-demand prompts (growth pieces) from the current school year:

-  fall, winter, spring

Spring writing prompts from all previous grades, in order to show student growth over time


Be sure student's name & date appear on each piece in the portfolio.

Scoring by Teacher

 Throughout the year, use the rubrics & anchor papers to analyze all six pieces added to the portfolio.

Rubrics, anchor papers & advice are available from district coaches.

The Portfolio Through Time

 Portfolios for this school year should be complete by **June 11, 2010**; follow school policy for getting them to next year's teacher.

Original pieces go into the portfolio. At the end of the school year, leave the student's current genre pieces (personal narrative, informational, and response to literature) and on-demand writing in the portfolio, along with the spring growth pieces from earlier grades.

Returning published pieces and fall and winter growth pieces from earlier years is best done during parent conferences, to show parents student growth. However, don't return an earlier genre piece until there is a replacement from this year.

Fifth-grade portfolios will be sent home at the end of the school year.

SPRING 2010

**Choose 3 Response to Literature Pieces
for Scoring by Teachers as Professional Development**

- ☞ Choose three response to literature pieces:
- one from your highest-performing writer
 - one from a non-RSP struggling writer
 - one from a child who represents the norm for your class

☞ Staple one-third of the attached page to the top of these three pieces only and fill in information (grade level, school, teacher). The purpose of this label is to make sure the student work is returned to the right place.

So as not to influence the reader, be sure to cover up the score you assigned to the work. Please send the original work, not a photocopy, for our teacher readers.

☞ Give the three published response to literature pieces to your principal:

K/1 by Wednesday, May 19

2/3 by Tuesday, June 1

4/5 by Thursday, June 3

Student work will be returned to your school by Tuesday, June 8, to be put back in student portfolios.

Scoring of Student Work as Professional Development

Why do I have to submit three samples of student work?

We have three days of professional development each spring, giving teachers a chance to work with colleagues from around the district to score student writing. The process of analyzing the standards, using the student anchor papers, reading work created by Pacifica students, and talking with each other is a worthwhile professional experience.

This year's dates are:

Friday, May 21 – grades K/1

Thursday, June 3 – grades 2/3

Monday, June 7 – grades 4/5

Am I being judged by the quality of the work I submit? Should I just go ahead and send in three top pieces of writing?

No, everyone has a range of students. Seeing student work at different levels of accomplishment is important for the dialogue during the professional development – that's why you're asked to submit work from struggling, average, and skillful student writers.

Before anyone looks at your student work, we will cover the teacher name with tape, and remove it only to return the work to you at your site. School names are visible so the readers don't take work from their own schools.

You scored my student work differently than I did.

Getting "calibrated" to the anchor papers is a big part of the staff development, and a goal for all teachers in the district. Scoring has a subjective component, but calibration increases with experience and collaboration. You are the classroom teacher and your score stands for your own records. If you'd like to discuss individual papers and the rationale for the scores, contact Sue Pickard or Candace Cloud.

Who does the scoring?

Every elementary teacher in Pacifica has a chance, over a period of years, to participate in the scoring professional development. If you haven't done so in the past couple of years, please consider volunteering for this year.

e-mail Candace, ccloud@pacificasd.org

Pacifica School District 2009-2010 Math Calendar

Recommended Problems of the Month & MARS Tasks

MARS tasks and Problems of the Month available at

svmimac.org

user name: macmember

password: mac09

<p>SEPTEMBER 09 21 instructional days</p>	<p>Core Idea: Numbers: Factors and Divisibility POM: Calculating Palindromes</p> <p style="text-align: right;">MARS tasks: 2009 - 2nd - Apple Farm 2009 - 3rd - Gold Fish Bowls 2008 - 4th - Sum Bugs 2005 - 5th - Factor Bingo 2007 - 6th - Factors 2008 - 7th - Pedro's Tables 2008 - 8th - Multiple of Ten 2006 - Algebra - Old Sum</p> <p>Routines: Number of the Day Teaching Rubric Focus: The Learning Environment</p>
<p>OCTOBER 09 21 instructional days</p> <p>3rd-8th Benchmark Testing In Edusoft by 10/30</p>	<p>Core Idea: Algebra - Solving for Unknowns POM: On Balance</p> <p style="text-align: right;">MARS tasks: 2009 - 2nd - Same Shape, Same Number 2009 - 3rd - Valeries' Puzzle 2003 - 4th - Number Trains 2002 - 5th - Fractions 2009 - 6th - Boxes 2007 - 7th - Mystery Letters 2000 - 8th - Puzzle 2008 - Algebra - Buying Chips and Candy</p> <p>Routines: Number Strings Teaching Rubric Focus: Worthwhile Tasks</p>
<p>NOVEMBER 09 15 instructional days</p>	<p>Core Idea: Measurement - Proportional Reasoning POM: First Rate</p> <p style="text-align: right;">MARS tasks: 2009 - 2nd - High Horse 2005 - 3rd - Sponsored Walk 2007 - 4th - Baker 2009 - 5th - Drip, Drip, Drip 2008 - 6th - Snail Pace 2009 - 7th - Sequoia 2009 - 8th - Photos 2005 - Algebra - Magic Squares</p> <p>Routines: In and Out Boxes Teaching Rubric Focus: Teaching and Learning Analysis</p>
<p>DECEMBER 09 14 instructional days</p>	<p>Core Idea: Geometry - Attributes of Shapes and Scale POM: Infinite Windows</p> <p style="text-align: right;">MARS tasks: 2008 - 2nd - Don's Shapes 2009 - 3rd - Making a Doll House 2008 - 4th - Quilt Making 2009 - 5th - Halves 2004 - 6th - Parallelograms 2005 - 7th - Trapezoids 2004 - 8th - Hexagons 2002 - Algebra - Making a Puzzle</p> <p>Routines: 2D and 3D Quick Images Teaching Rubric Focus: Teacher's Role in Discourse</p>

<p>JANUARY 10 19 instructional days</p>	<p>Core Idea: Data Analysis - Weighted Averages</p> <p>POW: Sorting the MIX</p> <p>MARS tasks: 2009 - 2nd – Top Lunch Choices 2009 - 3rd – The Math Test 2008 - 4th – Votes 2003 - 5th – Winter Sports 2003 - 6th – Baseball Players 2009 - 7th – Archery 2009 - 8th – Averages 2004 - Algebra – Populations</p> <p>Routines: Misleading Graphs Teaching Rubric Focus: Student’s Role in Discourse</p>
<p>FEBRUARY 10 15 instructional days</p> <p>3rd-8th Benchmark Testing In Edusoft by 2/12</p>	<p>Routines: Thinking Relationally</p> <p>MARS tasks: Give a complete MARS test for practice</p> <p>Teaching Rubric Focus: Tools for Enhancing Discourse</p>
<p>MARCH 10 23 instructional days</p> <p>MARS Testing window 3/1 – 3/12</p>	<p>Routines: Number Lines</p> <p>2010 MARS – schedule at site</p>
<p>APRIL 10 17 instructional days</p> <p>2nd – 8th STAR & STS 4/26 – 5/14</p>	<p>Routines & MARS tasks: Teacher’s Choice</p>
<p>MAY 10 19 instructional days</p>	<p>Routines & MARS tasks: Teacher’s Choice</p>
<p>JUNE 10 13 instructional days</p>	<p>Routines & MARS tasks: Teacher’s Choice</p>