Marple Newtown School District
Curriculum Office
Welcome

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Mr. Chris Oakes: Math, Instructional Tech, & PE Curriculum Supervisor
Active Participants

Total Participation Techniques

- Train teachers to call only on students who raise their hands and to build on correct responses to maintain a brisk classroom pace. This would enhance the self-confidence of already proficient students and minimize class participation and engagement among those who enter with lower proficiency.

- Total Participation Techniques (TPTs) are teaching techniques that allow for all students to demonstrate, at the same time, active participation and cognitive engagement in the topic being studied.
Total Participation Technique

Think, (Ink) Pair, Share

- Entrance ticket - please provide your thoughts - make your thinking visible
  - You can bullet your response
  - You do not need to write in complete sentences
  - Don’t worry about spelling

Grouping and Responding Systems

- Ticket Color will be used for pairing and sharing
Ink Your Thinking-2 minutes

What is one question you hope to have answered this evening?
Importance of Making Thinking Visible

- Formative assessment of learning
- Transference of verbal expression to writing
- Writing/drawing/designing requires cognitive reflection
Pair and Share

Please find someone at your table that has the same color ticket.

Determine who will share first. The person sharing first please raise your hand.

When we provide the signal-(lights off and on) that person will begin to share. Each person has 30 seconds to share their thinking in response to the question.

When we provide the signal-(lights off and on) the other partner will share.
Share Out

- Yellow entrance ticket
- Green entrance ticket
- Pink entrance ticket
- White entrance ticket
THE RIPPLE
The Ripple is a cornerstone to understanding how to create and implement Total Participation Techniques.

1. All students respond individually to a higher-order prompt.
2. Students share responses in pairs or small groups.
3. Volunteers or selected students share with the whole class.

The Ripple IS a way of posing questions to maximize actual learning time.
The Ripple IS a way to engage each and every student.
The Ripple IS all students responding to a prompt using Quick-Writes or other TPT structures.
The Ripple IS beneficial for all students, especially English language learners, socially tentative students, and students with special needs.

The Ripple IS NOT a traditional Q & A session.
The Ripple IS NOT calling on an individual student for the answer.
The Ripple IS NOT simply group work.
The Ripple IS NOT intimidating and does not put students “on the spot.”
Mathematics

\[
\frac{1}{2} \div \frac{1}{6}
\]
Mathematics

\[
\frac{1}{2} \div \frac{1}{6} = \frac{1}{2} \times \frac{6}{1}
\]

- Leave me - me = turn me over
- Change me - me

\[
= \frac{1}{2} \times 6
\]
Mathematical Practices

1. Make sense of problems & persevere in solving them
2. Reason abstractly & quantitatively
3. Construct viable arguments & critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for & make use of structure
8. Look for & express regularity in repeated reasoning
The 4 Cs

- Creativity
- Critical Thinking
- Collaboration
- Communication
Math is problem-based, but what does that mean?

❖ Students are provided real world problems that may take a lengthy amount of time to solve because they are connected to the lives of the students.

❖ Multiple strategies to solve one problem

❖ Ways to help at home: compute the change at grocery store; estimate how many plants can fit in the garden; discuss how simple interest works on a loan
My Child Talks About Working in Pairs or Groups. Is this helpful?

- Solidifies understanding
- Allows for the teacher to hear reasoning and thinking to address any areas of needed enrichment or remediation
- Supports collaboration and social-emotional skills
Other Ways to Help at Home

❖ Questions: Why? Can you Prove it? How do you know? Can you show me?

❖ Everyday questions: Can the Eagles score 22 points in a game? How much paint should we buy to paint your room?

❖ First in Math (Grades K-2)
Science

Looking ahead to the Next Generation Science Standards

- Science and Engineering Practices: describe what scientists do to investigate the natural world and what engineers do to design and build systems; better explain and extend what is meant by “inquiry” in science and the range of cognitive, social, and physical practices that it requires.
- Disciplinary Core Ideas: Key ideas in science that build on each other as students progress through science in each grade level
STEM - Engineering Design Process

- **Ask:** Identify the need and constraints
- **Research:** the problem
- **Improve:** Redesign as needed
- **Test:** and evaluate prototype
- **Create:** Build a prototype
- **Imagine:** Develop possible solutions
- **Plan:** Select a promising solution
STEM in MNSD

STEM Committee

- Focus on Family Engagement, Peer Mentoring, and Professional Development
- Coding
- Unplugged Lessons in Library and beyond...
I'm seeing less graded work than when I was in school. Is this normal?

- Paper and pencil practice is still happening
- Observations of interactions, conversations, and practice
- Focus is on formative assessment to inform instruction
- Learning vs. Grade
- Reading, Thinking behaviors - qualitative data
ELA Curricular Resources

- Reading Wonders- core resource- anthology
  Leveled readers
  Close Reading Companion

- Storyworks and Storyworks Jr. -supplemental resource- multigenre magazine subscriptions
  Authentic reading experiences
  On-line component for extended learning
  PA Core aligned

- Study Island
  Benchmark
  Formative
  PA Core aligned

- Picture books as Mentor Texts
PA Core Shifts-Focus on Process

Metacognition

Collaborative conversations-grounded in evidence

Analysis of complex text

Types of questions

Building knowledge through content-rich nonfiction
Importance of Listening & Speaking

- Collaborative Conversations

- State report feedback: need for improved speaking and listening skills - clear and fluent to get point across and demonstrate understanding
Assessment- purpose is important

- **Benchmark**
  - Grade level, standards based
  - Similar to PSSA
  - Proficiency Levels

- **DRA2- Developmental Reading Assessment**
  - Provides a reading level
  - Writing to demonstrate understanding
  - Used for flexible groups in guided reading

- **Unit Assessments in Reading Wonders (1-5) and Fundations (K-2)**
  - Culmination of the objectives and skills covered formatively
  - Provide an item analysis to focus on learning, additional supports

- **Formative/Weekly Assessments**
  - “Not graded”
  - Informal measures of understanding to make immediate adjustments to instruction and levels of support
Item Analysis

- Drill down the data-grade, class, student
- Provides and identifies types of questions on an assessment
- Used to target instruction and provide specific feedback
- Moves focus from “grade” to “learning”
Language Arts
Unit 3 Test Results
EXAMPLE

Total Score: _____ /59 = __________ %

Skills Tested/We Are Still Working On:

- Comprehension: _____/16 Total
  - Author’s Purpose: ___3__/4
  - Main Idea & Key Details: ___4__/5
  - Sequence (Text Organization): ___0__/3
  - Text Evidence: ___1__/4
Social Studies

Kindergarten

“Through the Seasons”

★ Fall
★ Winter
★ Spring
★ Summer
★ Holidays

Grade 1

“My School and Family”

★ Citizenship
★ Finding Our Way Using Maps
★ What Do Families Need and Want
Social Studies

Grade 2

“My Community”
★ Communities
★ Geography
★ Economics and the Environment

Grade 3

“Our Community and Beyond”
★ Geography
★ Governing Our Community
★ Economics in Our Community
Social Studies

Grade 4

“Pennsylvania Studies & U.S. Regions”

★ Pennsylvania studies
★ Introduction to Regions of the U.S.
  ○ Northeast
  ○ Southeast
  ○ Midwest
  ○ West
  ○ Southwest

Grade 5

“American History to 1800’”

★ Geography
★ Pre-Columbian America
★ The Explorers
★ Colonial America
SS Curricular Resources

- TCI Social Studies Alive!
  - Textbook series
- Scholastic News
- Trade books and leveled readers
- Kids Discover Magazine
Integrating Language Arts into Social Studies

- Providing various Informational texts
  - Build classroom libraries and increase student choice

- Embedding Social Studies in literacy routines
  - Use social studies-related texts to teach non-fiction reading strategies
  - Guided Reading
    - teach students reading strategies they can apply to all books
Foundational Skills (Pre K-5)................................. 1.1
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, students apply them as effective readers.
- Book Handling
- Print Concepts
- Phonological Awareness
- Phonics and Word Recognition
- Fluency

Reading Informational Text........................................ 1.2
Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Vocabulary Acquisition and Use
- Range of Reading

Reading Literature...................................................... 1.3
Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Vocabulary Acquisition and Use
- Range of Reading

Writing................................................................. 1.4
Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.
- Informative/Explanatory
- Opinion/Argumentative
- Narrative
- Response to Literature
- Production and Distribution of Writing
- Technology and Publication
- Conducting Research
- Credibility, Reliability, and Validity of Sources
- Range of Writing

Speaking and Listening.............................................. 1.5
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.
- Comprehension and Collaboration
- Presentation of Knowledge and Ideas
- Integration of Knowledge and Ideas
- Conventions of Standard English
Revisit Your Original Thinking

On the back of your Entrance Ticket is an Exit Ticket.

If your original question was answered - great!

Please write any question you still have or a new question that arose.

If you have no questions at this time - you can write that as well.
Reach out with any questions!

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