



IN THE KNOW!

The East Baton Rouge Parish Schools Office of Professional Development
 Helping Teachers Succeed, Sustain, and Soar

November 2, 2009

A Department of Professional Development Publication

Volume 4, Issue 13

WEEK OF November 2-6, 2009

11/2	Social Studies IMT Meetings - Middle and High	3:15 PM	5:15 PM	Other	Cindy Grimmer - 226-7982
11/2	Benchmark Coordinator's Training	8:00 AM	3:30 PM	McA Lab 112	Brandy Pitre 226-7917
11/2	Professional Learning Communities--Transition Issues	3:30 PM	5:30 PM	Other	Judy Barbay 929-8692
11/2	Teacher Advisor Council Meeting (Elementary)	3:30 PM	5:00 PM	IRC-Camellia/Veranda	Jamie Manda/Debr Franklin
11/2	Reader Connections	6:00 PM	8:00 PM	McA- 103	Debbie Launey 766-6399
11/2	Financial Security Workshop	2:30 PM	3:30 PM		Martha S. Walker 226-3686
11/2	McNeese State University-Fall Teacher Fair				daphne donaldson- 922-5572
11/2	CNP Managers' Training	2:00 PM	4:00 PM	CNC Classroom	Martha S. Walker 226-3686
11/2	Financial Security Workshop	2:30 PM	3:30 PM		Martha S. Walker 226-3686
11/2	Exceptional Student Services Advisory Council (ESSAC)	6:00 PM	7:30 PM	IRC- Veranda	Judy Barbay 929-8692
11/2	Middle School IMT Meetings - Science & Math	3:15 PM	5:15 PM	Other	Janie Braud - 226-7986

NEED TO KNOW

Tools for Teacher Success Series!

SRN: 15143001: Managing Technology Integration: Tips and tricks for seamlessly integrating technology into all subject areas. Learn how to manage students, technology, and content without stress but WITH organization.

Presenter: Robbyn Wax, NBCT, Professional Development Specialist

Grade Level: All

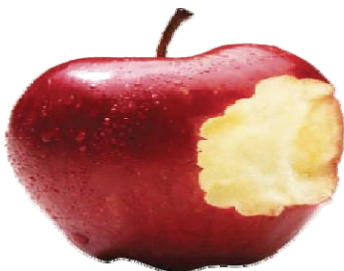
Date/Time: December 1, 4-6 PM **Location:** McAuliffe Center, Room 101



NEED TO KNOW

11/2	Middle School IMT Meetings - ELA & Writing	3:15 PM	5:15 PM	McA Lab 107-108	Kristi McNeal - 226-7724
11/3	BRAGTS Fall Meeting	5:00 PM	9:00 PM	IRC-Camellia/Veranda	225-938-4792
11/3	AR from A - Z	4:00 PM	7:00 PM	McA Lab 107-108	Pat Carley
11/3	3rd - 4th Grade Social Studies Content Specific Meeting	1:30 PM	3:30 PM	McA- 101-102-103	B Argo 226 7985
11/3	Tools for Teacher Success: Communicating with Parents and Other Stakeholders"	4:00 PM	6:00 PM	McA- 101-102	Jill Saia
11/4	High School IMT Meetings - English & Writing	3:15 PM	5:15 PM	McA Lab 112-113	Alice Ann Fesmire - 226-7723
11/4	High School IMT Meetings - Science & Math	3:15 PM	5:15 PM	Other	Brandi Schaeffer - 226-7918
11/4	Benchmark Coordinators' Training	8:00 AM	3:30 PM	McA Lab 112-113	Brandy Pitre 226-7917
11/4	Super Kids Training for Nonpublic Schools	7:00 AM	4:30 PM	IRC- Camellia	Daphne Boyd
11/4	Teach Baton Rouge Information Session	5:30 PM	7:00 PM	IRC- Veranda	Beanka Williams 922-5488
11/4	Take One Meeting: Standards-Based Teaching	4:00 PM	6:00 PM	McA- 101-102	Jill W. Saia/ 226-7633
11/5	21st Century Teaching and Learning	4:00 PM	7:00 PM	McA Lab 107-108	
11/5	Teach Baton Rouge Interviews	7:00 AM	3:00 PM	IRC- Camellia	Beanka Williams 922-5488
11/5	Area IV Principal Meeting	8:00 AM	4:00 PM	Other	Kathy Smith 922-5474
11/5	Bus Drivers' Advisory Meeting	10:00 AM	12:00 PM	CNC Classroom	Gail M. Johnson 226-3604
11/5	Benchmark Coordinators' Meeting	8:00 AM	3:30 PM	McA Lab 112-113	Brandy Pitre 226-7917
11/5	EveryOne Counts Math 101	5:00 PM	7:00 PM	IRC- Veranda	Shannon Cain - 226-4701
11/5	Math. Coaches' Meeting	8:00 AM	11:00 AM	McA- 101-102-103	Maria Ludu- 226-7718
11/6	ESS Support Personnel Resource Series	8:00 AM	4:00 PM	IRC- Veranda	Judy Barbay 929-8692

LEARNING BYTES



SRN:602558001: Digital Storytelling: Oral storytelling at its best! Learn to create and publish original stories that combine images, graphics, sound, music, and narration. See how this powerful multimedia presentation can enhance any content area .

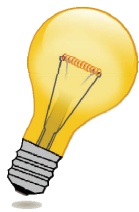
Grade Level: All

Location: McAuliffe Center, Lab 112

Date/Time: Wednesday, November 18, 2009, 4-7 PM

Teaching for Helping Students Process Information

Robert J. Marzano



During the course of a typical lesson or unit of study, teachers regularly present students with new information. Sometimes the information is peripheral—even if students do not understand it, they can still grasp the overall goal of the lesson or unit. However, sometimes the information is essential—without it, students will have little chance of comprehending the overall goal.

Five Avenues to Understanding

To help students process information that is essential to understanding specific content, teachers can use an effective strategy that involves the following five elements.

Chunking

Chunking means presenting new information in small, digestible bites. This requires carefully examining the manner in which students will experience new content. If the teacher intends to present content in the form of a lecture, he or she needs to determine the crucial points at which to pause so students can interact with one another about the new information.

For example, for a lecture on the topic of theoretical probability, the teacher might decide to make her first stop after she has discussed some basic differences between theoretical and experimental probability. If she's using a videotape or a video clip she's downloaded from the Internet, she might decide to stop the video about two minutes into the discussion of how theoretical probability is used in games of chance. This idea of stopping so that students can digest the information also holds true for demonstrations, exhibitions, guest speakers, reading content in a textbook, and the like.

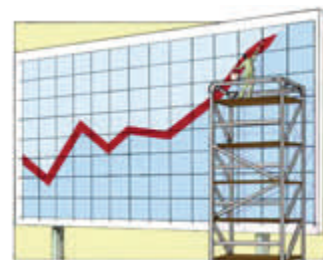
Scaffolding

Whereas chunking involves the *size* of the bites for new content, scaffolding involves the *content* of the bites and their logical order. To illustrate, let's say that a teacher is showing students a strategy for editing a composition for overall organizational logic. The teacher might organize the steps in that strategy into three chunks. The first chunk would involve steps that deal with determining whether the composition has good transitions from paragraph to paragraph. The second chunk would involve steps that deal with determining whether the major sections of the composition (that is, its beginning, middle, and end) logically flow into one another. The third chunk would involve steps that deal with determining whether the composition as a whole sends a unified message. Each chunk logically sets up the next chunk.

Interacting

Interacting refers to how students process the information in each chunk. One common way to facilitate processing is to organize students in groups and ask each group to summarize the content in the chunk, identify what was confusing, try to clear up the confusion, and predict what information might be found in the next chunk.

It's important that as many students as possible respond. Teachers can increase the response rate to questions in several ways. One technique, *response chaining*, involves having students respond to the answers of other students. Students can agree with, disagree with, or add to a response. Another technique is to use the voting technologies that frequently come with interactive white boards. These allow students to electronically cast their vote regarding the correct answer to a question. Their responses are immediately displayed on a pie chart or bar graph, enabling teacher and students to discuss the different perceptions of the correct answer. If voting technologies are not available, students can record their responses on inexpensive slates.



Pacing

As its name implies, pacing involves the extent to which a teacher moves through chunks at an appropriate pace—not too fast and not too slow. The teacher will need to slow down if students do not understand the content in a particular chunk or speed up when student engagement in a chunk begins to wane.

Monitoring

Monitoring involves continually checking for student understanding. If students do not understand the content in a particular chunk, the teacher revisits or reteaches that information before moving on to another chunk.