Around Campus

Transitions: Providing smooth transitions for students can be very important for classroom management and maximizing instructional time. One suggestion is to give students a certain amount of time to accomplish a task. For example, “You have 1 minute to put your paper away and be ready for \_\_”. Fifteen seconds later repeat, “You have 45 seconds to put your paper away and be ready for \_\_”. As students are accomplishing the task, congratulate those teams/rows/groups that are getting done. For example “Great job Row 4, you’re done!”. Make sure the time limit is appropriate. Too short and no one will be successful, too long and students will start to be off task.

Cool videos from Gaggle Tube

“Why we need Common Core: I choose C”- a funny video created by Coffman MS teachers.

“The Weird Number”: Old but funny Math video about equivalent fractions.

If you need help with gaggle, see A.Whittaker

Thinking Map Corner

When doing thinking maps, start to think about how students can justify what they place in the map (ex: page numbers, direct quotes)

Staff Shout Outs

Great job Ms. Burns, Ms. Koff, and Ms. Lozano for always being in the hallway during passing period!

## In

## Tech tips

PSUSD is a DAIT District. Following district policy, teachers may supplement their curriculum, however they may not supplant it. If you are replacing your core with other curriculum, worksheets, etc. then you are supplanting not supplementing. Please read the following board policy to guide you in choosing supplementary materials.

[**http://www.gamutonline.net/DisplayPolicy/436777/6**](http://www.gamutonline.net/DisplayPolicy/436777/6)

**Supplementary Instructional Materials** Top of Form

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The Board of Education encourages teachers to use supplementary instructional materials which are relevant to curriculum objectives and compatible with district goals and objectives. By using such materials, teachers can introduce content and instructional strategies that enrich the curriculum, enhance learning, help students make critical judgments, and stimulate their intellectual growth.

Teachers shall carefully preview all supplementary instructional materials in order to ensure that, in their professional judgment, the materials are:

1. Directly related to the course of study in which they are being used

2. Appropriate for students' ages and maturity levels

Supplementary instructional materials must also be consistent with criteria developed for the selection and evaluation of other instructional materials. If the teacher believes that the materials may be in conflict with district criteria, the teacher shall confer with the principal or designee before using them.

(cf. [6161.1](http://www.gamutonline.net/displayPolicy/436775/6) - Selection and Evaluation of Instructional Materials)

When using supplementary materials, teachers shall provide appropriate introductory and follow-up activities. In addition, teachers shall ensure that supplementary materials do not supplant the use of basic texts or teaching activities.



# Board Policy: Supplementing vs. Supplanting

Principal Ryan Saunders

Assistant Principal Eric Antuna

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