As testing approaches, be mindful and purposeful with the instruction you are providing. To make Safe Harbor we must have **38% Proficient and Advanced in ELA and 26.9% Proficient and Advanced in Math**. Use the Blueprint, also printed in your pacing guide, to guide you in which standards to teach.

This is the time to focus on two things: highly tested standards and skill standards.

**Big Bang Standards**: Highly tested standards are ones that are listed in the Blueprint with 3 or more questions. Look at the specific standard, not the strand. For example, if you know you haven’t taught something, but it is only tested 1/3 years, it would be advised to save that until after the CST. If there is something that you have already taught, but based on the Mirror you know the students didn’t Master it, now would be the time to reteach.

**Skill Based Standards:** Some standards are skill based and can be taught with a mini lesson. Especially if the standard is one that spirals from a previous grade you may able to reach proficiency with minimal time spent. These may be standards with only 1 or 2 questions on the test, but again are more purposeful than a standard tested 1/3 years.

Remember to be patient with your students and continue to build relationships with them. Communicate expectations clearly.

# CST Testing begins in 11 Days!

# Lesson Pacing: Being Prepared

Being prepared for a lesson requires appropriate planning and appropriate transitions between learning activities.

* **Be sure materials are ready.** Doing this will let you keep the flow going. Have handouts, markers, Cornell Note paper all in one place. Consider having one or more students in charge of passing out certain materials. Instead of taking time to count out papers, precious time in which students begin to become off task, give them a pile and ask them to take one and pass it down.

Try to stay ahead of your copying and reprographics. For last minute copies think if you really need to have the quiz on an individual paper or can it be projected for the whole class?

* **Have smooth transitions**. Good transitions demonstrate purposeful pacing and knowing your next moves. Be set up for the next activity before the previous is finished. While students are completing one piece of the learning, set up the projector or have instructional notes in place so there is little or no dead time between activities.
* **Post “When you’re done” activities on the board so students know what to expect next**. Students will not all finish a quiz or independent assignment at the same time. For example, post “When you’re done, please 1. Turn your quiz over 2. Start page 29 in your Practice book”. This again leaves little or no dead time inbetween activities and improves the chances for on-task behavior.

**Technology**

**Whole Brain Teaching**

[www.wholebrainteaching.com](http://www.wholebrainteaching.com)

Chris Biffle provides free printables and webinars to increase student engagement and improve classroom management.

Staff Shout Outs

Thank you to all staff that have supported our numerous activities in the past month. Teacher support is key to our success in Interventions, CST Boot camps, and after school activities. You are the best!

Thinking Map Corner

Thinking Maps are based on 8 Cognitive skills. Each visual representation is linked to a specific thought process. Refer to page 6 of your blue binder or see Mrs. Whittaker for a copy!

## Included with this newsletter



Principal Ryan Saunders

Assistant Principal Eric Antuna

4/15/13

Issue 9

Painted Hills Teacher Newsletter