

DEPARTMENTAL VISION STATEMENT

The English Department of Pelham Middle School and Pelham Memorial High School is dedicated to promoting independent, critical thinkers, inspired to read, write, speak and listen in a way that demonstrates genuine appreciation for the power of words and a variety of literature that encourages empathy and concern for others, the world around us, and relevant issues facing us today.

SUBCOMMITTEES

During the 2014-15 school year, to examine the current English curriculum (reading lists, projects, assessments, and course offerings) for **relevance** to students' lives and the twenty-first century.

During the 2014-15 school year, to successfully integrate 1:1 **Chromebook** use into the eighth and ninth grade English courses.

Neil Schleifer
Bill Chimento
Laura Stagliano

During the 2014-15 school year, to, in preparation for a Tri-States Consortium visit in 2015-16
Begin to develop interdisciplinary **Performance-Based Assessments**

Brian Powers
Tom Beck

During the 2014-15 school year, to, in preparation for a Tri-States Consortium visit in 2015-16
Explore best practices in the use of **metacognitive strategies**

Mariana Cordero
Bryan Sans

During the 2014-15 school year, to enhance professional expertise in providing effective **feedback** to learners in order to maximize their engagement and success.

During the 2014-15 school year, to research the use of **electronic student portfolios** for student writing.

Wendy Devito
Rachel Pixley
Nicole Wasnetsky
Courtney Kiessling

During the 2014-15 school year, to examine the curricula with an eye to **the diversity of literary content** and range of human experience reflected in chosen texts.

Michele Weyant
Katie Pettus
Bob Serafin
Cami O'Brien
Jeneane Salerno
Rob Anderson
Diana Spadaro

RESOURCES/ IDEAS FOR SUCOMMITTEES

RELEVANCE

- “Literacy for 21st Century English Classrooms”:
http://www.octela.org/_resources/OJELA/issues/ojela53v1.pdf
- “How Do You define 21st Century Learning?”:
<http://www.edweek.org/tsb/articles/2010/10/12/01panel.h04.html>
- <http://cagelessthinking.com/>

CHROMEBOOKS

- “Apps and Extensions for Chromebookers” <http://edtechreview.in/e-learning/1575-list-of-apps-and-extensions-for-chromebookers>
- “Ten Keys to a Successful 1:1 Program” <http://www.ascd.org/publications/educational-leadership/may14/vol71/num08/Your-1@1-Program@-Can-You-Answer-These-10-Questions%C2%A2.aspx>
- “Successful 1:1 Integration”: <http://cagelessthinking.com/successful-11-integration-a-how-to-guide/>

PERFORMANCE-BASED ASSESSMENTS

- *Assessing with Integrity* conference packet (in my office)
- “Aligning Assessment with District Values” (in my office)
- Materials from last year’s PADI Gallery Walk (in my office)
- Learner Centered Initiatives: <http://www.lcilttd.org/>

METACOGNITIVE STRATEGIES

- <http://www.edutopia.org/blog/metacognition-gift-that-keeps-giving-donna-wilson-marcus-conyers>
- <http://cft.vanderbilt.edu/guides-sub-pages/metacognition/>
- <https://tspace.library.utoronto.ca/bitstream/1807/35095/1/Scheepers%2c%20Re-Thinking%20Metacognition%28MTRPFinal%202%29.pdf>
- <http://www.edutopia.org/blog/cultivating-habits-self-knowledge-reflection-terry-heick>

PROVIDING FEEDBACK

- *Many* teachers use Turnitin to provide feedback
 - www.turnitin.com
 - Click “create account”
 - Account ID is 32952
 - Join password is Pmhs2003 (case sensitive)
 - Follow remaining prompts
- Many other schools have stopped writing comments on student papers altogether.
- Instead, they are referring them to exemplars
- And/or conferencing with them
- Recommended author: Penny Kittle - <http://www.pennykittle.net/>
- Peer editing
- Are we “grading” too much (e.g., pre-assessments, formative assessments)
- Grading for 3 P’s (Performance [Product], Process, and Progress [growth])
- Using rubrics rather than writing comments

- Using Voice Memo function of iPhone and emailing it to student
- Using functions of Google Docs
- Voice Comments can be attached to Google Doc (Kaizena app) <https://kaizena.com/>
- *Principal Leadership* “Making Better Grades” issue (in my office)
- *Grading Smarter, Not Harder* by Myron Dueck (in my office)
- *Educational Leadership* “Writing: A Core Skill” issue (in my office)
- “Using Feedback to Promote Learning” - <http://teachpsych.org/resources/documents/ebooks/asle2014.pdf>
- <http://www.edutopia.org/blog/providing-feedback-as-formative-assessment-troy-hicks>

ELECTRONIC STUDENT PORTFOLIOS

- <http://www.edutopia.org/blog/e-portfolios-in-the-classroom-mary-beth-hertz>
- Edgemont is using electronic portfolios – what kind? I have a contact there.
- Can Turnitin be used? If you don’t have an account, I have instructions.
- Google Docs?

DIVERSITY OF LITERATURE

- Past issues of *Teaching Tolerance* magazine (in my office)
- <http://www.tolerance.org/publication/project-appendix-d>
- <http://perspectives.tolerance.org/>
- http://www.tolerance.org/sites/default/files/general/Appendix%20D%20Text%20Selection%20Tool%202014_final.pdf
- <http://www.tolerance.org/blog/new-curriculum-teaching-tolerance>
- <http://www.teachingforchange.org/>