I’ve truly enjoyed taking on a new role in the district as the Director of Teaching and Learning and am so excited about what the future holds. I have worked in our district for 16 years and I cherish all of the friendships I have made here. The Office of Teaching and Learning’s primary role is to create a foundation to provide strategic support and professional learning opportunities to schools. We are here for you! Please do not hesitate to reach out to any of us with ideas and/or questions. We will publish a newsletter monthly to offer ideas and supports in the areas of teaching and learning. Without further ado, I am proud to introduce to you the Teaching and Learning team.

Wendy Spencer is the Language Learning Coordinator. Her role is to support ALL students who are learning the English language. This may be students who speak a language other than English at home or students who speak English at home, but may be behind in language development. Wendy comes to us with a strong background in early literacy and the building blocks of language development.
Zulma Mendoza is the EL Clerk who works tightly with Wendy Spencer to ensure that we are in compliance with all state mandates in regards to our students who are classified as English Learning. She began in the district this past July and jumped right into her position during the busiest time of the year. She has previous experience working in head start with preschoolers and enjoyed how every day was different as she learned with her kiddos.

Brooke Sachak is the Novice and Apprentice Teacher Coordinator. Her role is to develop and coordinate comprehensive systems of support for all novice and apprentice teachers to our district. She coordinated a fantastic induction program built around the book, “Teach Like a Pirate” by Dave Burgess. Brooke is a seasoned coach who has worked with many new teachers across the district and spent most of her time at Ironwood and McCartney Ranch.

Patty Dee is the Compliance and Accountability Coordinator. She is responsible for organizing, managing, coordinating, and monitoring data, assessment, instructional programs and special projects district-wide to ensure compliance with federal, state, and other grant funded opportunities that offer the greatest benefit to our schools. Patty has a strong background in running a school as a former principal in our district. Her knowledge and expertise are key to our success moving forward.

Anita Salazar has been with the district for 25 years! She is the district liaison for McKinney Vento. Her role is to coordinate services to ensure that homeless children and youths enroll in school and have the opportunity to succeed academically. She has been in this role for many years and has been a huge support to so many of our families.

Patti Kleinhanzl is the district math coach part-time and McCartney Ranch’s math content coach the other half of her time. She works primarily with our four Math for Change cohorts on strengthening instruction in the mathematical practices. She is also available to model lessons and plan with teachers district-wide. The Kleinhanzl’s are a complete CGESD family, with both kids at Villago and her husband at multiple sites as a psychologist. We are so lucky to have Patti on our team.

Sandra Benavides is the Administrative Assistant for the Office of Teaching and Learning. Sandra has worked with the district for many years as a 21st Century grant coordinator, summer school guru and is a support extraordinaire! She is kind-hearted and always willing to look at ideas from multiple perspectives.

Lisa Dempsey is the Assistant Director of Teaching and Learning. She is THE go to person for authentic literacy. Her primary role is to support the development, implementation and evaluation of teaching, learning and assessment in the district. She has been in the district for many years as a teacher, instructional specialist and TOA. Lisa has a way of talking to others that helps everyone feel empowered and excited about education.

We look forward to new adventures and growth within our district and invite you to connect as we build and strengthen our learning community.

What is Math for Change?

Math for Change started five years ago as an initiative to develop math leaders who lead the change that will guide students to make sense of math in the 21st century. It is something unique to our district and is still going strong.

Did you know?

There are Math for Change members at every school in our district and ranging from Kindergarten to 8th grade?

These teachers have a lot of expertise in teaching math in conceptual, visual ways!

They know the math practices and are constantly doing amazing and engaging lessons with their students.
Here’s the great news...
Math for Change classrooms are open for visits!

To arrange a Math for Change classroom visit talk to your math coach or email patti.kleinhanzl@cgelem.k12.az.us.

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**ELA in the KNOW**

**Why the term “anchor?”**

Our literacy tasks are very complex, and appear in the areas of reading, writing, speaking & listening, and language. Among all grade levels, each standard is “anchored” with the same big idea behind its foundation. As our students dive deeper into curriculum throughout the years, the complexity and rigor within the standard gets deeper too.

So let’s teach them to swim through those layers of learning, and dive into deeper depths of understanding. College and Career Ready...That’s the goal.

Want to see how the standards build? Check this out!

https://cms.azed.gov/home/GetDocumentFile?id=59246d22e3217e11f005b9b4f
Supporting Language Acquisition

We are off to a GREAT start to our 2018-2019 school year.
This section of the newsletter will focus on strategies to use with EL students; however, you might find that these strategies are not limited to our EL students. Using some of these strategies will likely benefit not just EL students, but will provide scaffolding for students needing additional support.

Sentence Stems and Sentence Frames

This month, try using sentence stems or sentence frames in your classroom.

**Sentence stems** help students get started on what they are going to say, using a complete thought. Sometimes our students need support forming sentences correctly, and when we provide scaffolded support, they are able to think more about content, rather than focusing on how to form the sentence.

**Sentence frames** can provide additional support for writing. The concept is the same... when the students have a framework as an example, they can focus on the important ideas to add to the writing, and not have to worry about how to organize the information correctly.

As with any strategy when we are supporting our students, we should be cognizant of the fact that we should pare back the support as soon as we see that our students are ready for the challenge.

Resources

Here are a few websites where you can find some valuable information and examples should you be ready to take a dive! Good luck, and please let us know how using this strategy impacts your students!

- [http://www.readingrockets.org/strategies/framed_paragraphs](http://www.readingrockets.org/strategies/framed_paragraphs)
- [https://ellandsiopresources.weebly.com/el-writing-resources.html](https://ellandsiopresources.weebly.com/el-writing-resources.html)
My Students
Won't Stop Talking!
(1st of a Series)

It can be really frustrating when you have a constantly chatty class. When students are side talking, interrupting others or blurring out, it is challenging to teach your lesson and even more difficult for students to pay attention and learn. Over the next few months, we will address these issues and discover some strategies to try. First things first...

How do I get their attention?

This is an article on a concept called pattern interrupt. There are ideas for elementary, middle school and high school teachers. [https://www.powtoon.com/blog/29-super-effective-ways-students-attention-raising-voice/](https://www.powtoon.com/blog/29-super-effective-ways-students-attention-raising-voice/)


Find a few of these strategies that work for you and your students. Teach and model what this looks like and practice with them. Make it mandatory and stick with it. I see teachers try these signals a few times and give up and say that it isn’t working. It can take a few days to a few weeks for this to become a routine. If students do not respond the first time the signal is used, repeat the signal more than once when trying to get their attention, even you and I need a reminder sometimes!


For younger students, songs/chants/games can be EXTREMELY effective. Here are some strategies for you to try.

[https://www.teachingchannel.org/video/different-attention-getting-signals](https://www.teachingchannel.org/video/different-attention-getting-signals)


There are so many out there for you to steal! No need to have to come up with your own. Please give a few a try, you will be amazed at how they love to sing, chant and rhyme!

Instruments/bells/chimes are a good choice as well.


Once you have their attention, it is very important to move quickly to engage them. If you wait too long, they will have time to start talking and getting off task again. Be prepared and keep the pace moving. Down time will destroy the effect of having their attention.

Next time we will explore ways to teach students how to be active listeners 😊

Thank you!
Brooke Sachak
Novice and Apprentice Teacher Learning Coordinator
Brooke.sachak@cgelem.k12.az.us, ext. 3209
Office of Teaching and Learning
ADE created a framework for school improvement in 2017-2018 to support schools and districts in strategic planning and improvement. This framework fosters a comprehensive, holistic, systems-thinking approach, and provides flexibility for sites, while still meeting state and federal requirements. Each site’s strategic plan, mission, and vision guide the framework’s tools (CNA and SIAP). ADE staff review these closely, to ensure that funding requests align with identified needs, strategies, and action steps. Progress is monitored at the site, and adjustments made, so that continuous improvement is achieved.

A SIAP is a living document, a plan that supports the iterative process of continuous school improvement. It is regularly reviewed, monitored and revised as needed, leading to increased student learning and achievement.

- Includes Primary Needs Statement, Desired Outcomes, SMART Goals (if required)
- Strategies and Action Steps addressing the Primary Needs identified in the School Comprehensive Needs Assessment (CNA)
- Includes ESSA requirements for Title I, II, III, IV and School Improvement
- Demonstrates how schools are aligning their resources to meet the needs of their students
- Sets monitoring and evaluation measures with success criteria and evidence to ensure successful implementation and increased student achievement

You may have been part of the team who developed your school’s plans for FY19. **When all staff members are aware of the action plan, and know the strategies and steps involved, chances for success increase.**

Do you know what is written in your site’s SIAP? What is your role in the process?

“*Our goals can only be reached through a vehicle of a plan, in which we must fervently believe and upon which we must vigorously act. There is no other route to success.*”

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We look forward to working with you as an important member of our CGESD learning community!