

Second Floor Scoop

LaGuardiaArtsProgramOffice.org

FINAL EXAMINATIONS



STUDENTS: Review the Finals Schedule

Dates: Finals will be administered within an 80-minute bell schedule on Tuesday, January 19; Wednesday, January 20; and Thursday, January 21. Students with extended time will take finals in the library and follow a special schedule. Students may take a make-up final examination after school on Friday, January 22.

Attendance: Attendance for the first two days of finals will be recorded through OP (official class period). The school will make a **vigilant** effort to have all students report to OP.

OP: When entering the school, all students will be closely monitored: Each will swipe his or her ID card or sign in with a school aide. The lists of students who entered the school will be compared with attendance taken during OP classes. Students who enter the school but do not go to OP will be referred to the Deans' Office. Hall monitors and deans will make sure students are in their OP classroom when they are required to be there.

Lateness: If a student were to be late for school and miss OP, he or she would need to come to the Attendance Office (Room 201), sign the late book, and receive a late pass from the Attendance Office.

Make-up Location: The make-up exams will be administrated by the department chairpersons in the Fifth Floor Cafeteria.

Excuse Note: Any student entitled to make up an examination must present the required excuse note on the day that the make-up exam is given; only a student with a note will be allowed to make up a final. After the test, each student should bring his or her excuse note to the Attendance Office in Room 201.

Acceptable Absence: Acceptable reasons for absences follow: sickness on the day of the exam as explained in a doctor's note, a court order, a funeral, and a note from a parent or guardian stating that the student was sick.

Unacceptable Absence: Two possible unacceptable reasons for absences would be a family vacation and a regular check-up appointment with a doctor or dentist. Please make sure that your absence is considered acceptable according to the criteria mentioned above.

Extended Time: Students with extended time with acceptable reasons for missing a test will take the make-up final with all other students in the same place at the same time. They will still be entitled to extended time. These students might need an additional day to complete all the work. This will be decided by the department chairpersons in charge of the test the student missed.

Fall 2009 Schedule for FINALS

Tue., January 19		Wed., January 20		Thu., January 21	
Period	Time	Period	Time	Period	Time
4	8:30-9:50	2	8:30-9:50	1	8:30-9:50
OP	9:55-10:05	OP	9:55-10:05	BREAK	9:50-10:05
5	10:10-11:30	8	10:20-11:40	3	10:05-11:25
BREAK	11:30-11:45	BREAK	11:40-11:55	BREAK	11:25-11:40
6	11:45-1:05	9	11:55-1:15	10	11:40-1:00
BREAK	1:05-1:20 Grab-n-go Lunch*	Optional Lunch**	1:15-2:00	Optional Lunch**	1:00-1:45
7	1:20-2:40				

The make-up will be offered after school on Fri., Jan. 22.

*Grab-n-go lunch: Fifth Floor Cafeteria for students with 8th period lunch

**Optional Lunch: 9&10 Grades: Fifth Floor Cafeteria
11&12 Grades: Seventh Floor Cafeteria

HOLIDAY POT-LUCK



TEACHERS: Celebrate the Holidays with Your Colleagues!

The Staff Holiday Pot-Luck Get-Together will take place on **Tuesday, December 22**, in the Art Gallery. Last year's dessert event was a big hit. This year we are asking all to contribute a favorite food to share. You may drop off your sweet or savory dish to the Main Office on the morning of the 22nd. Please put a note on it if it must be refrigerated. Bon appétit.

SCHOOL SAFETY



TEACHERS: Electronic Equipment Will Be Placed in Our Vault

NYPD School Safety has requested that we **inventory** and **secure** all portable electronic equipment (laptops, projectors, etc.) before the holiday break begins so that once the break is over, we won't discover any missing items. Mr. Law's assistants will **likewise** place portable computer equipment in the school's vault.

HAPPY HOLIDAYS



STUDENTS, TEACHERS, and PARENTS: The CFI Team Wishes You a Restful and Joyful Vacation!

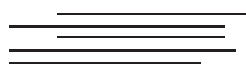
Team members Laura van Keulen, Alex Moore, Erik Sudduth, and Annie Pace also wish you a Happy New Year! We will see you in 2010!

PROGRAM CHANGE APPROVAL



STUDENTS: Learn About Program Changes on January 5.

Program changes approved during the third marking period will be made known to students on January 5. Students may meet with counselors regarding programs between January 6-8.



Recognizing Effective Educators

How does a teacher know that a lesson has achieved its intended purpose? Many of LaGuardia’s educators evaluate the success of their own teaching strategies by analyzing the results of assessments. These teachers then modify instructional approaches to better meet students’ needs. This sort of data-driven teaching can be helpful to entire departments: Colleagues benefit from each teacher’s review of student work when results are shared. Indeed, one objective of LaGuardia’s new Teacher Teams is to make public the findings of these inquiries into student learning so that our entire school community can benefit from our educators’ hard work.

Applying a research-based approach benefits our students and might also make us eligible for more funding: The federal government may allocate more money to schools in states that encourage data-driven instruction. Secretary of Education Arne Duncan is unequivocal in his belief that analyzing the results of assessments can help teachers improve student learning. He said, “The stimulus program...includes \$4.35 billion in competitive grants for states that make the most progress in raising academic standards, tracking student gains, boosting teacher quality and improving failing schools. Proposed guidelines for those grants would reward states that publicly link student achievement data to the colleges that issued credentials to their teachers and principals” (Peterson 2). Incentives like these are encouraging educators to reflect on their teaching practices and take a closer look at the results of their evaluations of classroom performance. When we better understand our students, they will better understand our lessons.

Those teachers whose education schools taught them how to interpret data and respond accordingly are at a distinct advantage; however, Secretary Duncan recognizes that they only constitute a small group. According to him, reform is needed in education schools: “[H]undreds of teachers have told him their colleges didn’t provide enough hands-on classroom training or instruct them in the use of data to improve student learning” (Peterson 1). Without having benefited

from formal education in data-driven instruction, many New York City educators will take interest in the work of Teacher Teams, which will inspire us to look at student performance through new critical lenses. Inquiry Work will be easier and more fruitful than ever with recent advances in technology that allow educators to monitor students’ progress in increasingly sophisticated ways and make informed decisions that will positively impact students’ learning.

Data-driven instruction is not limited to secondary education: At the undergraduate level, “the Cherry Award seeks out college teachers who, according to both students and fellow teachers, are especially good at making clear, forceful, inspiring, knowledge-rich classroom presentations that actually help students to learn” (Riley W11). This

requires educators to modify teaching based on student performance and feedback. The Cherry Award also recognizes educators who modify instruction based on student performance. “Professors, [Professor West] says, need to figure out how to play to their strengths – by listening and watching their students carefully. ‘I look out at every class to figure out what’s working and what’s not’” (Riley W11). The recipients of The Cherry Award are chosen based on “surveys like the National Survey of Student Engagement” (Riley W11). Educators at all levels are making use of surveys and other assessments to reach students with greater success.

President Obama has made clear that he values data-driven instruction. Keeping America competitive in a global economy requires excellent teaching that meets the needs of our students. The two LaGuardia Teacher Teams and the CFI Team are at the vanguard here, working together to analyze student performance and improve teaching methods. Using data to drive instruction will help you to teach a great lesson, but it will also empower you to make it even better next time.

“[Education Schools] didn’t... instruct them in the use of data to improve student learning.”

- Peterson, Molly. “Duncan Urges Overhaul of ‘Mediocre’ Teacher Colleges.” [Bloomberg.com](http://www.bloomberg.com/apps/news?pid20670001&sid=aCINCrZC.R4). 22 Oct. 2009. 23 Oct. 2009. <<http://www.bloomberg.com/apps/news?pid20670001&sid=aCINCrZC.R4>>.
- Riley, Naomi Schaefer. “America’s Top College Professor.” *The Wall Street Journal*. 13 Nov. 2009: W11.

COMMAND OF LANGUAGE

vigilant	adj.	on the alert; watchful
inventory	n.	make a detailed list of things, esp. a periodic survey of all goods and materials in stock
likewise	adv.	in the same way; similarly
secure	v.	to acquire
vital	adj.	of great importance; essential

The American Heritage Dictionary 2001 ed.