

Second Floor Scoop

AP TEST REMINDER



Register for AP Tests

According to the College Board, “AP is accepted by more than 3,600 colleges and universities worldwide for college credit, advanced placement, or both on the basis of successful AP Exam grades” (*AP Program Guide 2008-09* 3). The opportunity for students to earn college credits is fast approaching. Be sure to meet the deadlines below for AP Exam registration:

AP Exam Registration Calendar	
Tue., Mar. 3rd	Students receive Daedalus log-in information to register for Exam(s) through one of their AP classes.
Fri., Mar. 20th	Deadline for students to register for AP Exams
Fri., Mar. 27th	Teachers receive the proctoring schedule for the AP Exam period.

END OF THE FIRST MARKING PERIOD

TEACHERS: Submitting Grades

We would like to thank all teachers in advance for meeting grade submission deadlines. Please review the calendar below:

Grade Submission Calendar	
Wed., Mar. 18th	The first marking period ends.
Mon., Mar. 23rd	Grades are due by 9:00a.m.
Tue., Mar. 24th	Corrections and missing grades are due by 12:00p.m.
Wed., Mar. 25th	Report cards are distributed during OP.
Thu.-Fri., Mar. 26th-27th	Parent-teacher Conferences take place.

STUDENTS: 1st M.P. Ending Soon

The first marking period ends on **March 18th**. Evidence of your diligence, talent, and excellent attendance will appear on your report card on **March 25th**.

DEPARTMENT CONFERENCES



TEACHERS: The CFI Team Wants Your Ideas

Teachers regularly engage in professional development during our monthly department conferences. This **Mon., Feb. 23rd**, the CFI Team will visit the Science and Social Studies Departments to share newly developed subject-specific note taking lesson plans and solicit feedback on these.

SPRING PM SCHOOL



STUDENTS: Review PM School Course Start Dates

Despite the impressive academic performance of most students at LaGuardia Arts High School, a few still fail courses and must work to recover missing credits. It is imperative that a student attend PM School if he or she does not pass a class; promptly making up credits ensures a timely graduation. Do not postpone until the future what you can accomplish in the present.

Classes run from **3:45p.m.** until **5:45p.m.** Spring PM School classes will last through the entire semester. Classes will begin on the following dates:

PM School Start Date Calendar	
Day When the Class Meets	Course Start Date
Tuesday	Tue., Feb. 24th
Wednesday	Wed., Feb. 25th
Thursday	Thu., Feb. 26th
Monday	Mon., Mar. 2nd

Contact your guidance counselor if you have any questions.

ACCESS PAYROLL INFORMATION

Correction to a Feb. 4 Memo

The URL to access DOE payroll information is <https://payrollportal.nycboe.net>

CLASSROOM CORNER



Ms. Rochkind uses technology to engage her students in her ESL class.

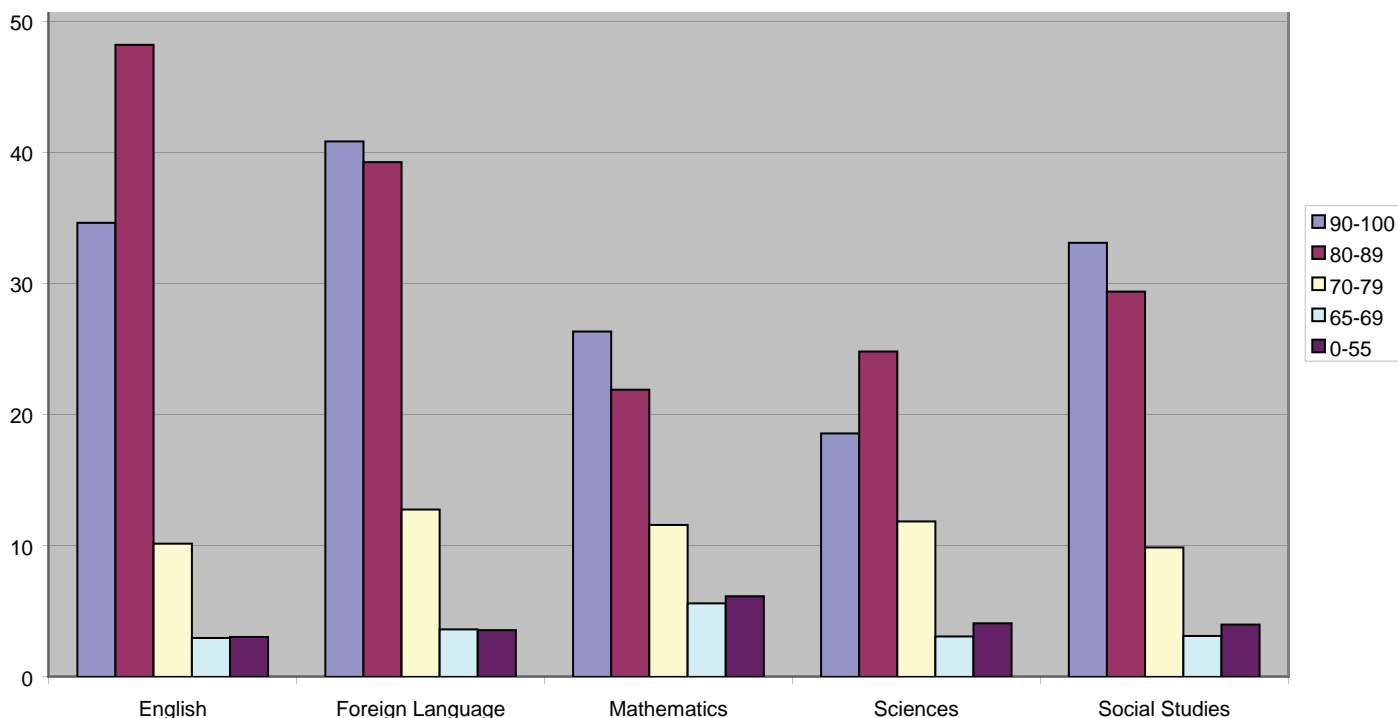
HEPATITIS B VACCINATION

TEACHERS: Get Your Hepatitis Vaccine
LaG educators who received their first Hepatitis B vaccination will have the opportunity to be given the second and third from **11:45a.m.-1:15p.m.** on **Mar. 9th** and **Jun. 10th**. If you teach during **periods 6 and 7**, please ask a colleague to cover your class for five minutes.

If you have any question regarding information on this page, please call Ms. van Keulen, AP of Data and Technology, at X3203 or any CFI Team member.

Data for Decision Making

SCHOLARSHIP REPORT - FALL 2008 (PART TWO)



Academic Achievement

The graph above represents the distribution of student grades within each

academic department for the fall 2008 semester.

Notice the relatively small number of failing students.

Teachers' outreach, use of differentiated instruction, dedication, and professionalism contributed to this improvement. Certainly,

students' hard work also played an essential role

FEEDBACK FROM PD WORKSHOPS (PART TWO)

Note Taking Workshop

The author of a recent article in *American Teacher* posited that "taking good notes is a habit that must be learned" (*American Teacher* 4). Participants in the Note Taking Workshop, which was led by Ms. Pace and Mr. Moore, seemed to agree with this statement: The session began and ended with a discussion of the importance of note taking skills, how they can be taught explicitly, and how students can be held accountable for developing these key abilities.

We shifted from theory to practice as each teacher developed a lesson plan that departmental colleagues could implement involving the teaching of note taking skills. Educators' plans elegantly encouraged students to develop listening and organizational abilities while exciting them with content-area knowledge. One science instructor gives students a packet and asks them to fill in preexisting charts. Another only writes key words on the board to encourage active note taking. He also asks students to take notes on the textbook and then present this information to the class using their notebooks alone. Indeed, some teachers even require students to label their notes and include a table of contents.

After reviewing plans with the group, the participants agreed that note taking skills should be

taught explicitly at LaGuardia High School. A first step is making the importance of note taking skills clear to kids. One music teacher gives students an article from *American Educator* that highlights the significance of taking notes effectively. The opinion was also voiced that students must be aware that the development of their study skills does not end in middle school. On a related topic, the concern was raised that the teaching of skills should not solely be the responsibility of the ninth grade teachers. This reinforced what was said earlier in a Math Department Meeting that teaching note taking skills in multiple grades could reinforce what students learn. One teacher felt that there should be benchmarks set for the development of note taking skills in different grades and subjects.

How should students be held accountable for their note taking? Allowing students to use notes on certain tests or essays would encourage kids to take better notes. Several teachers mentioned that they check notebooks and give students class credit for taking good notes. Sharing notes with classmates for projects or evaluations can increase accountability to peers and serve as another motivator. Finally, asking successful students to speak about the importance of note taking can encourage others.

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