

# Second Floor Scoop

## AP TEST REMINDER



STUDENTS: Register for AP Tests and Earn College Credit

### 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.

## DEPARTMENT CONFERENCES



TEACHERS: Taking Note of Students Taking Notes

Ms. Pace, Mr. Sudduth, and Mr. Moore were invited to Science and Social Studies Department Conferences to facilitate discussion about a skill that teachers would like to help our students to develop further: note taking.

Educators in the conferences reviewed a note taking lesson plan created by one of their colleagues; one of these plans taught students to take Cornell Notes, one taught them to use their notes to help them study, and both held our young people accountable for taking excellent notes.

LaGuardia teachers discussed the importance of using plans like those created by Mr. Sudduth and Ms. Pace to reinforce note taking skills at all grade levels in all disciplines.

## ACUITY ITA TESTS

ACUITY: Measuring Students' Progress

Any student in Elem. Algebra, a ninth grade English class, and a tenth grade non-honors English class should be prepared to succeed on an important Interim Term Assessment for that class.

Each forty minute test will be administered between **Mon., Mar. 2** and **Fri., Mar. 6**. Teachers have evaluated the data from the 2008 tests, and we welcome students and parents to do the same by visiting <https://nyc-acuity.mcgraw-hill.com>.

## CLASSROOM CORNER



Mr. Johnson has students use laptops in his science classroom.

## END OF THE FIRST MARKING PERIOD



TEACHERS: Submitting Grades  
Please review the grade submission calendar below.

### Grade Submission Calendar

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

## SPRING PM SCHOOL



STUDENTS: Review PM School Course Start Dates

Classes are held from **3:45p.m.** until **5:45p.m.** Spring PM School classes will meet for the entire semester. Classes will begin on the following dates:

### PM School Start Date Calendar

Day When the Class Meets	Course Start Date
Tuesday	<b>Tue., Feb. 24th</b>
Wednesday	<b>Wed., Feb. 25th</b>
Thursday	<b>Thu., Feb. 26th</b>
Monday	<b>Mon., Mar. 2nd</b>

Contact your guidance counselor if you have any questions.

## ACADEMIC SUCCESS

STUDENTS: Midterm Examinations  
Eighty minute midterms will be administered on **Mon., Apr. 6; Tue., Apr. 7, and Wed., Apr. 8.**



STUDENTS: Superb Students' Studying Secrets

The first marking period ends on **Wed., Mar. 18th**. Academic success is contingent upon the successful development of study skills. Review the following:

**Create a Study Guide:** Set up a study folder or a review notebook for each class. Look through your class notes each day, and ask yourself, "What are the four or five important ideas from this lesson?"

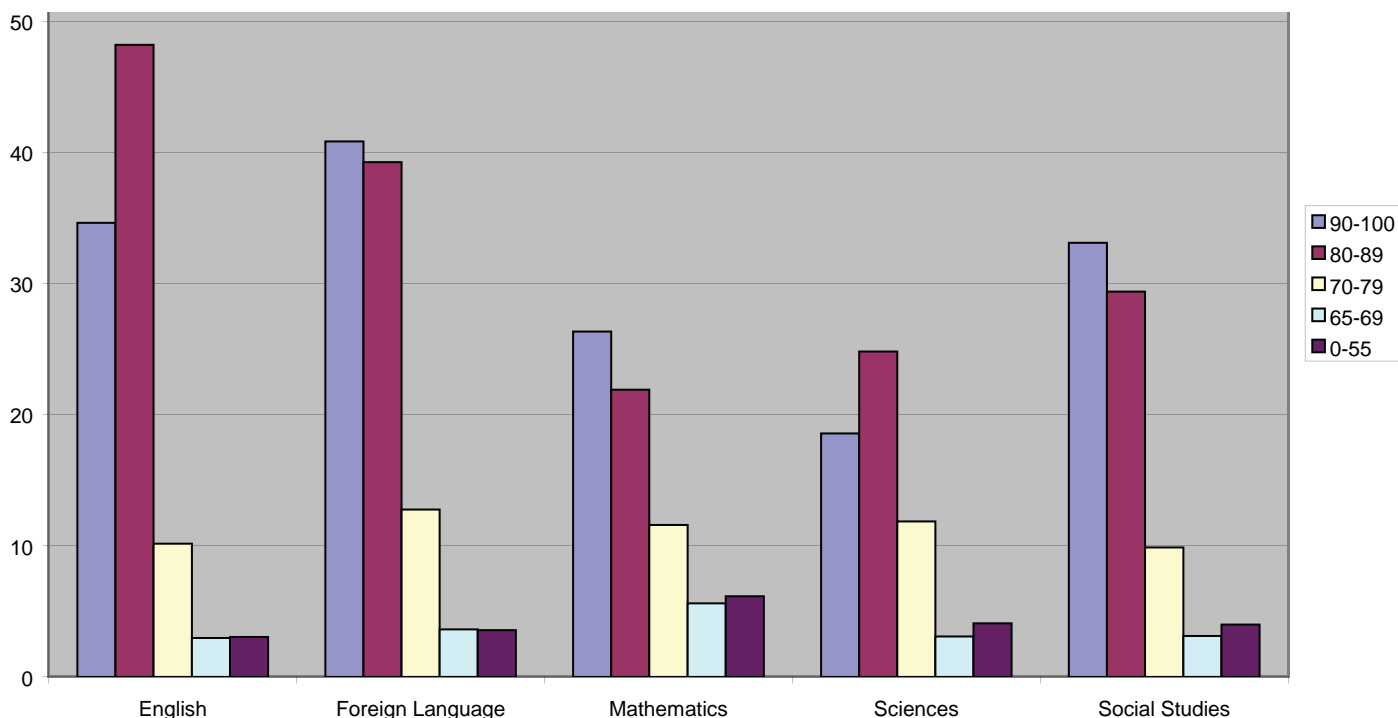
**Read with a Purpose:** When given a reading assignment, first skim through the book. Look for a summary at the beginning or end of the chapter, italicized words, bold print, and chapter sub-headings. Then read carefully. When you have finished skimming and reading, write your own summary.

**Review Your Study Guide:** Spend a half-hour reviewing these notes. Studying regularly will help you to earn higher grades than "cramming" would.

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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