

# Second Floor Scoop

LaProgram.org

## STUDENTS

### Honor Roll



Any LaGuardia student with a weighted cumulative average of 90% or above and an attendance rate of 98% or above will be added to the school's honor roll. This distinction is reserved for those remarkable individuals who meet the criteria described above. Each honor roll student will receive a letter of recognition shortly.



### Election Day

Students will not attend school on Election Day, Tuesday, November 8.

Teachers will attend a faculty conference on Election Day.



### Checking Report Cards on Daedalus

Daedalus is updated every week to reflect the most recent report cards and transcripts.

Daedalus can be accessed through a link at the top of the LaProgram.org Web site.



### Tutoring in the Library

LaGuardia makes available to students expert tutors at no cost: our own teachers! Take advantage of the chance to get valuable one-on-one instruction from a LaGuardia educator in English, math, science, or social studies. Meet with tutors in the Library during any lunch period. No appointment is necessary.



### Attendance Notice

When a student misses school, he or she misses important instructional time. Upon returning to school, the student must bring to Room 201 documentation regarding the reason for an absence. This has to happen independent of the fact that a parent or guardian may have called the school or alerted the guidance counselor.

## TEACHERS

### Interim Reports



LaGuardia educators have found that Interim Progress Reports can send a strong message about a student's performance. You may pick up forms from your department chairperson on Friday, November 4. They are due on Wednesday, November 9. We expect to send them out on Wednesday, November 16. Parents appreciate your efforts.



### Parent-teacher Conferences

Your efforts to meet with parents and guardians to discuss student progress help to ensure the best educational outcomes. Parents and students appreciate teachers' concern and commitment.



### Extended Time

The most updated version of the list of students with test modifications was given to all teachers on Friday, October 14.

Please make sure you give students an opportunity to complete work on assessments or alternative assessments.

Giving students these opportunities under 504 requirements is required by law.

## TEACHERS (CONTINUED)



### Thanks for submitting your EGG file!

LaGuardia teachers carefully completed grade forms and sent them to the Program Office by the due date. Students and parents appreciate teacher dedication.



### Correctly Submitting Revised EGGs

Please remember when submitting revised grades to follow the procedure below:

1. Click on the "Sent" folder in your DOE e-mail account.
2. Open the most recent EGG file you submitted, make revisions, and save the file to the Desktop.
3. Compose a new e-mail. Attach to this e-mail your newly revised EGG file, and send it to the appropriate Program Office team member. (If your last name begins with A-L, e-mail Mr. Moore; if your last name begins with M-Z, e-mail Mr. Shale.)

In a few cases, teachers have replied to e-mail in the "Sent" folder, which would mean they would be sending revised grades to themselves.

Thank you for making sure you submitted your revised EGG file correctly. You will see revised student grades on teacher Daedalus, which is accessible from LaProgram.org.



### Remembering the Laurels

LaGuardia teachers communicate with parents about student progress through e-mail, phone calls, interim reports, and even online grading programs. In many cases, those who are struggling students receive far more feedback than stellar performers.

Thank you for making efforts to communicate with parents about all student performance. As you are aware, positive reinforcement and recognition can encourage students to continue to excel.



### Teacher Access to Daedalus

If a teacher's Daedalus account is not working, that educator should contact Ms. Wilson in Room 261 to request a new password.



### Turning the Time Card

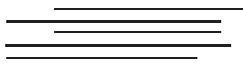
Teachers, guidance counselors, and secretaries are reminded: Please do not forget to turn your card when you arrive in school in the morning. If you are late, fill out the Time of Arrival form and return it to Ms. Nieves.



### After an Absence

If you are absent, you must sign the CAR book the following day in the Payroll Office, Room 208B. A notice is put into the mailbox on the day of your absence as a reminder.

If you attend a meeting outside of the school building, documentation should be given to Ms. Nieves promptly.



## The Value of Teacher Feedback

Students at LaGuardia appreciate when teachers give them helpful comments on classroom work, homework, and tests.

In the spirit of sharing best practices regarding giving effective feedback, we have summarized some interesting points made by Susan M. Brookhart's text *How to Give Effective Feedback to Your Students* that even veteran teachers may find helpful. She says, "Feedback can be very powerful if done well. The power of formative

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feedback lies in its double-barreled approach, addressing both cognitive and motivational factors at the same time. Good feedback gives students information they need so they can understand where they are in their learning and what to do next – the cognitive factor. Once they feel they understand what to do and why, most students develop a feeling that they have control over their own learning – the motivational factor" (2).

According to Brookhart, it is important to consider timing, amount, mode, and audience. "Some kinds of assignments lend themselves better to written feedback (for example, reviewing and writing comments on students' written work); some, to oral feedback (for example, observing and commenting as students do math problems as seatwork); and some, to demonstrations" (15).

If one is producing feedback on writing, "focusing only on mechanics...does not advance the student as a writer as much as the comments about the writing process" (15) "From the student's point of view, the formative assessment 'script' reads like this: 'What knowledge or skills do I aim to develop? How close am I now? What do I need to do next?' Giving good feedback is one of the skills teachers need to master as part of good formative assessment" (1-2).

"Hattie and Timperley (2007) propose a model of feedback that distinguishes four levels: (1) feedback about the task (such as feedback

about whether answers were right or wrong or directions to get more information), (2) feedback about the processing of the task (such as feedback about strategies used or strategies that could be used), (3) feedback about self-regulation (such as feedback about student self-evaluation or self-confidence), and (4) feedback about the student as a person (such as pronouncements that a student is 'good' or 'smart')...Feedback about the qualities of the work and feedback about the process or strategies used to do the work are most helpful. Feedback that draws students' attention to their self-regulation strategies or their abilities as learners can be effective if students hear it in a way that makes them realize they will get the results they want if they expend effort and attention" (4).

### Recommendations for feedback content follow:

- Describe.
- Don't judge.
- Avoid personal comments.
- Use positive comments that describe what is well done.
- Accompany negative descriptions of the work with positive suggestions for improvement.
- Use vocabulary and concepts the students will understand.
- Identify errors or types of errors, but avoid correcting every one, which doesn't leave students anything to do.
- Choose words that position the student as the agent.
- Choose words that cause students to think or wonder.
- When possible, describe both the work and the process – and their relationship.
- User criterion-referenced feedback for giving information about student processes or effort (Brookhart 6-7).

Feedback	Evaluation
<i>"Your report is the best one in the class! You can have a 'free pass' for your homework tonight.</i>	This is an example of <b>bad feedback</b> . It does not tell the student what is good about the report.
<i>Each paragraph should have one main idea, and that idea goes in the topic sentence.</i>	This is an example of <b>good feedback</b> if the student needs this information
<i>This report probably wouldn't convince a reader who didn't already agree we should recycle. I would want to know more about the effects on the environment and the cost of recycling.</i>	This is an example of <b>good feedback</b> for a student who the teacher believes does not know what is missing in his or her report. It suggests what the student could do to improve the report" (Brookhart 27-9).