

SPECIAL EDUCATION NEWSLETTER

Staff Member of the Month

Anthony Savoy, Instructional Assistant



Anthony was born in Baltimore City.

In 2010, he graduated from Academy for College and Career

Exploration also known as ACCE high school. While

at ACCE, he received many awards for outstanding work and leadership. In 2009, he did his first internship as a 9th grade Administrator. In fall of 2010, he went to Allegany College of MD. Due to an illness, he had to take some time off. He is looking to return to school in fall of 2017.

He has also worked with youth in the city of Baltimore for five years in the BCPSS. In 2014, he married the love

of his life, Miya Simpson Savoy. And with that union, two beautiful children came into being, Anthony and Marlee Savoy. He is also the

senior pastor of City of Life church here in Baltimore, MD. Here at SEED, Anthony has proved to be invaluable to the sixth grade team as he follows section 61 and helps to teach our young gentlemen how to be scholars. Mr. Savoy offers a helping hand to all of the teachers on the sixth grade floor and is truly an asset to our team!

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Accommodation of the Month: Check for Understanding

While this accommodation may seem like common sense or simply a best teaching practice, it really is crucial for many of our kids. Often our students will feel as though they do understand the information presented but they may have small misunderstandings that will completely throw off their answers.

A few easy ways to check for understanding during your class include:

- Give each student a post it and ask them to write an answer to a question on the front and initial on the back.
- Utilize exit tickets
- Ask students what they are confused by

Towards the end of the school year, it's harder to keep on top of each student, but it is imperative that we continue to work with our students to monitor their understanding.

Strategy of the Month: Data Collection

Data has become such a buzz-word in education and can often make educators cringe. However, there are many ways to easily track data that can be used to help drive instruction and correct behaviors. Some common data tracking methods include behavioral trackers, grades, and observations. These don't always provide all of the information that teachers want though.

Prior to tracking data for a specific goal it is important to know exactly what you want the data on. It's important to narrow your focus to one or two observable skills. For example if a student's

disrespectful behavior is the concern, you'd want to measure the number of times they use inappropriate language and the number of times they ignore directions. Once you have your specific skills you can do something as simple as keep a tally, jot observations at the end of class, or move paperclips from one pocket to another.

While tracking data can seem overwhelming and exhausting, it is vital to have data to back up your practices and to determine if what you are doing is working for each individual student.

By: Kristi Fausel

Grit and Growth: Great Instruction Precedes Great Intervention

Students' failure to demonstrate skill mastery as reflected by objective assessments over a period of time should raise concern to all members of a school community. Lack of adequate progress in reliable assessments is often the most reliable indicator of the need to evaluate a school's instructional practice as well as other factors that impact student achievement. As I had mentioned in other previous articles, it is imperative that as we "fish" for at-risk students, we must have a proven framework of supplemental strategies that will respond to the disadvantages of our students. A solid instructional practice and a sustainable intervention program are, therefore, irreducible minimums for a school such as SEED.

The importance of effective daily instruction for all students cannot be overemphasized. Research indicates that this is the starting point of tracking student progress. If we are providing instruction with proven fidelity but without adequate progress, then we begin to explore the possible causes of lack of growth. Ensuring that every student is receiving effective instruction everyday in every class must remain the core responsibility of teachers, instructional coaches, content specialists, instructional supervisors, etc. Instruction is considered "Effective/Great" when:

- * There is evidence of thoughtful planning and preparation; the activities are intentionally blended into the lesson to support student mastery of the content.
- * The lesson aligns with the standard curriculum, targeting the key concepts that students need to learn.
- * The lesson caters for the diversity of the students in the class through differentiated content, presentation and assessment.

Clearly, effective instruction doesn't just happen. It is an art and a skill that is developed through practice and support of peers, specialists and most, importantly, the instructional leaders. Being accountable to quality instructional practice will allow more objective conversations on how else to provide additional support for students who are not being successful. It paves the way for a functional intervention plan that will achieve and sustain student academic growth within a framework that meets the needs and demands of the school community.

By: Francis Lando, Ed. D

Footnotes by Footman Many Thanks to Those Who Teach!!



As we move into the final weeks of the school year, with Teacher Appreciation Week (May 1-5) just passing. This month's column is dedicated to thanking and honoring our educators, who are the backbone of the school. Thank you for all that you do for the students and the school.

* Public school systems will employ about 3.1 million full-time-equivalent (FTE) teachers in fall 2016, such that the number of pupils per FTE teacher—that is, the pupil/teacher ratio—will be 16.1.

* Many factors contribute to a student's academic performance, including individual characteristics and family and neighborhood experiences. But research suggests that, among school-related factors, teachers matter most. When it comes to student performance on reading and math tests, a teacher is estimated to have two to three times the impact of any other school factor, including services, facilities, and even leadership.

* On average, a teacher affects 3,000 students over the course of their career.

* A Texas study found that a teacher's effectiveness is 20 times as likely to boost student performance on tests as other factors.

* Teachers spend \$1.5 Billion annually of their own money on school supplies.

One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child. - Carl Jung

By: Dr. Louisa Footman

Psychologist Corner

Our Self Care and Personal Mindfulness Practices are Absolutely Important for the Daily Work that We do as Educators! Here are some techniques that may help with anxiety. Take a Look!

"If you want to stop feeling "spacey," or you feel yourself slipping into the spiral of anxiety, try some of these helpful anxiety management techniques:"

<http://www.healthyplace.com/blogs/treatinganxiety/2010/09/top-21-anxiety-grounding-techniques/>

Found By: Ryan Brown

OUR TEAM

Sarah Strycula- 6th Grade Case Manager
Linda Still- 7th Grade Case Manager
Erin Upton- 8th Grade Case Manager
Toni Gonzales- 9th Grade Case Manager
Francis Lando- 10th Grade Case Manager
and 504 Coordinator
Kristi Fausel- 11th and 12th Grade Case
Manager and Special Education Coordinator

Brian Fausel- Pull-Out Specialist
Patricia Richardson- Director of Special
Education
Ryan Brown- School Psychologist
Louisa Footman- Social Worker
Shelia Phillips, Anthony Savoy, Janet Lambeth,
Shamari Mewborn, Jordan Smith and Phillipe Henry
- Instructional Assistants