

Curriculum and Instruction Newsletter

The Power of Student Conferencing

The benefits of conducting brief ongoing conferences with students go well beyond the teacher-student connection. In fact, research shows that teachers who employ this powerful instructional strategy gain valuable insight into their students' progress and achievement. It allows teachers to know students on a personal level, yields greater student efficacy, reduces the time spent off tasks, provides opportunities to ask questions about their work, reflect about learning experiences, and serves as a formative assessment tool. Below you will find a chart which highlights the various models:



	Feedback Conference	Reflection Conference	Assessment Conference
The Focus	Targeted help / instruction in specific areas of reading	Guiding students toward self-reflection	A conversation about the mastery of standards
Role of the Student	Ask questions and seek out specific feedback	Answer questions and reflect on his or her learning	Talk about progress toward specific standards
Role of the Teacher	Answer questions with accuracy and precision and allow for students to practice a strategy under supervision	Ask questions, paraphrase answers and guide students toward self-reflection	Asks questions about progress and share information based upon evidence of student work.
Further Application	Students leave with actionable steps to fix a particular work	Students can select the strategies and plan for future improvement based upon self-reflection.	Students can figure out what standards still need to be mastered and how to get there
Role in Cultivating a Growth Mindset	Every student has a chance to admit to failure and learn from it	Every student has a chance to articulate areas where they are growing and where they still need to grow	Every student is able to realize that there are as many retakes as necessary until they master the standards

KidOyO

The district continues to focus on 21st century learning through innovative learning experiences. KidOyO concentrates on computer science, engineering, and entrepreneurship through authentic approaches to coding. Our STELLAR and Intermediate Technology teachers had the opportunity to visit Baylis Elementary School located in the Syosset School District. Teachers had the occasion to visit second and fifth grade classes, observe instruction in real time, chat with students who have been using the program, and collaborate with other professionals.

**“Read.
Write.
Think.
Every
day.”**

Shout Out !!

Our 3rd grade team, Ms. Andrejeko, Ms. Sheehan, and Ms. Bachas integrated cultural awareness with their students through a literary unit. The objective of the unit was to examine the question “How does our culture make us similar or different?” Through peer discussions and cultural comparisons, students had the opportunity to learn about various cultures within their own classroom, their community and the world. Various activities such as an “I see...I think...I wonder” Carousel Walk, a close read, various videos and articles, allowed students to engage deeply with the text *Rain School* by James Rumford.

Instructional Toolbox:

Many teachers employ pre-reading and during reading strategies to promote comprehension. Cubing is a post reading strategy that can be integrated into any content area.

Cubing challenges students to examine a topic from six aspects. Students are asked to think of a cube and Consider the following: describe it, compare it, associate it, analyze it, apply it, and argue for/against it. These six aspects can serve as a springboard for classroom discussions or written assignments. Cubing can be utilized as a differentiated approach to learning as students can use different cubes with varying prompts to match individual learning levels.

