



Malden High School
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Tornado
 Times
 2012-2013

Monday, January 14, 2013
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Malden High School Vision Statement
 The Malden High School community believes in the potential of all students to **learn**, to **grow**, and to **become active, conscientious participants** in the 21st century global society. We believe that students learn most effectively in a **safe, respectful environment** that **encourages diverse viewpoints, promotes critical thinking and perseverance, and establishes rigorous standards** for all. We honor the diverse nature of our community, **promote social awareness and community involvement**, and strive to **meet the needs of all students through innovative methods and continual professional development**. We are committed to ensuring that Malden High School graduates are **thoughtful, independent, purpose-driven, lifelong learners**. We seek to equip all students with the **skills and habits necessary to successfully navigate and contribute** to our ever-changing world.

Good morning,

Today is a **Leadership Meeting** after school. We will meet in the Main Corridor Conference Room promptly at 2 pm. All other staff should use their time to meet with colleagues around common core, collecting evidence, midterms, et al.

After school support/tutoring sessions will be held in our library on Tuesday and Wednesdays after school. Christine Day is the supervising teacher.

I have spaces for this Wednesday's after school workshop on supervision and evaluation. 2:30-3:30 pm in B327. Let me know if you would like to attend.

Hoping for a strong finish to the quarter for our students!

SCHOOL NOTES:

The next two weeks:

83	Monday, January 14, 2013	Special Monday	12534, Leadership Meeting after school
84	Tuesday, January 15, 2013	3	345671
85	Wednesday, January 16, 2013	2	234567
86	Thursday, January 17, 2013	1	123456

87	Friday, January 18, 2013	7	712345
xxxxxxx	Monday, January 21, 2013	No School, MLK Day	No School, MLK Day
88	Tuesday, January 22, 2013	765	Midterms
89	Wednesday, January 23, 2013	43	Midterms
90	Thursday, January 24, 2013	21	Midterms
91	Friday, January 25, 2013	1,2,3,4,5,6,7	1234567

**Athletics this week:
See a home game or match!**

SPORT	DAY	DATE	OPPONENT	LOCATION	TEAMS	TIME
BASKETBALL-BOYS	MON	1/14	BOSTON ENGLISH	HOME	J/V	5:30/7:00
SWIM	TUE	1/15	MEDFORD	HOME	J/V	3:45
BASKETBALL-GIRLS	TUES	1/15	MEDFORD	HOME	FR/J/V	3:45/5:30/7pm
WRESTLING	TUES	1/15	WALTHAM	AWAY	J/V	7:00PM
WRESTLING	WED	1/16	EVERETT	HOME	J/V	4:30
BASKETBALL-BOYS	WED	1/16	MEDFORD	AWAY	FR/J/V	3:45/5:30/7pm
BASKETBALL-GIRLS	WED	1/16	EAST BOSTON	AWAY	J/V	3:30
INDOOR TRACK	WED	1/16	CAMBRIDGE	AWAY	J/V	3:30
SWIM	WED	1/16	CAMBRIDGE	AWAY	J/V	3:45
GYMNASTICS	FRI	1/18	CAMBRIDGE	HOME	J/V	5:00

Coming soon... the new testing of ELL students (replaces MEPA)

All Ell staff and ELL students are involved.

ACCESS Testing

2013 Schedule

Date	Testing	Teachers
Tuesday, January 29, 2013	Group: Reading & Listening - Session One: 8:00 – 10:45 - Lunch: 10:45 – 11:15 - Session Two: 11:30 – 2:15	All ELL Teachers
Wednesday, January 30, 2013	Group: Writing - Session One: 8:00 – 10:45 - Lunch: 10:45 – 11:15 - Session Two: 11:30 – 2:15	All ELL Teachers
Thursday, January 31, 2013	Group: Makeup (8:00 – 10:45)	Han, Cummings, Rosedale

Friday, February 1, 2013	PD DAY	
Monday, February 4, 2013	Late Entry Monday	
Tuesday, February 5, 2013	Individual: Speaking (8:00 – 2:15)	All ELL Teachers
Wednesday, February 6, 2013	Individual: Speaking (8:00 – 2:15)	All ELL Teachers
Thursday, February 7, 2013	Individual: Speaking (8:00 - 12:15) Makeup (12:30 – 2:15)	Han, Cummings, Rosedale, Berdugo

College and Career



SUNDAY, JANUARY 27 AT 1:00 PM

GREATER BOSTON

Malden: Malden High School

WHAT TO BRING

Students and parents* should EACH bring the following:

- FAFSA Pin (www.pin.ed.gov)
- Social Security Number
- Driver's License number
- Most recent federal tax return
- Most recent W-2 or year-end pay stub
- Untaxed income records
- Bank statement(s)
- Business and investment records
- Alien Registration Card (if not a U.S. Citizen)

*Students who were born before January 1, 1990 do not need to bring parental information.

FREE Help Applying for Financial Aid for College!

FAFSA Day Massachusetts, a College Goal Sunday Program, is a non-profit, volunteer driven program in its 9th year providing free assistance to students and families seeking to complete the FAFSA, the Free Application for Federal Student Aid.

Follow the MHS School Counseling Blog at
<http://maldenguidance.wordpress.com/>

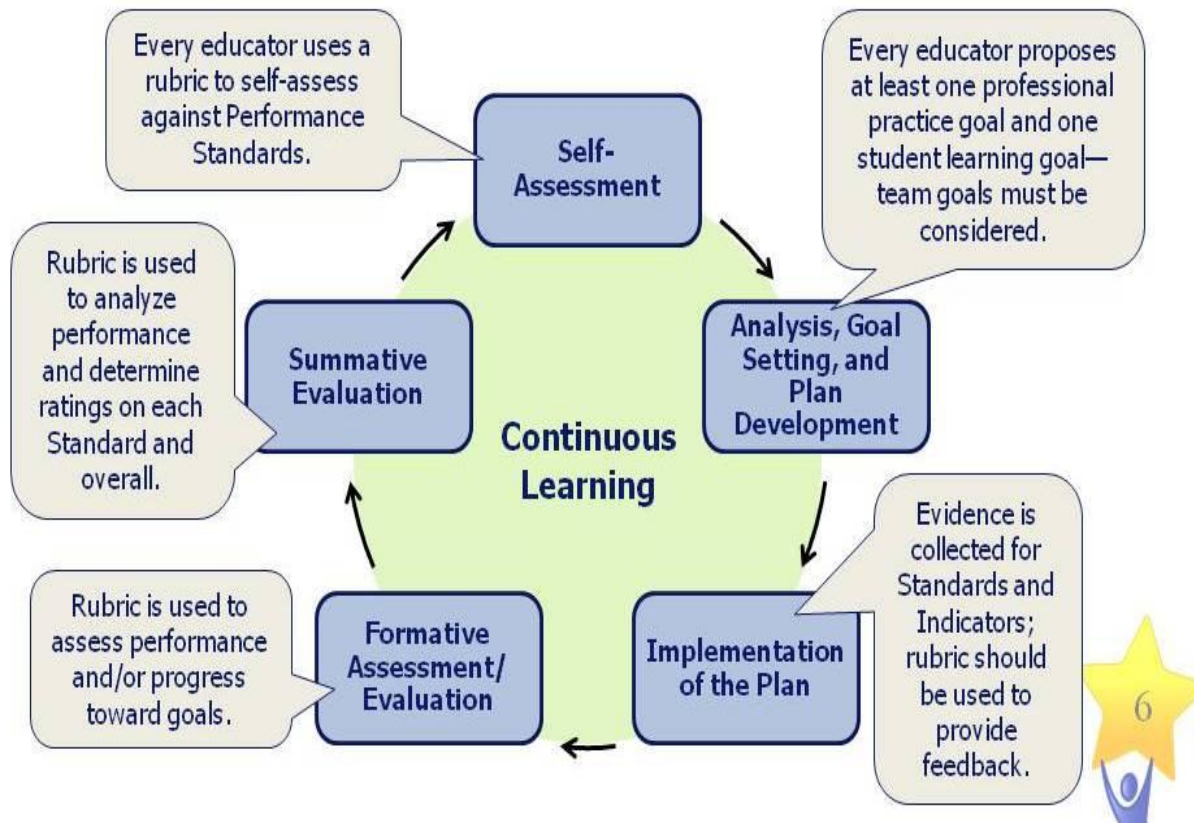
<http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/High-school-rigor-and-good-advice-Setting-up-students-to-succeed>

Malden Educator Evaluation Pages

A review of where we are heading...

“Proficient is the expected, rigorous level of performance for educators. It is the demanding but attainable level of performance for most educators.”

Five-Step Evaluation Cycle: Unpack the Rubrics



The self-assessment process for every educator...

- ★ Establishes a continuous improvement plan for every educator
- ★ Promotes professional growth and continuous learning
- ★ Keeps student learning at the core of all instructional and professional practice decisions
- ★ Accelerates and builds upon work by supporting a through-line of goals informed by district and school goals
- ★ Builds consistency across the school and district

SMART GOALS

- ★ S = Specific and Strategic
- ★ M = Measurable
- ★ A = Action Oriented
- ★ R = Rigorous, Realistic, and Results
 - ★ *Focused (the 3 Rs)*
- ★ T = Timed and Tracked

★ Four Types of Educator Plans

1. Developing Educator Plan

For educators without Professional Teaching status, administrators in the first three years in a district, or at the discretion of an evaluation for an educator in a new assignment

2. Self-Directed Growth Plan

For experienced educators rated Proficient or Exemplary on their last evaluation; these plans can be one or two years in length.....This is every PTS teacher at Malden High School as of 2012-2013

3. Directed Growth Plan

For educators rated Needs Improvement on their last evaluation

4. Improvement Plan

For educators rated Unsatisfactory on their last evaluation

Three categories of evidence must be collected for each educator:

- 1. Multiple measures of student learning, growth, and achievement**
- 2. Judgments based on observations and artifacts of professional practice**
- 3. Additional evidence relevant to standards**
 - **This includes evidence collected by the educator and shared with the evaluator relating to fulfilling Standard III: Family and Community Engagement and Standard IV: Professional Culture from the Model System Teacher Rubric**

News from the Massachusetts Department of Elementary and Secondary Education

Draft Next Generation Science Standards – Your Input is Needed:

Massachusetts is participating in the 26-state initiative to develop the Next Generation Science Standards (NGSS). The second and final public draft of the NGSS is now available for review through Jan. 29, 2013. Your input is critical to ensuring that we adopt revised Science and Technology/Engineering standards that reflect statewide goals for all students. The draft NGSS and survey to submit input can be found at <http://www.nextgenscience.org>.

For more on the MA standards development process, go to <http://www.doe.mass.edu/omste/review.html>.

Four Model Curriculum Units – Now Available:

As part of our Race to the Top initiative, teams of MA educators are developing more than 100 pre-K to 12 model curriculum units in English language arts and literacy, history/social science, mathematics, and science and technology/engineering. These units are aligned to the 2011 MA Curriculum Frameworks in English Language Arts and Literacy and Mathematics, which incorporate the Common Core State Standards. ESE has released the following four units, located at <http://www.doe.mass.edu/candi/commoncore/>, as prototypes for districts to use: Grade 3 ELA/Literacy: Whose Story Is It? The Craft and Structure of Writing about History (Topic – Plymouth); Grade 6 Mathematics: Ratios and

Rates; Grade 8-10 History/Social Science: US Constitutional Rights; and Grades 9-12 Science and Technology/Engineering: Energy-Physics.

Career Ladders for Teachers Survey: ESE has developed a survey to ask teachers and administrators for their feedback on this project to create optional Endorsements that ESE will certify for teachers looking to advance their career while remaining in the classroom. The roughly five-minute survey is available online until Feb. 1 and located at <http://www.surveymoz.com/s3/1125482/Career-Ladders-for-Teachers-2013>.

New MA Teaching and Learning Platform – Coming Soon:

As part of Race to the Top, ESE is developing an integrated suite of cutting-edge tools and resources to promote best practices in classroom instruction and assessment. ESE will soon launch Edwin, a new, comprehensive teaching and learning platform that will provide every public school educator in Massachusetts with a single entry point to access resources in teaching, learning, and analytics. Edwin will provide on-demand access to instructional resources, curriculum planning tools, model curriculum units, and a variety of assessments including curriculum embedded performance assessments.

[Edwin Analytics](#) will provide authorized districts with access to new information, reports, and perspectives on education and programs that specifically support improvements in teaching and learning. Edwin Analytics will integrate longitudinal data from pre-kindergarten through public post-secondary education to help inform decision making about how and where educators can improve their teaching practices to provide an exceptional learning experience to students. The Edwin Analytics tools will include the Massachusetts [Early Warning Indicator System](#) (EWIS), college and career readiness reports, and the [Education Data Warehouse](#). Edwin Analytics will go live for all districts and schools beginning in January 2013.

[Edwin Teaching & Learning](#) will provide online tools for educators to create standards-based curriculum maps, curriculum units and lesson plans, and the ability to build and deliver interim and formative assessments. Educators will also be able to access an array of digital materials and resources to aid in classroom instruction. All of the materials in Edwin Teaching & Learning will be aligned to the 2011 MA Curriculum Frameworks in [English Language Arts and Literacy](#) and [Mathematics](#), which incorporate the Common Core State Standards.

To support Edwin Teaching & Learning, Massachusetts is jointly procuring an instructional improvement system (IIS) with Ohio. Through a competitive bid process, a vendor will soon be announced that will provide the ISS for both states. Edwin Teaching & Learning will be available to a few pilot districts beginning in January 2013, and to all Race to the Top districts beginning in the 2013-14 school year.

We will provide you additional information on the launch of Edwin in the coming weeks. For additional background on Edwin, go to <http://www.doe.mass.edu/edwin/>.

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Malden High School Expectations

Academic:

Malden High students are expected to:

- read critically for understanding.
- listen critically for understanding.
- write for a variety of purposes.
- communicate clearly through speaking.
- apply critical thinking skills for reasoning and problem-solving.
- utilize technology to conduct research, to support critical thinking, and to present information.
- work collaboratively with peers and Malden High School staff.
- develop personal interests and goals within a course of study.

Personal Growth:

Malden High students are expected to:

- exhibit responsible, respectful, and appropriate personal behavior.
- demonstrate teamwork and cooperation in their school and in their extended community.
- make informed, healthful decisions in and out of school.

Civic Responsibility:

Malden High students are expected to:

- demonstrate respect for others in their school and in their extended community.
- value and respect school and community property.
- exercise the rights and responsibilities of citizenship in a democracy.

Malden High School Midterm Schedule, 2012-2013

Day and Date	Exam Block	Exam Block	Lunch	Exam Block
	8:00-9:30 am	9:45 - 11:15 am	11:15-12:15 pm	12:30-2:00 pm
Monday, January 21	No school	MLK Jr.	Holiday	xxxxxxxxxx
Tuesday, January 22	Period 7	Period 6	Optional Lunch	Period 5
Wednesday January 23	Make-ups	Period 4	Optional Lunch	Period 3
Thursday, January 24	Make-ups	Period 2	Optional Lunch	Period 1
**Friday, January 25	Periods 1-7		Reg. Lunch	

****Friday, January 25th, 2013.**

Schedule-students will attend all 7 classes.

Period 1	7:55-8:30
Period 2	8:30-9:15
Period 3	9:15-10:00
Period 4	10:00-10:45
Period 5	10:45-12:45 Lunch Block
Period 6	12:45-1:30
Period 7	1:30-2:15

**** We meet with every class so that teachers of semester courses can close out their courses in an effective and efficient manner after the midterm.**

Midterm protocol

- Students must remain in the classroom for the entire duration of the midterm exam. Please insist that students bring reading/writing materials in the event they finish early.
- Please be vigilant around cell phones, texting et al.
- Students only have to be in school during the time when they are scheduled for a midterm.
- With only some exceptions (school-to-career, peer tutoring, directed studies) it is expected that every class offer a department approved midterm.
- **All senior students must take midterms in semester courses, regardless of current average.**

Our Captain's Council enjoys a photo with Senator Katherine Clark after her visit to their meeting last week:



From Tim Elmore at growingleaders.com

Five keys to student success:

1. Getting connected to the right people.

For years the National Survey of Student Engagement (NSSE) has confirmed the importance of close, accountable relationships in student success. We continue to find that students who fail to graduate or succeed in school are ones who fail to engage with others outside of class or don't get involved with activities involving new people. They get stuck and then don't have a support system to make them want to continue. They also have no accountability strong enough to prevent them from quitting. Research shows that when students get connected to solid people (peers or mentors) they tend to stick with commitments and follow through. The [Federal Mentoring Council](#) shares one study of the *Big Brothers Big Sisters* program found students with mentors earning higher grades than similar students without mentors. A 2007 study discovered that [kids in a mentoring relationship](#) at school did better work in class, finished more assigned work, and improved overall in academics—especially in science and in written and oral communication. After graduation, “[employees who have had mentors typically earn thousands more than employees who haven't.](#)” Those people act as “guardrails” preventing youth from shifting or drifting from their course.

History indicates that people intuitively understood the importance of connectedness with accountability, but we have migrated into a more individualistic lifestyle in recent times. Today we have connectedness (often on Facebook) without accountability. Victor Hugo was a brilliant writer, but very distracted. It took him seventeen years to finish *Les Miserables*. His solution? He asked his servant to take his clothes while he was sleeping. This forced him to stay in his room...and write. This guardrail enabled him to finish *Les Miserables*—and the world has benefited greatly. Today, students need these guardrails.

2. Possessing adaptability and resilience.

There is a growing body of research in the last decade suggesting that adults have created a fragile population of children. Because parents or teachers have not demanded they overcome adversity or we've not leveled consequences to their behavior, kids often become brittle young adults, unable to cope with the demands of life. You can imagine a student like this has trouble with transitions and the hardship of adapting to new situations. Let me illustrate this drift:

-- In 2006, 60% of students moved back home after finishing college. [In 2010, that number had risen to 80%](#). It's more than a bad economy. They're not career-ready.

– Condoleezza Rice and Joel Klein report [three out of four teens aren't even fit to serve in the military](#) due to obesity, failure to graduate high school or their criminal records.

– The MacArthur Foundation funded a research project that said for many kids, the transition into [adulthood doesn't occur until 34 years of age](#).

I don't believe this stall in students is because they're unintelligent or bad kids. I believe we've failed to prepare them to cope with demands. We somehow felt that self-esteem meant we should affirm them consistently and prevent them from falling or failing. Sadly, this has had the opposite effect. We have risked too little, we have rescued too quickly and we have raved too easily about our kids—and now they find it hard to navigate transitions. Adaptability and resilience are priceless possessions that predict success far more than good grades and high SAT scores.

3. Developing high emotional intelligence.

You know this already. Forty years ago, educators frequently believed that the kid with the highest IQ would do the best, and later become the most successful. Now, it appears it's more about EQ than IQ. If a student has high self-awareness, self-management, social awareness and relationship management, they're more likely to graduate, excel and become a leader. It's more about life skills and soft skills than memorizing lectures and taking exams. The concept of emotional intelligence has proven to be so influential, that it's now inculcated the planning of educators. For example, policy makers in one state are using school programs to cultivate emotional intelligence and social intelligence in order to prevent crime, increase mental health, deepen student engagement and lower unemployment. In Georgia and Nebraska, we've begun working with the department of education to create curriculum that will spark conversations about these soft skills to not only increase graduation rates but make kids employable when they do graduate.

Quite frankly, the reason emotional intelligence has become such a large factor in student success is that kids today struggle more with mental health issues than they did forty years ago. This, in turn, leads to poor performance and high dropout rates. Research in education and psychology now shows the benefits of Social Emotional Learning (SEL) programs for children as young as preschoolers. Public awareness is catching up to the research. A *New York Times* editorial reviewed key research findings, saying, "...social and emotional learning programs significantly improve students' academic performance." Additional studies also show emotional intelligence is strongly linked to staying in school, avoiding risk behaviors, and improving health, happiness, and life success.

4. Targeting a clear outcome.

This one should be obvious. Whenever a student enters school (high school or college) with a clear goal, they are more likely to stay engaged and finish well. I believe it's the primary difference between school and sports...or for that matter: work and sports. We love sports in America because it's often the one place where the goal is clear. Every football field has an end zone; every basketball court has a rim and backboard. We know what the score is and it energizes us. For many, both school and work represent places where we endure the drudgery and eventually disengage.

A university study conducted on "peace of mind" sought to find the greatest factors that contributed to people's stability. The top five they discovered were:

1. Refusing to live in the past.
2. The absence of suspicion, resentment and regret.
3. Not wasting time and energy fighting conditions you cannot change.
4. Refusing to indulge in self-pity.
5. Forcing yourself to get involved with a major goal in your current world.

When author Dan Pink researched what motivates both students and adults at the highest level, he concluded it could be summarized in three elements:

1. Autonomy – The student worked at their pace and created their future.
2. Mastery – The student believed they were growing and improving.
3. Purpose – The student worked on a goal they felt was meaningful.

5. Making good decisions.

This one is almost predictable. The students who succeed make right decisions in and out of class. These are decisions that determine their moral compass, their discretionary time, their study habits, their

predisposition to cheat, their outside work and how they deal with setbacks and stress. All of these can be pivotal in determining whether a kid succeeds or surrenders. Like us, students must keep a clear objective in mind. May I illustrate?

The team who created the popular game *Angry Birds* spent eight years and almost all their money on more than fifty games before their big success occurred. By 2012, Pinterest was among the fastest-growing websites ever, but it had struggled for some time. In CEO Ben Silbermann's words, it had "catastrophically small numbers" for a year. He said "if he had listened to popular startup advice he probably would have quit."

James Dyson went through 5,126 prototypes before arriving at his "revolutionary vacuum cleaner." We all know Thomas Edison failed 10,000 times at inventing the light bulb. The popular company Groupon nearly went out of business—but went on to a "meteoric rise." And do you know where WD-40's name came from? It literally means "Water Displacement—40th Attempt." Somebody kept a clear goal in mind. So must students.