

**Tornado Times**  
**Monday, December 7, 2015**  
**Volume 13, Issue #15**

Go Malden!



*The Tornado Times is put out at the beginning of each school week.*

*The contents of the Tornado Times are intended to inform Malden High School students and staff as well as the greater Malden High School community. If you would like to add something please submit the contents to Principal Dana F. Brown, [dbrown@maldenps.org](mailto:dbrown@maldenps.org). Stories, pictures, reminders, club, activity, and class notes are all welcome.*

### **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,**

**There are a series of events this week at Malden High School that will be of interest to students and parents.**

**On Tuesday, December 8th at 6:00 pm in Cafeteria Boyle (B) there will be a Tornado Traveler Group informational meeting for parents and students. The meeting is for any student interested in traveling next school year to Washington D.C., Puerto Rico,**

or China as part of a Malden High School group.

**On Thursday, December 10th our Small Ensemble/Instrumental group will perform at 7:00 pm in the MHS Gallery. All are welcome. Free!**

**On Tuesday, Wednesday, and Thursday afternoon/evening MHS will host the three candidates for the open Principal position. The process will begin each day at 4:00 pm in the library and will conclude at 8:00 pm. All community members are invited to stop by at any time on any afternoon/night.**

**Tuesday, December 8th, Meet Candidate Kevin Brill**

**Wednesday, December 9th, Meet Candidate Ted Lombardi**

**Thursday, December 10th, Meet Candidate Rich Bransfield**

**The next two weeks:**

Monday, December 07, 2015	Late-entry	6,7,1,2
Tuesday, December 08, 2015		5,6,7,1,2,3
Wednesday, December 09, 2015	<b>PROGRESS REPORT FOLDERS CLOSE</b>	4,5,6,7,1,2
Thursday, December 10, 2015		3,4,5,6,7,1
Friday, December 11, 2015		2,3,4,5,6,7
Monday, December 14, 2015	Early-release, Special Interest, School Committee	1,2,3,4,5
Tuesday, December 15, 2015		7,1,2,3,4,5
Wednesday, December 16, 2015	Winter Choral and Band Concert	6,7,1,2,3,4
Thursday, December 17, 2015		5,6,7,1,2,3
Friday, December 18, 2015		4,5,6,7,1,2

- ***The winter concert of our concert band and choral groups will be held on Wednesday, December 16th and not the 17th as previously scheduled. The concert will begin at 7 pm.***

---

Hi, all. Before each long vacation, I put free books outside my door for students to take home so they can keep up their literacy during the break. It's open to all, and some kids really look

forward to it. This year, the free books will be available on Dec. 22 and Dec. 23.

If you have any books to donate please feel free to give them to me. I can also come and get them from you.

Any books the students don't take are saved for another giveaway or given to the Malden Public Library for their used book sales.

Thank you!--Abbey Dick

Ms. Abbey Dick

English Teacher

Malden High School

adick@maldenps.org

Br 478

EdCamp Malden: ELL Succes

**Big crowd here on Saturday to participate in Project Citizen Program!**



Waiting to hear how our Speech and Debate team did this weekend.....



# The Massachusetts FOCUS Academy (MFA) is offering nine (9) graduate level online or hybrid courses

Spring Semester 2016

Courses begin the week of February 29<sup>th</sup> and end the week of June 13<sup>th</sup>

*Assessment of Students with Disabilities who are English Language Learners Collaborative Co-teaching: Meeting the Needs of All Students Creating and Sustaining Positive School-Wide Learning Environments Differentiated Instruction Partnering with Families of Middle and High School Students with Disabilities Partnering with Families of Preschool and Elementary School Students with Disabilities Universal Design for Learning: Addressing Learner Variability Universal Design for Learning: Addressing Learner Variability in Mathematics Instruction Universal Design for Learning: Student Affect and Engagement*

Courses will be taught using the BlackBoard online learning platform. The courses are asynchronous, and content is delivered through assignments, weekly readings and an online discussion board.

Participants are expected to regularly attend class by logging into BlackBoard and interacting with the course instructor and their peers (posting questions, sharing reflections, discussing assignments, etc.). Some courses require face-to-face sessions.

Educators have the option to purchase three (3) graduate credits at a discounted rate or choose to earn 67.5 PDPs. Information regarding costs for graduate credits is located within the course description.

## ELIGIBILITY

Teams of at least **two** but no more than **six** educators who are currently working in a prioritized Massachusetts Public School District or school are eligible to apply.

## TEAMS FROM THE FOLLOWING DISTRICTS AND SCHOOLS ARE ELIGIBLE TO APPLY:

Abington, Adams-Cheshire, Athol-Royalston, Attleboro, Bellingham, Billerica, Boston, Brockton, Cambridge, Chelsea, Chicopee, Dennis-Yarmouth, Dracut, Easthampton, Everett, Fall River, Fitchburg, Framingham, Gardner, Gateway, Gill-Montague, Gloucester, Haverhill, Hawlemont, Holyoke, Hudson, Lawrence, Leicester, Leominster, Lowell, Ludlow, Lynn, Malden, Marlborough, Mashpee, Melrose, Methuen, Middleborough, Monson, Nantucket, Narragansett, New Bedford, North Adams, Northampton, Northbridge, Orange, Oxford, Palmer, Pathfinder Regional Vocational Technical, Peabody, Pittsfield, Quincy, Randolph, Reading, Revere, Rockland, Salem, Saugus, Somerville, Southbridge, Spencer-E Brookfield, Springfield, Taunton, Waltham, Ware, Wareham, Webster, West Springfield, Westfield, Weymouth, Winchendon, Worcester, Morgan Full Service Community School, Dever Elementary School, John Avery Parker Elementary School, UP Academy Holland

### ***Priority will be given to teams using the following criteria:***

Participation in the federal OSEP grant, The Partnership Project - Attleboro, Chelsea, Methuen, Pittsfield, West Springfield, Winchendon Identification by the Special Education Planning and Policy Development Office as a result of special education indicator data Participation in the MTSS: UDL Academy, MTSS: Tiered Academic Instruction-Literacy Academy or MTSS: PBIS Academy in 2014-2015 Level 5 districts - Holyoke and Lawrence, and Level 5 schools – (Dever Elementary School and UP Academy Holland Elementary School in Boston; Morgan Full Service Community School in Holyoke; and the John Avery Parker Elementary School in New Bedford). Commissioner's Districts – Boston, Brockton, Fall River, Lowell, Lynn, New Bedford, Springfield, Worcester Level 3 and 4 districts not identified above

## **MFA SPRING 2016**

**Assessment of Students with Disabilities who are English Language Learners** This course will provide educators the knowledge of linguistic and cultural factors and their impact on educational assessments for students with disabilities who are English language learners. Participants will learn strategies for addressing the over identification and disproportionality of students who are ELL in special education. This course is taught by experts in the field from Lesley University. This course requires three face-to-face sessions: Section A – 2/28/16, 4/3/16 & 5/29/16, Section B - 2/27/16, 4/2/16, and 6/5/16, Section C -TBD **Cost for 3 graduate credits: \$490**

**Collaborative Co-teaching: Meeting the Needs of All Students** This course will provide educators with competencies that enable them to work effectively to design and implement collaborative, co-teaching approaches, and to facilitate the delivery of research-based instruction to all students in the inclusive classroom. Participants will review appropriate assessments for both instructional and non-academic needs of students. The course is taught by experts in the field from The Collaborative for Educational Services. **Cost for 3 graduate credits: \$335**

**Creating and Sustaining Positive School-Wide Learning Environments** This course is designed to provide educators with the skills and knowledge to design and sustain positive, school-wide learning environments within a tiered system of supports. Participants will review the research regarding the interaction between behavior and learning, and learn successful models of primary, secondary and tertiary supports and interventions. This course is taught by experts in the field from Fitchburg State University. This course has one required face-to-face session: Section A – Saturday 3/19/16, Section B & C – Saturday 4/2/16. **Cost for 3 graduate credits: \$285**

**Differentiated Instruction** This course is designed to provide educators the skills to design learning environments that meet the needs of diverse learners including those with disabilities and those who are English language learners within a tiered system of support. Participants will review theories of learning and instruction and the learning characteristics of students with high-incidence disabilities. The course is taught by experts in the field from Ribas Associates. **Cost for 3 graduate credits: \$285**

**Partnering with Families of Middle and High School Students with Disabilities** This course will provide educators with the knowledge and skills required to develop and strengthen collaborative partnerships with families of middle and high school students with disabilities, in order to assist students to successfully transition to adulthood. Participants will learn conceptual frameworks for family engagement; how to build optimal conditions of communication and trust; requirements of the law; asset mapping; and strategies specific to adolescence, family systems, and cultural competence. The course is taught by experts from the field from the Federation for Children with Special Needs. **Cost for graduate credits: \$285**

**Partnering with Families of Preschool and Elementary School Students with Disabilities** This course is designed to provide the knowledge and skills required to develop and strengthen collaborative partnerships with families of children with disabilities in preschool and elementary school. Participants will learn models of partnership, the requirements of federal and state laws, research findings, effective communication, family systems, and community resources for students with disabilities and their families. The course is taught by experts from the field from the Federation for Children with Special Needs. **Cost for 3 graduate credits: \$285**

**Universal Design for Learning: Addressing Learner Variability** This course reviews the principles, applications, and research background of UDL including the convergence of assistive technologies and UDL. Participants will learn how to design and implement lessons that address the variability of all learners in inclusive classrooms within a tiered system of support. The course is taught by experts from the Center for Applied Special Technology (CAST). **Cost for 3 graduate credits: \$285**

**Universal Design for Learning: Addressing Learner Variability in Mathematics Instruction** This course reviews the principles, applications, and research background of UDL including the convergence of assistive technologies and UDL as they apply to teaching and learning mathematics. Participants will learn how to design and implement math lessons that address the variability of all learners in inclusive classrooms within a tiered system of support. The course is taught by experts from the Center for Applied Special Technology (CAST). **Cost for 3 graduate credits: \$285**

**Universal Design for Learning: Student Affect and Engagement** This course examines how motivation and emotions interact with learning. Predicated on the principles of UDL, participants will learn how to design and implement lesson plans that ensure the engagement and participation of all learners in inclusive classrooms within a tiered system of support. The course is taught by experts from the Center for Applied Special Technology (CAST). **Cost for 3 graduate credits: \$285**

*The ESE requires each educator to provide a letter of support from their supervisor/principal declaring that the course is aligned with the educator's and school's professional development plan. This letter of support should be sent to [mtss@doe.mass.edu](mailto:mtss@doe.mass.edu) upon application submission.*

[Click here to apply: Applications will be accepted until 5:00 pm on Thursday, January 7<sup>th</sup>](#)

Questions? Please email: [mtss@doe.mass.edu](mailto:mtss@doe.mass.edu)