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Tornado
 Times
 2012-2013

Week of Monday, February 25,
 Volume 10, Number 26

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 and welcome back.

Rob Santo of Garrick-Santo Landscaping has donated 2 Celtics tickets for March 26th versus the Knicks. Mr. Santo would like all proceeds to go to a scholarship fund. Raffle Tickets are \$2 each, 6 for 10\$. We'll raffle the tickets at the close of school on Friday 22, 2013. Please see Judi or Toni in the Main Office for tickets.

Congratulations to Senior Rufus Arrah-Effeghe who won his sectional title and competed in the State Wrestling semi-finals this past weekend. Coach Jeremiah Smith had Rufus well prepared and trained for the grueling season and post-season.

Congratulations also to our track qualifiers and swim qualifiers for representing Malden High School well at last week's meets. Coaches Londino, DeVincentis, and Bisson had our student-athletes ready; it was a very good winter season.

Our Costa Rica travelers are all back safe and sound. According to sources it was a great trip.

SCHOOL NOTES:

The Fashion Show has been postponed. New date coming soon....

The next couple of weeks:

103	Monday, February 25, 2013	Special Monday 16532
104	Tuesday, February 26, 2013	6
105	Wednesday, February 27, 2013	5

Early-Release Content, 3rd quarter supplementary folders open

MCAS ELA retest, Boys basketball to Central Catholic in 1st round of MIAA tournament

106	Thursday, February 28, 2013	4	<p>MCAS ELA retest, 3rd quarter supplementary folders close MCAS ELA retest Rescheduled ACT at MHS Drama Festival Preliminaries at Chelmsford HS, 4 pm Leadership, Early-Release, MCAS Math retest MCAS Math retest</p> <p>Freshmen Assembly, 12:45-1:30 (Holland/Boyle), 1:30-2:15 (Jenkins/Brunelli) SAT at MHS, Drama festival Semi-Finals</p>
107	Friday, March 01, 2013	3	
xxx	Saturday, March 02, 2013	xxx	
108	Monday, March 04, 2013	Special Monday 67123	
109	Tuesday, March 05, 2013	2	
110	Wednesday, March 06, 2013	1	
111	Thursday, March 07, 2013		
112	Friday, March 08, 2013	6	
xxx	Saturday, March 09, 2013	xxx	

This article appeared in GoLocal, a Worcester Publication

<http://www.golocalworchester.com/>

How White Is Your School: The Most Diverse High Schools in MA

Tuesday, February 19, 2013

Adam Joseph Drici, GoLocalWorcester Contributor

GoLocal analyzed data from the [National Center for Education Statistics](#) to determine which of the state's high schools best represent a diverse student body and which are still have a ways to go when it comes to providing an educational climate more reflective of the world we live in today.

The National Center for Education Statistics collected enrollment data from the state's public high schools, vocational-technical high schools and charter high schools. GoLocal sifted through the most recent enrollment data from the 2010-2011 and 2011-2012 school years broken down into six racial/ethnic categories: American Indian/Alaskan, Asian/Pacific Islander, Black, Hispanic, Two or More Races, and White.

In order to determine the high school with the most diverse student body, GoLocal judged each against an "ideal" student population with an equal share, or 16.66 percent, of each of the six categories represented in the total enrollment. The closer a high school came to that ideal student population, the higher they ranked.

The Most Diverse High School in MA: Malden High, Malden

Topping the list of most diverse high schools was Malden High. Of the 1,799 total students enrolled, 0.8 percent were American Indian/Alaskan, 23.2 percent were Asian/Pacific

Islander, 24.3 percent were Black, 17.7 percent were Hispanic, 2.6 percent were two or more races, and 31.4 percent were White.

Located in Middlesex County, Malden had a population of 59,450 as of the 2010 U.S. Census. Of the nearly 60,000 residents, 0.14 percent were Native American, 20.1 percent were Asian, 0.06 percent were Pacific Islander, 14.8 percent were Black, 8.6 percent were Hispanic, 3.46 percent were two or more races, and 52.5 percent were White.

Malden High School was well represented at the Special Olympics Passion Plunge held this past Saturday at Revere Beach. The student athletes who were there: Kaitlyn Weng, Monique Bailey Knight, Catherine Poirier, Caitlin Cala, Amalia Quesada Nylen, Lucia Quesada Nylen, Devon Laudadio, Abdul Belatreche, Samuel Kibirige, Bridget Furlong, Jensen Ayuk, Elyse Valente, Daniel Valente, Haley Sutera, Julie Bourgea, Erika Hanson and Tristar To. We turned in an envelope with \$1,021 and we had an on-line donation of \$25...so total of \$1046. A big thanks to Barbara Scibelli for organizing our student-athletes and their fundraising.

The administrative team at Malden High School would like to continue this year's *Got Grit* campaign at Malden High School by asking you to nominate deserving students.

Grit nominees have one or more of the following:

- Determination
- Perseverance
- Bravery
- Tenacity
- Fortitude
- Courage

In addition to using some or all of the above as criteria the administrative team thought we should look for students who have shown improvement, overcome obstacles, display a positive mental attitude, and display adaptability in navigating through life.

Please email your student nominations to me by the end of the day on Friday, March 8th, 2013. Please include a brief explanation regarding your reasons for the nomination.

Please feel free to fill in open slots for the H206 computer lab this week. As of right now, there are many spots available. Go to the following link:
<https://techsignup.wikispaces.com/home>

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Mark Your Calendars: Malden High School will present their original show "Marcus" at Chelmsford High School on Saturday, March 2nd at 4:00 p.m. as a part of the Mass Educational Theater Guild. 45 students are involved in the creation of this show.

Dear Colleagues,

Considering the multiple issues arising from the storm where you reside and in Malden, I thought it wise to postpone the Licensure and Recertification workshops scheduled for Tuesday.

I am going to reschedule for Tuesday, March 12 at the Ferrway School at 3:30 (light refreshments). We will begin approximately at 3:45. If you are coming from the Salemwood, get there as soon as you can. Do not worry about coming later.

I hope this will allow all of you plenty of time to adjust your calendar. Also, I am hoping that scheduled meetings on March 12 can be rearranged to allow people to attend these workshops. I have already committed the MTA Consultants to come out from Boston.

I have a list of all of you who asked me to sign you up. If anyone wants to sign up now, please let me know and I will sign you up.

PLEASE E-MAIL ME IF YOU HAVE SIGNED UP AND CANNOT ATTEND ON MARCH 12.

Thank you. I hope all is well. Marguerite

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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.

What’s All This Talk about Rigor?

By NCTM President Linda M. Gojak

NCTM *Summing Up*, February 5, 2013

<http://www.nctm.org/about/content.aspx?id=35428>

Recently, I had a conversation with a group of math coaches who are working with elementary teachers on implementation of the Common Core Standards for Mathematics. The discussion turned to a description of rigor in the classroom. The coaches commented that many of their teachers were confused by exactly what was meant by teaching and learning with rigor. The coaches weren’t sure how to respond.

Rigor in the Common Core State Standards

The word “rigor” is widely used in policy discussions, but it’s rarely understood or defined, and often it merely passes as code for “better.” It is interesting that the term “rigor” does not appear in the Common Core State Standards for Mathematics, although it is certainly implied. “Rigor” appears multiple times in the U.S. Department of Education’s paper, “[A Blueprint for Reform: The Reauthorization of the Elementary and Secondary Education Act](#),” as well as its recent document, “[ESEA Flexibility](#)”—both of which include a call for rigorous academic content standards.

Rigor in Instruction

The coaches and I began our work of exploring the notion of rigor with an online search of the word “rigor.” The thesaurus led us to a list of synonyms, including “affliction,” “inflexibility,” “difficulty,” “severity,” “rigidity,” “suffering,” and “traditionalism”—none of which describe characteristics of rigorous mathematics instruction. No wonder the teachers were confused! However, two additional words included in the list—“thoroughness” and “tenacity”—provided avenues for some serious thought about what “rigor” implies. We generated the following chart, which led to an interesting discussion with the classroom teachers. There are certainly other characteristics that can be added to the list.

Learning experiences that involve rigor ...	Experiences that do not involve rigor ...
challenge students	are more “difficult,” with no purpose (for example, adding 7ths and 15ths without a real context)
require effort and tenacity by students	require minimal effort
focus on quality (rich tasks)	focus on quantity (more pages to do)
include entry points and extensions for all students	are offered only to gifted students
are not always tidy, and can have multiple paths to possible solutions	are scripted, with a neat path to a solution
provide connections among mathematical ideas	do not connect to other mathematical ideas
contain rich mathematics that is relevant to students	contain routine procedures with little relevance
develop strategic and flexible thinking	follow a rote procedure
encourage reasoning and sense making	require memorization of rules and procedures without understanding
expect students to be actively involved in their own learning	often involve teachers doing the work while students watch

Rigor Involves Everyone

Rigor involves all partners in teaching and learning. Teachers must consider rigor in planning lessons, tasks, and assignments. Rigorous lessons build on and extend prior knowledge. They encourage productive struggling. Although the objective of a lesson should be clear in the teacher’s mind, the lesson should not focus on one correct path to a solution or even one correct answer. A rigorous lesson embraces the messiness of a good mathematics task and the deep learning that it has the potential to achieve.

Students who are successful in a rigorous learning environment take responsibility for their learning. They learn to reflect on their thinking. They persist in solving a problem when the path to solution is not immediately obvious. They recognize when they are not on the correct path and need to switch directions during the solution process. Students must learn to ask productive questions rather than expecting to be shown how to proceed. (And, teachers must answer those questions with just enough information to move students forward while preserving the challenge of the task!

Rigorous teaching and learning require rigorous formative assessment throughout a unit so the teacher knows what the student has learned and can plan additional activities, or adjust them, to address student needs. Students also have a role in formative assessment—they must approach tasks with tenacity and ask clarifying questions when they are unsure how to proceed. All assessments must include opportunities for students to demonstrate the processes and practices in their approach to doing mathematics. Good formative assessment can be incorporated into daily instruction and prepare students for the summative assessments that take place at certain points throughout the unit of study.

Moving toward Rigor

How can we support classroom teachers and pre-service teachers (pre-K–16) in working toward greater rigor in mathematics instruction? Professional development experiences that model rigor through the use of rich tasks, rich discourse, and good questions allow teachers to experience rigorous instruction. When selecting tasks, teachers must be sure that mathematical ideas are explicit and the connections are clear. The days of a few word problems at the end of multiple skill exercises in the textbook are over! Concepts must be introduced and explored in contexts that are interesting and motivating for students. Tasks must provide entry points for all students, offer them well-defined opportunities to make connections to other mathematics, and include both opportunities and expectations for them to develop deeper understanding. The focus and coherence of the Common Core State Standards lead the way to rigorous instruction. It is time for us to begin the journey.

Boosting youth engagement

AS I SEE IT

By Alan H. Bloomgarden

For years, public leaders and scholars alike have lamented challenges of an apathetic citizenry, in Massachusetts and across the United States.

This week, the Massachusetts Special Commission on Civic Engagement and Learning released “Renewing the Social Compact,” a report that examines the state of civic engagement in the commonwealth. The report lays out recommendations for revitalizing curricula, programs, and practices to develop citizenship, civic education, and engagement in K-12, higher education, and adult education in Massachusetts.

For years, public leaders and scholars alike have lamented challenges of an apathetic citizenry, in Massachusetts and across the United States. Participation in electoral

processes, representation on municipal and nonprofit boards, and other facets of civil society has languished. Beyond looking at democratic participation among adults, the commission examined ways educational institutions prepare young people for civic roles in later life. In particular, the commission looked at ways institutions work with community partners to organize experiential learning opportunities for students — such as internships and community service — that advance citizenship.

Overcoming these civic engagement challenges is not just a matter of creating new curricula or mandating policy. Rather, educational institutions must work with community partners to build capacity needed to create and sustain impactful experiential learning opportunities. In this case, capacity refers to the infrastructure and resources — including funding, staffing, and strong, productive relationships — that, once in place, support student internships and similar projects.

Problems arise when schools, colleges and universities assume that sending their best and brightest will produce a win-win. Too often, well-meaning ventures yield inadequate benefits to partner organizations, proceed without clear learning and service objectives, or both. Student interns may require training or supervision at costs to partners, or may offer too fleeting a presence to warrant investments in collaboration.

When these public-private collaborations have gone sour in the past, an old joke ascribed to former President Reagan is sometimes cited: “What are the words communities most fear? ‘I’m from the university and I’m here to help!’ ”

It need not be that way.

With a shared understanding of assets and responsibilities, and with access to appropriate resources, these partnerships can proceed with promise. Included in this shared understanding should be the desired outcomes from the partnership. For students and institutions, these center around relevant experience gained by the student and the fostering of civic responsibility, both contributions to the value of a degree.

For their part, community partners seek tangible, one-time or ongoing outcomes, such as products, programs, and services. They often enthusiastically contribute intentionally and broadly to developing generations of citizens and successors. A rich exchange of knowledge and learning that is rewarding in both directions can emerge from community engagement that is well-conceived.

For example, students at Mount Holyoke College worked alongside fellow students from Holyoke Community College this past fall to study economic development strategies and planning initiatives to revitalize a struggling South Hadley Falls neighborhood. Working alongside town planners and guided by faculty from both institutions, students worked in teams to interview residents and business owners, and to study economic development strategies locally and in comparable communities.

The students’ work advanced both their own and community understanding of important issues and relevant assets, and contributed to capacities among local municipal, nonprofit and citizens organizations as they learned their public roles and responsibilities.

At Clark University in Worcester, a colleague builds capacities for engagement by involving local youth workers — staff at youth development programs in the city — in a class where together with Clark students, they develop and analyze case studies and dilemmas in youth work. Held off-campus in the community, youth workers teach hard-won lessons and practices while gaining leadership and analytic skills, and college students grapple with urban development challenges and solutions. This is a learning partnership that mutually reinforces the university's educational and institutional citizenship aims, and the capacities of partner organizations and staff.

In another project, MHC students meet with Somali and Ethiopian refugees at in Springfield to teach English, reading and arithmetic, and assist them to navigate American culture and bureaucracies. As an emerging partnership, we aim efforts toward enabling students to connect families to social services, education and advocacy resources as they deliver urgent services.

Boosting the sustainability of these and many other programs means colleges and community partners alike need to invest resources. This means delivering capacity community partners can lack, by co-training — and in some cases paying — students to lead programs, conduct research. Community partners must realize sufficient gains to warrant investment of scarce staff and financial resources. Through succession planning, colleges prepare students to launch gains that outlast them. In leaving organizations positioned to capitalize, emerging citizens go beyond credit or charity to practice sustainable community development.

Higher education institutions are well-placed to revitalize civic engagement in the state. There is no better way to learn democracy than by doing democracy. But this work needs to ensure meaningful and lasting benefits to educational institutions, students, and community partners alike.

Alan H. Bloomgarden, Ed.D, is director of Community Engagement at Mount Holyoke College in South Hadley. He was a member of the 2012 Massachusetts Special Commission on Civic Engagement and Learning.

Updates from the Massachusetts DESE

Congratulations to Chelsea Public Schools:

The [College Board](#) has named Chelsea Public Schools an Advanced Placement Equity and Excellence District of the Year nationwide for being the nation's leader, among small school districts, in expanding access to AP classes and simultaneously improving AP Exam performance. For more info, go to <http://tinyurl.com/ab4shx5>.

Race to the Top – Year 2 Report:

The [U.S. Department of Education](#) (USED) has released state-specific reports to highlight the second-year accomplishments and challenges of the 12 states awarded Race to the Top

(RTTT) funding during the first two phases of the grant. To see the USED report on Massachusetts, go to <http://www2.ed.gov/programs/racetothetop/performance/massachusetts-year-2.pdf>. ESE's own Year 2 RTTT report is located at <http://www.doe.mass.edu/rttt/2013-01yr2report.pdf>.

New Series on Curriculum Alignment & Mapping:

ESE, in partnership with the Governor's Readiness Centers, has developed a new series on curriculum mapping as a core tool for communicating about and aligning curriculum and instruction across grades, subject areas, and schools. During the series, which includes two webinars, a two-day summer institute, and follow-up activities, participants will discuss the status of curriculum mapping in their districts, gain access to exemplary models and other support resources, and use guided planning time to take their curriculum planning to the next level. The series will launch with an introductory webinar scheduled in early March (Thursday, March 7 from 9-10 a.m. or 1-2 p.m., or Friday, March 8 from 1-2 p.m.). To register for the introductory webinar, go to <http://tinyurl.com/aj9q75v>. The complete series, which is funded by a Race to the Top grant, will include:

- Webinar 1: Introduction (March 7 and 8)
- Webinar 2: Mapping Common Core Shifts in ELA, Math, or History (May/June)
- Summer Institute: Guided Team Time (2-day regional institutes, June/July)
- Webinar 3: Sharing Examples (Fall 2013)
- Session at 6th Annual ESE Curriculum & Instruction Summit (Nov. 6 or 7, 2013)
- Wiki with examples and other resources
- Coaching Support

Curriculum mapping, webinars, institutes, and resources will be made available to all MA public school districts.

Students with Disabilities in Extracurricular Activities:

The [U.S. Department of Education](#)'s Office of Civil Rights recently issued a Dear Colleague Letter on the participation of students with disabilities in extracurricular athletics. The letter provides an overview of the obligations of public elementary and secondary schools under Section 504 of the Rehabilitation Act (Section 504), and the Department's Section 504 regulations; cautions schools against making decisions based on presumptions and stereotypes; details the specific Section 504 regulations that require students with

disabilities to have an equal opportunity for participation in nonacademic and extracurricular services and activities; and discusses the provision of separate or different athletic opportunities. To read the letter, go to

<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201301-504.html>.

For Your Info:

- **Anticipated Grant Opportunity:** As a result of the state's [NCLB flexibility request](#), which was granted in Feb. 2012, ESE anticipates awarding a portion of available MA 21st Century Community Learning Center (CCLC) funding for FY14 through a competitive grant to support extending the school day or year as well as for expanding the school year to reduce summer learning loss in a limited number of schools. This award is subject to federal appropriation. ESE also anticipates directing a portion of available funding to competitive grant programs for out-of-school time programs (both new and exemplary), in addition to offering continuation grants for eligible 21st CCLC sites that have not yet completed their funding cycles. ESE will offer an upcoming webinar on Feb. 27 and in-person session in Malden on Mar. 8 for potential applicants. To register, go to <http://www.doe.mass.edu/conference/?ConferenceID=1483>. Further updates will be posted to <http://www.doe.mass.edu/21cclc/funding.html?section=02>.
- **Edwin Analytics:** The first series of reports are now available in [Edwin Analytics](#) through the [Security Portal](#), and include reports for the [Early Warning Indicator System](#) (EWIS) and Postsecondary Enrollment and Outcomes. Districts must grant all access; ESE will not provide any access. Users with previously assigned Education Data Warehouse roles will automatically have access to the new reports; other users should contact their [Directory Administrator](#) to gain access. For more info on the new reports, go to <http://www.doe.mass.edu/edwin/analytics/ReportsOverview.pdf>. If you have any questions, please contact edwin@doe.mass.edu.
- **PARCC Update:** The Partnership for Assessment of Readiness for College and Careers (PARCC) has released a draft writing access accommodation policy for public comment. The writing access accommodation will provide writing access supports—specifically, a scribe and word-prediction software—on the PARCC English language arts (ELA)/literacy tests under development to selected students with disabilities who meet the eligibility criteria. This policy is very similar to our current policy for MCAS. We encourage you to review the draft policy at <http://www.parcconline.org/open-policies-public-comment>, once it is posted later today, and provide feedback by Feb. 19.
- **Arbor Day Poster Contest:** The Department of Conservation and Recreation (DCR) has announced plans for the 2013 Arbor Day Poster Contest, which annually

includes over 1,500 MA 5th graders. Each year, DCR comes up with a theme to encourage students to think about trees in new ways. Contest winners reap rewards including art supplies, ice cream, and a tree for their schools. This year's entry deadline is April 19. For more info, go to

<http://www.mass.gov/dcr/stewardship/forestry/urban/docs/postercontest.pdf>.

Subscriber Information: Superintendents, principals, and charter school leaders will receive the update automatically. For others wishing to subscribe, send an email to imailsrv@list1.doe.mass.edu with the following information in the body of the email: subscribe ESEUpdate Your Name. (Example: subscribe ESEUpdate John Smith) To unsubscribe, send an email to the same address with the following information in the body: unsubscribe ESEUpdate Your Name. (Example: unsubscribe ESEUpdate John Smith)

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