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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,

Late-entry day, 6,5,7,4

The sun is rising earlier and setting later; I can feel it!

Please read Marguerite Gonsalves' emails regarding wellness; there are two great opportunities available to folks, Yoga and Weight Watchers.

At the end of the Tornado Times is an interesting article from the Marshall Memo that "summarizes seven promising interventions that build motivation and "productive persistence" in students."

SCHOOL NOTES:

- ✓ **Congratulations to Phuong Ho and members of our Asian American Club. They hosted a spirited Lunar New Year Celebration here on Saturday. Student and adult musicians, singers, dancers, and martial artists all performed well.**

- ✓ Congratulations to our Mock Trial Team and Advisor Rick Tivnan for their victory against Arlington High School, 85-78 on Friday. Next up: Cambridge Rindge and Latin.
- ✓ Congratulations to Malden High School students Dolkar Dolkar, Kristina Gilbert, Avery Marchant, and Sudan Zhuang for their selection as winners in the recent Boston Globe Scholastic Art Competition; Dolkar received Honorable Mention for her painting "Backpack", Kristina received Honorable Mention for her drawing, "It's a Wrap", Avery received a Silver Key for his drawing " Stan Lee Line Portrait", and Sudan received an Honorable Mention, Silver Key, and Gold Key for her photography, "16 Candles", "Tardy", and "Chemistry Test." Thank you to Ms. Mullane, Mr Luongo, and Ms. Seager for their help with the student submissions.
- ✓ Haley Dowdie and Bridget Furlong represented Malden High School at the 27th Annual National Girls & Women in Sports Day held Friday at Faneuil Hall in Boston. The girls were selected for their contributions in the classroom, on the playing surfaces, and in the community. They were accompanied by Barbara Scibelli.
- ✓ Congratulations to student Sharon Lee; she was honored at yesterday's 59th annual "Classmates today-Neighbors Tomorrow" Breakfast, sponsored by the Department of Massachusetts Jewish War Veterans. I had the privilege of accompanying Sharon, her mom, and Sharon's classmate Navjot Bola. In one of those "all roads lead to Malden" moments I had a nice conversation with Revere High's winner, Jennifer Monjoie, a former MHS student!

- ✓ Last Tuesday Ms. Brown and I had the honor of attending the January 2013 graduation for Year Up. Former Malden High School students graduating were Blanca Calvo, Gregory DeAngelis, Angela Kilpatrick, Lumine Michel, Linda Nabawanuka and Souhail Oucible. Year Up's mission is to close the Opportunity Divide by providing urban young adults with the skills, experience, and support that will empower them to reach their potential through professional careers and higher education. Angela Kilpatrick gave a moving speech.
- ✓ On Saturday 21 MHS Interact Club members attended an American Lung Association event in Boston called the *Fight for Air Climb: Race Up Boston Place* to help raise Lung Cancer Awareness. It was the second consecutive year that Malden High School Interact Club members volunteered as Stairwell Supporters along the (82 flights of stairs/41 floors/789 stairs) climb. They enthusiastically cheered on over 450 firefighters from across the country as they climbed the stairs in full gear. Malden High students played a key role in making the event such a huge success yet again! Thank you!

This week:

96	Monday, February 04, 2013	6,5,7,4	Ask the Principal, Biology Retest Session 1 Biology Retest Session 2 Assemblies by Class Mr. MHS
97	Tuesday, February 05, 2013	7	
98	Wednesday, February 06, 2013	6	
99	Thursday, February 07, 2013	5	
100	Friday, February 08, 2013	4	

- ✓ We have added to the calendar an assembly by class (YOG) for Wednesday, February 6th.

Mr. MHS comes to the Jenkins Auditorium, February 7th

Here is the sports calendar for this week...

SPORT	DAY	DATE	OPPONENT	LOCATION	TEAMS	TIME
BASKETBALL-GIRLS	MON	2/4	EAST BOSTON	HOME	JV/V	3:45
WRESTLING	TBD	2/5	SECTIONALS	TBD	JV/V	TBD
BASKETBALL-BOYS	WED	2/6	BELMONT	AWAY	JV/V	5:30/7:00
BASKETBALL-GIRLS	WED	2/6	LYNNFIELD	HOME	FR/JV/V	5:30/7pm
INDOOR TRACK	WED	2/6	GBL JV MEET	CAMBRIDGE	JV	3:30
BASKETBALL-BOYS	FRI	2/8	CAMBRIDGE	HOME	FR/JV/V	3:45/5:30/7pm
BASKETBALL-GIRLS	FRI	2/8	CAMBRIDGE	AWAY	FR/JV/V	3:45/5:30/7pm
GYMNASTICS	SAT	2/9	GBL MEET	MIT	JV/V	5:00
INDOOR TRACK	SAT	2/9	GBL CHAMPIONSHIP	REGGIE LEWIS	JV/V	3:00
BASKETBALL-BOYS	SUN	2/10	WEST SPRINGFIELD	TUFTS	VARSITY	TBD

Mark Your Calendars: Malden High School will present their original show "Marcus" at Chelmsford High School on 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.

Hey everyone,

I would like to personally thank everyone for all the support you gave the swim team throughout the season. We have really appreciated seeing so many people down in the pool area at our home meets. It has been great! We still have sectionals and states to go, but the season is definitely coming to an end. However, we still have one thing on our plate that we would like to ask your support for and that is our swim-a-thon.

The kids and I are raising money for a swim-a-thon we will be doing in a couple weeks. The money we raise goes towards swim equipment and bathing suits the kids usually have to pay for themselves. The kids have also decided to donate a portion of what we raise to the Malden Teen Enrichment Center that opened up this year to help provide a safe place for kids to go to play or do homework, instead of being out on the streets. I will be participating in the swim-a-thon with the kids and am therefore trying to raise money as well. If anyone would be interested in donating to the Malden High School Swim Team and helping to support anyone from the team please let me know. Anything you can or would like to give is appreciated! Thanks so much!

~Jess Bisson

Jessica Bisson

Consulting Math Teacher

Assistant Swim Coach

B424

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>

Meaghann Galdos

Science Lead Teacher

Class of 2013 Co-Advisor

Malden High School

Room B426

781-397-6000 Ext. 1426

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Visit the Pathways wiki page:

<http://mhspathwaystransitionandwork.wikispaces.com/>

ACCESS Testing

2013 Schedule

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

Follow the MHS School Counseling Blog at

<http://maldenguidance.wordpress.com/>

JWU On-the-Spot Admission Day 2/11/13

Attention Seniors,

Johnson & Wales University will be visiting Malden High School to conduct an **On-the-Spot Admissions Day** on Monday, February 11th! See your guidance counselor by February 5th if you are interested in attending this university and meeting with their representative on the 11th.

Johnson & Wales is located in Providence, Rhode Island. JWU offers many majors, but specializes in Business, Culinary Arts, and Communications. For more information on Johnson and Wales University, visit www.jwu.edu

Let's Get ready

Let Boston University students help you get ready...

- **Free SAT prep**
- **College Application Assistance**
 - **Financial Aid Overview**
 - **College Visits**

Two nights a week, from February 5-May2, Tuesday and Thursday nights from 6:00-9:00 pm

With SAT practice sessions on February 9th and April 13th

See our website for more information,

<http://www.letsgetready.org>

Apply online at tinyurl.com/BUMaldenSpring2013

For more information talk to Mrs. O'Connor in the Jenkins House Office.

Kaplan SAT Prep Program

Thinking about going to college?

If you are a junior, seriously considering attending college, and interested in raising your SAT scores, then this program is for you!

Take the Kaplan SAT Prep course at Malden High School.

This course has helped hundreds of Malden High School

students raise their SAT scores.

**The course fee is \$50, a big savings
from the regular Kaplan cost.**

**Classes are held on Sundays. We are also hoping to support a Saturday
class.**

The lottery will be held on Monday, February 4th, 2013

immediately after school in Cafeteria A.

You must be present to participate in the lottery.

See Mr. Brown with questions or any financial concerns.

MALDEN - The Patrick-Murray Administration has proclaimed February 2013 to be Digital Learning Month in recognition of the important role that digital technology can play in improving teaching and learning. According to the Alliance for Excellent Education, a Washington, D.C.-based national policy and advocacy group headed by former West Virginia Governor Bob Wise, digital learning is "any instructional practice that effectively uses technology to strengthen a student's learning experience." During February, Massachusetts educators will have the opportunity to follow and participate in a number of local and national activities that are intended to promote awareness for digital learning and encourage the sharing of exemplary digital learning practices to inform state, district, and school leaders.

"Digital learning is playing an ever increasing role in our students' lives," said Elementary and Secondary Education Commissioner Mitchell Chester. "When done right, the use of technology in schools will improve teaching and learning, make content more accessible, and ensure that all students are prepared for success beyond high school."

"Massachusetts is a national leader in the innovation economy, and digital learning has the potential to provide new ways to offer students personalized instruction and prepare them for college, career, and life," said Education Secretary Matthew Malone.

To help catalog and share exemplary digital learning practices, the Department of Elementary and Secondary Education is encouraging Massachusetts school leaders and educators to submit short videos or other digital media to the Alliance for Excellent Education. The Alliance is the sponsor of Digital Learning Day 2013, a national celebration on February 6 of successful instructional technology practice in classrooms nationwide. To submit a narrative or video, schools may visit the Alliance's website at <http://www.digitallearningday.org/learn-and-explore/share/>. Among the activities happening in February 2013 are:

- February 6: The centerpiece of this year's national Digital Learning Day will be a Digital Town Hall that will be simulcast from the Newseum in Washington, D.C. To Town Hall will take place from 1 to 2 p.m.; to watch the event live, go to <http://wpc.1806.edgecastcdn.net/001806/aee/dld.html>. To learn more about how students, parents, educators, and others can participate in Digital Learning Day activities, go to <http://www.digitallearningday.org/>.
- February 7: Nationally recognized experts will participate in a panel discussion on virtual and blended learning held at the Omni Parker House in Boston. The event sponsored by the Pioneer Institute will include local panelists Senator Will Brownsberger and Representative Marty Walz to discuss the implications of virtual schooling in the Commonwealth. For more information on the event, go to <http://pioneerinstitute.org/events/quality-virtual-schooling/>.
- February 19: The Museum of Science in Boston will host a workshop for teachers on the use of animation software. The software developed by Tufts University provides more flexible and creative ways to engage students in science, math, and engineering explorations.

To learn about additional local activities in February, visit the Department's Office of Digital Learning page at <http://www.doe.mass.edu/odl/month.html>.

The Malden Reads selection for 2013 is *The Absolutely True Diary of a Part-time Indian* by Sherman Alexie. A description of the book and events surrounding this year's selection can be found at www.maldenreads.org. Malden Reads is sponsored by community groups, city leaders, Malden residents, the Malden Public Library and MATV. The goal of the program is to have the community read the same book and discuss the themes and topics as they relate to issues that face both the Malden community and the world we live in. The high school library has 60 copies available for check out, for both individual and classroom use, please come grab a copy.

The Absolutely True Diary of a Part-time Indian was published in 2007 as a young adult novel, it won numerous awards, including the National Book Award for Young Readers and spent many weeks as a *New York Times* bestseller. It is a funny, touching and fast-paced novel that can be enjoyed by a variety of readers. If you have any questions, don't hesitate to give me a call.

Lucia Musilli
Malden High School Librarian

Get Your Copy of "The Absolutely True Diary ..." and Companion Books!

Malden Reads is gearing up for a wide slate of community events in coming months—and residents are invited to get on board by picking up a copy of this year's book, "The Absolutely True Diary of Part Time Indian" by Sherman Alexie.

The book tells the story of a teen from the Spokane Indian Reservation, who transfers to a nearby all-white school in search of a better life. Told with wit and engaging artwork, it's a coming-of-age story about resilience, fitting-in and staying true to one's roots.

Many copies of the book are available for loan at the Malden Public Library. Discounted copies are also available for \$12 at [Malden Access TV](#) and at [Bestseller's Café](#) in Medford, an independent bookstore and a local supporter of Malden Reads. Malden Reads will also distribute free copies of the book at various locations across the community in coming weeks for people to read and pass on to others. Companion books for younger readers are available at the library for loan and on sale at the Bestseller's Café. Of

course, you can also order from your favorite online retailer to obtain copies of the main book or companion selections.

Malden Reads is a grassroots program that's about building community and promoting literacy and a love of reading. The central idea is inviting everybody to read the same book and then share in community events and activities.

Malden Reads will host an Opening Celebration at the Malden Public Library on Thursday, Feb 21, from 6:30 - 8:30pm. We hope you can join us for this gala event in the historic section of the library. Stay tuned for more details, but please mark your calendars! And, while final details are still coming together, book discussions, guest speakers, community meals and a movie series are all slated for coming months.

Unless noted otherwise, Malden Reads events are free to the general public—supported by grants and generous donations from the community.

To learn more about Malden Reads visit www.maldenreads.org or on [Facebook](#) and [Twitter](#).

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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.

From the Marshall Memo-Issue 470

January 28, 2013

1. The Mindsets That Foster “Productive Persistence” In Students

In this briefing paper prepared for the Noyce Foundation, Nancy Stano (University of Texas/Austin) summarizes seven promising interventions that build motivation and “productive persistence” in students (a term coined by Uri Treisman to describe the interplay between motivation and engagement). The promise of these interventions, says Stano, is that they “help students rewrite their personal academic identity narratives, altering their academic mindsets – the beliefs, attitudes, and ways of perceiving themselves as students and their learning environment. Combining these positive academic mindsets and necessary academic skills, students are then able to look beyond short-term concerns to longer-term or higher-order goals and are equipped to withstand challenges and setbacks as they persevere toward these goals.” Here is Stano’s list:

- *Theory of intelligence* – A belief in the malleability of their intelligence, that intelligence develops in part through strategic effort, leads students to a “growth” rather than a “fixed” mindset. Students with a growth mindset attend class more often, complete more challenging classroom activities, persist and ask for help when they encounter roadblocks to learning, and earn higher grades.
- *Self-efficacy* – Confidence in their ability to be successful at a given task influences how students think and behave. “Regardless of what may be objectively true about their capabilities,” says Stano, “students’ subjective beliefs about their abilities guide the choices they make, the effort they put forth, and the persistence and perseverance they display in the face of difficulties.” The three main sources of self-efficacy are: (a) mastery experiences that the student has had; (b) witnessing mastery performance in others of similar ability; and (c) social persuasion from peers, teachers, and parents.
- *Attributions* – The reasons students give for their successes and failures fall on several continua: internal/external, controllable/uncontrollable, and stable/unstable. “Productively persistent students make internal, controllable attributions for their successes and failures,” says Stano, “citing something from within to explain the outcome.”
- *Belongingness* – “When students believe that they are part of the academic community and are socially connected to their peers and teachers, they are more motivated, more engaged, and earn better grades,” says Stano. “These strong ties increase productive persistence behaviors and can even help to ameliorate the effects negative stereotypes could have on a student’s identity.”

- *Value and interest* – “If being successful in a particular task is not valuable or of interest to the student,” says Stano, “the student is unlikely to put forth effort and persist when faced with a setback.” Being given too many choices in the classroom can also confuse students and undermine effort and intrinsic motivation.
- *Goals* – These are most helpful when students set their own targets, the goals are challenging yet attainable, and steppingstone goals are clear. “Students need to believe that the future self represented is possible,” says Stano, “that ‘people like me’ can have this outcome.”
- *Self-regulation* – This consists of “the purposeful behaviors, cognitions, and motivational practices students employ as they strive to attain their learning goals,” says Stano. “These skills allow students to avoid distractions, stay on task, and navigate obstacles that may arise on their academic achievement path.” The key phases are forethought, performance, and self-reflection.

These interventions have a major effect on student achievement, says Stano, when the following conditions exist:

- The interventions target students’ subjective experiences in school. The key is getting students to believe that their efforts will pay off, that they belong in a classroom community, and that the work is relevant to their lives.
- The interventions are subtle and indirect. “Direct instruction on these topics could lead students to develop a negative, deficit way of thinking about their capabilities,” says Stano. “Rather, these interventions are indirect and have even been referred to as ‘stealthy’ because participants are often unaware of how their own thought processes are altered as a result of their participation.”
- The interventions initiate self-reinforcing processes. The interventions must short-circuit negative thoughts and start a “virtuous cycle” of positive performance and attributions.
- The interventions are well-timed. “Students are especially vulnerable to forming negative mindsets and exhibiting poor academic behaviors during periods of transition to new academic environments,” says Stano – for example, entering high school or college. “During transition periods, students must navigate not only the changing context of school... but they also struggle in defining their beliefs about themselves as learners as curriculum changes and performance expectations increase.”

Stano mentions three programs that promote these productive mindsets:

- Academic Youth Development (AYD): A collaboration between the Charles E. Dana Center and Agile Mind
- Malleability of Intelligence Empirical Research
- AfterSchool KidzLit

“Math and Science Engagement: Identifying the Processes and Psychological Theories That Underlie Successful Social-Psychological Interventions” by Nancy Stano, The Noyce Foundation, June 2012; Stano can be reached at n.k.stano@austin.utexas.edu.