Closure

It's okay to have the Chocolate Cake

Everyone Needs Closure

Throwing the Ball in Your Court

Teacher Highlights
Shop TALK

Summer 2010

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Closure, Please!

All good things eventually come to a close, and a great classroom lesson is no different. But, what does it really mean to have closure in the classroom? We’ve ensured that we’ve taught a lesson based on objectives, standards, and benchmarks, we’ve “hooked” the students’ interests by making connections, directly modeled skills, and look forward to providing the opportunity for practice and assessment. We’re done, right? Not necessarily! Madeline Hunter, in her original plan for the classroom lesson, stressed the importance of daily closure, and this closure contributes significantly to student comprehension (Formatting Lesson Plans: The Madeline Hunter Lesson Design, 2010).

Simply put, closure is an appropriate way to bring the lesson to a teacher directed conclusion, and a manner for students to transition back to the beginning of a lesson with reflection on what they have learned.

Closure is a way for students to bring things together in their own minds, and to conceptualize what has just been taught. It is used to cue students to the fact that they have arrived at an important point in the lesson and helps organize student learning, form coherent pictures, eliminate confusion, and clarify concepts in relationship to previous learning. It also serves to reinforce the main points learned and aids in establishing a network of thought relationships that provide a number of possibilities for cues for retrieval. Based on Dr. Madeline Hunter’s principles for the effective lesson, “Closure is the time when you wrap up a lesson plan and help students organize the information into a meaningful context in their minds” (Formatting Lesson Plans: The Madeline Hunter Lesson Design, 2010).

What does closure look like in the classroom? According to Patricia Wolfe and Viola Supon in their article, Winning through Student Participation in Lesson Closure, “Lesson designs that have weak closure rob students of the most important part of the lesson--the time when they have the opportunity to think about and discuss what they have learned. This is the time in the lesson when student reflection is necessary for internalization of the skills covered” (Supon, 1994). Wolf and Supon identify that at the end of a lesson, a short concentrated time period of five to eight minutes should be set aside to provide students with the opportunity to evaluate lesson content and to reinforce skills taught.

Good closure should engage students and should work with almost any lesson. For example, at the end of a class, students can write a one paragraph summary describing what was learned in the lesson, or the teacher might ask students to make a timeline plotting the events that were discussed in class. Exit slips (submitted as students leave) also serve as a great closure activity. Teachers can use the 3-2-1 strategy and have students write down three things that were interesting about the lesson, two things they learned, and one thing they still question. The exit slip, which can be completed on a teacher created slip of paper, scrap paper, or an index card, provides an easy way for

After closure, when students have mastered the content or skill, independent practice can occur. Not all elements of Hunter’s principles belong in every lesson; however, closure is the exception as it permits students to organize information on the path to mastery.

Students remember best what is presented last, and due to that closure is an important component of any effective lesson. Closure meets a vital learning need in that it provides students with an opportunity to reflect and respond. The more active a student is in the process, the more beneficial it is to the student’s comprehension. Student-centered closure provides the opportunity for practice, while permitting the teacher to identify how close students are to the desired learning outcome of the lesson. Additionally, closure can help determine if students require reteaching or review prior to moving on to another concept. Closure is not simply stating what has been taught in a lesson or activity, but rather, it requires the student to reflect and articulate what has been learned in the lesson or activity.
the teacher to assess understanding, while also determining possible questions for review or remediation. A teacher can easily flip through such responses to assess mastery and establish instructional groupings for follow-up.

Other less formal methods of closure might include students verbally stating definitions, or in math, for instance, presenting algorithms--explaining the procedures for what is being done. If time permits, a teacher might ask a student to model what was learned and explain it in her/his own words to the class, which can be especially effective for student ownership of material. Also, the think- pair- share strategy can be used where each student shares with a partner one thing they learned in the lesson and/or something they still don’t understand. Then, students can share answering one another’s questions.

Finally, a fun activity involves students creating riddles about key concepts from the lesson to see if the class can guess the concept. Often, these riddles can become a starting point for the next day’s lesson.

If teachers consistently rely on closure, students will become accustomed to preparing for such during a lesson. In doing that, students will be more actively engaged in the lesson--conceptualizing and analyzing information--and will become proficient at forming and asking questions. All of these skills, which lead to the closure activity, require the student to implement higher level thinking strategies and take ownership of the material. Closure is always relevant. It can be used as an effective means of communication, providing important feedback for both teachers and students.

References

by Lisa C. Landis

Melissa Marks brings remarkable experience and talent to her students every day. Melissa has been in education for eighteen years and is always willing to share her experiences with her fellow colleagues. Mrs. Marks has taught English Language Arts, physical education and is currently an extraordinary learning strategist at Molasky Junior High School. As far as her education, Melissa graduated from California State University Northridge and received her MA in education from Grand Canyon University. Mrs. Marks loves to instill her devotion of education and learning to her students.

Mrs. Marks has two children, loves to garden and has quite a knack for sewing. She has also worked closely with the National Junior Honor Society, the Bristlecone Story Telling Festival and the Poetry Jam Festival.

Mrs. Marks sums up her love for teaching with this, “Teaching provides me with the unparalleled opportunity to help a child unlock the possibilities in their life. You know you were meant to be a teacher when a single inspired moment with a student can erase weeks of exhaustion.”

Thank you, Melissa, for all you do for student success at Molasky Junior High School!
“The benefits of technology integration and writing are best realized when learning is not just the process of transferring facts from one person to another, but when the teacher’s goal is to empower students as thinkers and problem solvers.” Anne Herrington

As we close our classroom doors, a great summer read to drop in our bag is Teaching the New Writing by Anne Herrington. Teaching the New Writing discusses how to teach writing in the digital age. The book provides models of teachers who have engaged in the new era of writing. Additionally, it identifies how to blend learning objectives and technology and create e-writing projects for success at all ability levels.

SNRPDP Secondary Literacy is looking forward to Summer Institute. This year we are hosting Summer Institute at McMillan Elementary School and Nate Mack Elementary School. Both locations are open to all Clark County School District teachers. All participants have the opportunity to earn up to three UNLV graduate credits at a discounted price. Summer Institute will run from June 7th – 11th.

Secondary literacy is participating in the Advanced Studies Program (ASP). We offer a plethora of courses that can assist in earning your ASP certificate. Please log onto www.RPDP.net for a list of secondary literacy course offerings.

Check out our new instructional videos on www.RPDP.net. The videos are great lesson planning tools for educators.

RPDP Secondary Literacy has exemplary resources and classes to offer to assist all content teachers with instructional tools for many different reading and writing strategies. If you are interested in workshops, UNLV graduate credit classes or on-site trainings, please feel free to contact Saralyn Lasley or Rosanne Richards at 799-3835.

Improving Understanding with Closure Activities

The Components of an Effective Lesson should be a familiar topic to us. Most teachers do an exceptional job at including an introduction, daily reviews, daily objectives, concept and skill development and application, guided, independent and group practice, and homework in their daily lessons. However, in today’s instruction-driven classroom, closure can be easily overlooked.

Closure allows students to show their understanding of what was learned and improves conceptual understanding. Closure, as described in the Components of an Effective Lesson, includes review of the skills and/or concepts taught. It also provides the opportunity for students to explain what they have learned and how to apply the concepts. This component is just as crucial as the others in order to have a truly effective lesson. Closure also provides the teacher with the opportunity to see if the objectives were met. The key to closure is finding quick and simple activities to reinforce the lesson objectives.

A simple closure activity is to have students create their own test question, and the accompanying answer, based on the lesson’s objective(s). You can then allow time for the students to exchange their questions and answers with a partner. Some additional examples of closure activities are:

- **Learning Logs:** Students write one thing they learned, or found interesting, from the lesson.
- **Think-Pair-Share:** Students think about the lesson, and share the answer to a question, based on the lesson, with a partner.
- **Write a letter:** Students can write a letter to the person being studied, or a letter supporting or opposing a topic based on the lesson’s objectives.

Research says that we learn 10% of what we read, 20% of what we hear, 30% of what we see, 40% of what we both see and hear, 70% of what is discussed with others, 80% of what we experience personally, and 95% of what we TEACH someone else. Based on this research, remember to provide students not only the opportunities to learn, but also the opportunity to teach others. Using closure activities for students to demonstrate knowledge and teach others helps build conceptual understanding of topics.

**Closure must be a part of every lesson. It is a key element in checking for comprehension. And, our students warrant it.**

*by Melissa Baumunk*
It’s Saturday night and you’re at your favorite restaurant. You start the meal with a crisp, tasty salad and a warm, savory soup. While eating a delectable entrée, you’re in the midst of a wonderful conversation with your friends. Your best friend is about to get to the climax of her vacation adventure, and everyone is hanging on her every word with anticipation. Suddenly, you put the final forkful of dinner into your mouth and you have to get up and leave. There’s a lot of rushing around to pay for the meal, to leave a tip, and there’s no time to order a scrumptious dessert. You feel bemused as you leave the restaurant.

Just like this hastily-ended meal, students have their lessons abruptly ended when closure is skipped and they quickly transition into the next activity, subject, or event of the day. Adding dessert to a meal makes the whole fantastic evening complete; the dessert adds the final and memorable touch. And like that sweet piece of chocolate cake, students need closure so that their lessons are complete and fulfilling.

Closure is one of the final components of an effective lesson. It’s quite easy for a teacher to review with the students, state the objective, provide guided and independent practice, and assign homework to the students. In fact, if some of these components were missing during the lesson, it would be like skipping the entrée during a meal. And that, of course, would leave the students hungry. Yet closure seems to be the component that is the most easily dismissed by the teacher. Maybe the independent practice took too long, or there was an assembly or a fire drill. These and many other reasons are why closure is the one element of an effective lesson plan that is most commonly being dropped. Yes, eating too much dessert is bad for your health, but a couple of bites are enough to satisfy the soul and closure definitely satisfies the students’ thirst for knowledge. Therefore, students need to be given their chocolate cake, their dessert, the closure, after every lesson.

Even if it’s just a few bites, closure will leave a sweet taste in the students’ minds. Closure does not require a lot of time. According to the Components of an Effective Lesson, closure requires the teacher to “review the skills and/or concepts taught” and to “provide a variety of ways for students to explain what they have learned and how to apply the concepts.”

In a 50-75 minute lesson, closure isn’t a large chunk of the overall time. Yet by providing closure to the students, you provide them with a sweet end to that day’s lesson.

There is a myriad array of desserts – cakes, ice cream, pies, etc. And like desserts, there are numerous ways to have closure in a lesson.

Here are some ideas that you can use to serve closure to your students:

- Ask students to state the objective in their own words to a partner.
- Have students write down one, or a few, main ideas from that day’s lesson.
- The teacher can go over a few problems with the students from independent practice, evaluation, or the assessment.
- The students can use the vocabulary words from the lesson to state what they learned.
- To add movement, students can move (do jumping jacks, stretch, bend, etc.) while stating main ideas from that day’s lesson.
- The teacher can sing the objective in a well-known melody (or have volunteers do the singing instead).
- Ask students to work individually or in small groups to create a nonlinguistic representation of what they learned that day.
- The teacher can turn main ideas, vocabulary, objectives, etc. into a short game.
• The students can use a Venn diagram or a Double-Bubble Thinking Map to compare and contrast that day’s objective with the previous day’s lesson objective.
• One student can act out the vocabulary words and/or phrases from the lesson while the other students guess the correct word/phrase.

Any way to provide closure will be beneficial. And if different learning styles are incorporated into the closure – visual, auditory-musical, linguistic, kinesthetic, mathematical, interpersonal, and intrapersonal – that’s like offering a variety of desserts for the students’ many different tastes.

Now it’s another Saturday night and you’re at a different favorite restaurant. This time you start your first course with breaded calamari and marinara sauce. Then it’s time for the succulent main course. The conversation is freely flowing, and everyone is having a fabulous time.

Yet unlike last weekend, the evening does not end abruptly. On this occasion, there’s time for a big piece of triple-layered chocolate cake. You’re completely full and satisfied when the evening comes to an end. And just like you deserve this outstanding evening, your students deserve an effective lesson. Your students need that closure; they need that sweet piece of chocolate cake.

by Karina Barrett

Beth Jacobsen is a full-day kindergarten teacher at Goolsby Elementary School. Beth has been enlightening young minds since moving to Las Vegas in 2003 and has 20 years of teaching experience, ranging from preschool age through grade five.

Beth’s goal is to spark a love for the process of learning in her students. Each school year, it is Beth’s desire to create a safe, caring classroom climate; one in which her students are free to explore, take risks, and try new ideas in the learning process.

As a teacher, Beth has a personal passion for lifelong learning. In addition to her Master’s degree in Curriculum and Instruction from East Washington University, she will earn her TESL endorsement this May. Beth takes full advantage of the professional development opportunities in CCSD and shares what she learns with her colleagues and students.

In her “free time”, Beth facilitates RPDP literacy courses. The past two years, she has co-written The Kindergarten Chronicles, a monthly newsletter for kindergarten teachers, which offers ideas and strategies for instruction in all curriculum areas.

Thanks for being such a motivating and helpful resource, Beth!

Max Brown is a teacher who doesn’t need an introduction! For over 30 years, Max has been making a positive impact on the Clark County School District. Currently, Max teaches first grade at Gray Elementary School.

Max began his teaching career in Utah, where he taught for six years. Luckily, he moved to Las Vegas where he has impacted thousands of children and teachers during his time here. He has taught kindergarten, first grade, and second grade. He also spent time as a literacy specialist, school librarian, and a Regional Literacy Trainer with RPDP.

Max has taught classes for UNLV and SUU and has influenced many teachers with his extensive knowledge of literacy, his creativity for making lessons engaging and fun, and his magical way of turning all children into readers.

Over the years, Max has mentored many, served on numerous committees, and received accolades for being an exceptional educator. However, no one can deny what truly makes Max’s eyes twinkle and his face light up… student growth! When one of Max’s students finally understands the concept of print or begins the year at a level A and quickly progresses to a level 6, Max is ecstatic.

Saying thanks doesn’t seem like enough gratitude for all Max has done and continues to do to raise student achievement in southern Nevada. He’s one of a kind and if you’ve ever taken a class or training with him, you understand!
Everyone Needs Closure

In a way, it’s my way of dealing with, finding closure with Grateful Dead music, and giving thanks in a way to Jerry and Bob and all the guys in the band for making up this wonderful music.
—Phil Lesh, The Grateful Dead, Bass Guitar

It is the section on the evaluation sheet where administrators are always dinging us: CLOSURE. Perhaps one has lost track of time, the students were engaged in an independent practice activity, or the students spent the last five minutes of class cleaning up after a lab. Regardless of the reason for omission, we need to remember that closure is a vital portion of a well-developed lesson. To extend what Phil Lesh was saying in the quote above, we need to allow our students some closure to appreciate the wonderful music of science.

Closure is included in the Components of an Effective Lesson (CEL) because it clarifies the lesson’s key points and provides an opportunity to reinforce long-term memory review. When teachers design lessons to teach specific objectives, they need time to assess whether their lesson plans met those target objectives. Effective closure combines the tools and time necessary to gauge student understanding. Closure also gives students time to reflect on the information in the lesson and connect with background knowledge and other experiences. However, like all good things, effective closure requires planning and practice.

Questioning Techniques
One can use questioning techniques at the end of a lesson to determine if the students understood the objective, or more time is needed to reinforce a concept. Stating, “Does anyone have any questions? Okay, then your homework is…” does not qualify as closure. Appropriate questioning techniques should be used to guide students and help them find meaning. Try to incorporate higher-level questions, rather than focusing on the rote recall of information. Students often need help organizing their thoughts and linking information to previously learned concepts. It is our responsibility to anticipate the needs of our students and provide links to the big ideas that they need to learn.

Question Cues
Question cues are great tools to get meaningful answers from students. Here are some good question cues that allow the students to reflect on the scientific content of the lesson and the overall understanding:
- I wonder if...?
- How can...?
- I wonder whether...?
- What if...?
- How might...?
- What affects...?
- How come...?
- Does...?

Additional Strategies
Closure does not need to be a teacher-centered activity. In fact, the main purpose of closure is to assist students in transferring the recently learned material into their long-term memory. Closure can be a time that provides students with the opportunity to reflect and internalize the daily objectives.

Summary Paragraphs
Many science departments have incorporated interactive notebooks or science journals. The “OUT” question written in the interactive notebook/science journal provides an opportunity for closure. Students can also write a summary paragraph explaining the key points of the lesson.

Ticket Out the Door
Some teachers use the “ticket out the door” practice. Instead of writing the answer to a question or a summary statement in a notebook, the students write their response on a sheet of paper or an index card, which is collected before the students exit the classroom. Their response serves as their “ticket” as they leave for the next class and can help assess student learning for that day.
Timelines
Students can be instructed to create a timeline for the lesson. In this case, the students would start at the beginning of the period and recall as much information about the lesson. The students write down as much as they can remember. They should be encouraged to review their notes from class when recalling the lesson. Then the students can write questions that they have regarding the lesson based on the timeline they constructed.

3-2-1/ABC Summary
The 3-2-1 summary can also be used. Instruct students to recall, process information, and develop questions about the recently learned material. The 3-2-1 summary is flexible, and one can change the strategy to match a specific topic.

For example:
• Explain three facts from the lesson
• Ask two questions about the topic
• Define one newly introduced vocabulary term

A related activity is the ABC summary, which requires the students to list vocabulary terms or phrases associated with the each letter of the main topic. For example, if the general topic is weather, then the students may generate an ABC summary such as WEATHER: W= Water cycle, E= Eye of a storm, A= Atmosphere, T= Tornado, H= Heat Index, E= Easterlies, R= Rain shadow.

Regardless of the method that you use to incorporate closure into your lessons, be sure to allow students the opportunity to engage in activities that promote retention through verbalizing the concepts and reflecting on the objectives of the lesson. When you provide students with an opportunity to demonstrate mastery of a concept, you give them a chance to recognize what they have learned. All of us must take the lead in developing effective closure skills with you students.

By Elizabeth Marconi & Doug Lombardi
Bridget Silva Sampaio has been teaching for the last six years at Roy Martin Middle School. While there, she has been teaching Science 7 (Earth Science) and 8 (Physical Science). As science department chair at Roy Martin MS, she has led teacher trainings in science for varied topics; such as, using science notebooks, Vernier probeware, and GPS devices in the classroom.

She has been actively involved with RPDP, when the district rolled out new middle school textbooks and helped facilitate teacher professional development at the Science Summer Institute dedicated to the new instructional materials.

Bridget has shared her expertise on RPDP’s TIPS website by writing two benchmarks, one for middle school and one for high school, and is currently working on the new elementary TIPS website. She has led four RPDP science workshops relating to earth science. Bridget has also been a fantastic trainer with CPDD and the New Teacher Training Cadre.

Next year, Bridget is moving to Seoul, South Korea to teach science at an international school. She says that the opportunities and growth incurred at CCSD has allowed her to expand her horizons as an educator.

**Elementary Teachers**—the RPDP website (www.rpdp.net) has several science lessons ideas for both the primary (K-2) and intermediate (3-5) grade levels. You can download these lessons by clicking on the green “Science Tab,” scrolling down to “Elementary Resources,” and then select the appropriate science content area (e.g., Physical, Life, and Earth Science). These lessons include effective closure strategies in sciences.

“**40 Ways to Leave a Lesson**” is an excellent resource and can be downloaded at http://teacherweb.puyallup.k12.wa.us/icr/lmahaffie/documents/40_ways_to_leave_a_lesson.pdf

**Secondary Teachers**—the RPDP website (www.rpdp.net) has resources for curriculum and lesson planning that include effective strategies for closure. Go to the green “Science Tab,” scrolling down to “Middle School Resources” or “High School Resources,” and then select “Curriculum and Lesson Planning.”

Also, check out “**40 Ways to Leave a Lesson**” listed in the resources for elementary teachers. This article can be downloaded at http://teacherweb.puyallup.k12.wa.us/icr/lmahaffie/documents/40_ways_to_leave_a_lesson.pdf
CLOSURE
THROWING THE BALL IN YOUR COURT

By David Pauwelyn

An effective Mathematics Lesson should incorporate several components that together guide the students in cognition of new ideas. RPDP has developed a framework, “Components of an Effective Lesson,” that provides such a structure. One of the components most often neglected by many teachers’ own admissions is closure. Closure is the part of the lesson when the entire class comes back together and reviews what they just learned. Key concepts should be identified, the answer for the day’s essential question can be reiterated and any new vocabulary restated. Although most teachers would agree that this is very important, it is often difficult to implement because by the end of the lesson everyone is getting tired. New concepts have been laid out, notes taken, questions answered, and hopefully the students have been through plenty of practice. In a few minutes the bell will ring and, in these final moments, it can be hard to reverse the momentum of the students packing up books and thinking about the end of class.

An effective closure is a fantastic learning tool that should not be minimized. Pedagogically, closure provides two key mechanisms that help the students learn new concepts. The first and most obvious one is repetition. New concepts need to be repeated many times before the learners start to take ownership of them. After the concept development, the students have had some practice working with the concepts which in itself is a form of repetition. However, this is nowhere near enough practice, and a good rule of thumb is that anything newly learned should be reviewed after the first hour, day, week, month and year. Closure operates as a great memory tool. It also provides an opportunity for the students to verbalize what has just been learned.

Being able to verbalize concepts is key to being able to recall and apply them, and it is a part of cognition that makes ideas more meaningful to us. If students review what has just been learned within
an hour and also practice verbalizing it, they will learn it more quickly. The effectiveness can be doubled if the teacher can make the closure something fun that the students can look forward to.

"THROWING THE BALL IN YOUR COURT"

One good closure technique I have found to galvanize students is called “throwing the ball in your court.” I use a small orange nerf ball that I throw out to the students for this. First, I start them off with a closure question. If they have the answer, they raise their hand, and I throw them the ball. The students are encouraged to use their notes to look up the answers. If the student answers correctly, they get extra credit points. They need to answer in complete sentences, fully verbalizing their answers, to get full credit. If they cannot fully verbalize the answer, I give them partial points and then have them toss the ball to someone who can complete the answer. When that question is completed, I ask the student with the ball to look into their notes and come up with another question for the class. I give prompts to look for new vocabulary, examples or linkages to past materials. If they come up with a question, they get more points. Then they toss the ball to someone else who thinks they know the answer. We continue tossing the ball until the bell rings.

The “throwing the ball in your court” closure works because it actively engages the students. They like getting the points, looking smart in front of their classmates and most of all, throwing the ball. Furthermore, since they are using their notes to review newly taught concepts, they are more likely to use the notes again when they cannot remember something. The activity also requires the students to verbalize their learning, an important step toward cognition of new ideas.

Try to incorporate this activity in your lessons and instead of performing crowd control in the last five minutes, you could be injecting some fun and learning into your day.
Dr. Pam Salazar, a part-time administrative trainer for the Southern Nevada Regional Professional Development Program, received the prestigious Distinguished Service Award at the annual conference of National Association for Secondary School Principals (NASSP) in Phoenix, Arizona. Each year, NASSP honors a few individuals or organizations that have exemplified dedication to service either to education or to NASSP.

In addition to being a trainer with the SNRPDP Administrative team, Pam is an associate professor of practice in the Department of Educational Leadership at UNLV. She has served NASSP in many capacities over the course of many years, and her career in education spans three decades. The development and piloting of the initial leadership training for Breaking Ranks: Changing an American Institution is one of the many hallmarks of her work.

Her current educational endeavors include chairing the Standards Committee for the National Board Certification of Educational Leaders, editor of the NASSP Bulletin, member of the National Council for Accreditation of Teacher Education Unit, and member of the NASSP Principal Preparation Task Force.

She recently published the book High Impact Leadership for High Impact Schools and has a second book being released this summer.

Congratulations to Pam for her many efforts to provide quality education to students.

Michele Fendell grew up in Brooklyn, New York. After completing high school, she attended community college to earn her associates degree. Michele and her husband moved to Las Vegas with the encouragement of her family. During this transition in life, they returned to school to earn bachelors degrees at UNLV.

Michele student taught at Gibson Elementary School and held her first teaching job at Bartlett Elementary School before returning to Gibson for 11 years. Michele has been teaching at McCaw Elementary School for the past three years. For the majority of her career she has taught third grade with a brief time teaching writing in fifth grade.

After completing her master degree at Leslie College, Michele continued to challenge herself by taking classes and working collaboratively with teachers to share her knowledge. Michele took the extra steps required to become a Nationally Board Certified Teacher in 2007.

As she was working through the process of becoming Nationally Certified she reflected on her teaching practice. This soul-searching experience instilled her belief that teachers need to be thoughtful every moment they are teaching and should reflect about their impact on student achievement.

The students in Michele’s class have the opportunity to experience learning through small group instruction. She organizes her students’ learning so they have a balance of teacher instruction and independent work. Michele observes first hand, how this approach to learning has helped her students push themselves in their own learning experience. In addition, the students are more engaged in meaningful discussions about what they are learning because they are expected to record and be prepared to verbalize what they are learning.

Congratulations to Michele Fendell for creating a challenging and enriching learning environment for all her students! We commend Michele’s efforts to continue her professional growth. You make a difference!
Summer Professional Development Offerings

**Secondary Literacy**
- Effective Strategies to Teach Vocabulary
  - RPDP 531a
  - 1 credit
- Reading Comprehension
  - RPDP 531b
  - 1 credit
- Transforming K-12 Classroom through Writing
  - RPDP 538a
  - 3 credits
- Using Literature to Teach Traits
  - RPDP 534b
  - 2 credits
- Strategies to Reach All Learners
  - RPDP 533a
  - 1 credit

**Secondary Math**
- Intermediate TI-83/84
  - UNLV SCI 640f
  - 1 credit
- Introduction TI-83/84
  - UNLV SCI 620g
  - 1 credit

**Elementary Literacy**
- RPDP Units/Study K-2, Part II
  - RPDP 520b
  - 3 credits
- RPDP Units/Study 3-5, Part II
  - RPDP 521b
  - 3 credits
- RPDP Literacy BASE K-2
  - RPDP 522a
  - 3 credits
- RPDP Literacy BASE 3-5
  - RPDP 522b
  - 3 credits
- RPDP GRIP-K
  - RPDP 522f
  - 3 credits
- RPDP Reading Instruction
  - RPDP 524
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- RPDP K-1 Literacy Centers
  - RPDP 524c
  - 1 credit
- RPDP K-1 Literacy Centers
  - RPDP 524c
  - 1 credit
- RPDP Lit Stations 3-5
  - RPDP 524d
  - 1 credit
- RPDP Word Knowledge
  - RPDP 525
  - 3 credits
- RPDP Nonfiction Rdg/Wrtg
  - RPDP 527
  - 3 credits

**Summer Institute**
- Northwest Location
  - McMillan ES
  - June 7-11, 2010
  - Session I
    - Monday - Friday
    - 8:30am - 11:30am
  - Session II
    - Monday - Friday
    - 12:15pm - 3:15pm
  - Session III
    - Monday - Thursday
    - 4:00pm - 7:45pm

Southeast Location
- Nate Mack ES

For detailed course information visit the RPDP website:
- www.rpdp.net