

# RDA Quarterly

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## Joe Stanley Smith Elementary: National Title I Association Distinguished School

### IMPORTANT DATES

#### PPE-RDA PD

- June 6-7
- Crowne Plaza  
Albuquerque

#### RDA Summer PD Conference

- July 31 - Aug. 2
- Embassy Suites,  
Albuquerque

#### RDA Summer Book Studies

- June 19—July 30
- Register now



Students from Joe Stanley Smith with Governor Susana Martinez at the State Capitol

RDA school, Joe Stanley Smith Elementary, from Carlsbad was selected as one of New Mexico's two National Title I Distinguished schools. The school qualified for this honor by closing achievement gaps among student groups.

The Title I Distinguished Schools program is a project of the National Association of State Title I Directors and provides an opportunity for Title I schools from every state to be publicly recognized at the National Title I Conference.

At this year's conference in Long Beach, California, the Joe Stanley Smith principal and staff were recognized on the national stage along with schools from across the nation.



JSS Principal Misti Fernandez accepting the award at the National Title I Conference

# Teaching Like a Champion

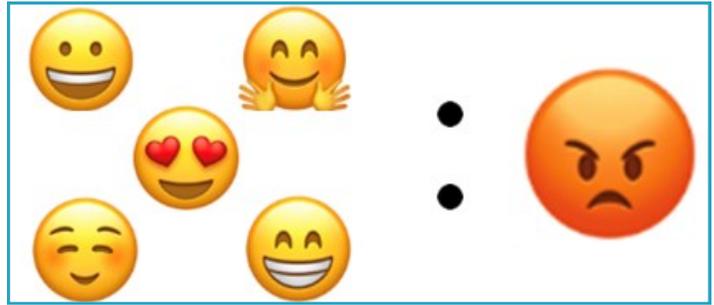
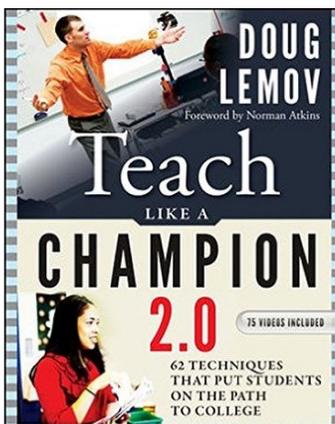
*Teach Like a Champion* technique #33 is Cold Call – calling on students regardless of whether they’ve raised their hands. There are four ways Cold Calls can transform a classroom. First, Cold Calling allows the teacher to check for understanding on the part of all students, not just those who raise their hands. Second, it helps with classroom pacing if the teacher doesn’t have to wait for students to volunteer. Third, it is an excellent tool for ensuring a high participation ratio, allowing all students the opportunity to participate, not just those confident enough to raise their hands. Finally, and most importantly, it creates a culture of engaged accountability, where students know they may be called on to respond, and cannot just decide not to participate by not raising their hands.

Cold Calling doesn’t mean you can’t call on students who do raise their hands. You can, but mixing up voluntary answers with Cold Calls keeps students motivated to come to class prepared, since they know they may be called on to participate, and every student should receive a Cold Call at some time or other, to keep the accountability fair and systematic.

Pausing and asking the whole class to think about the answer before Cold Calling prompts every student to reflect on the answer, since any student may be Cold Called.

To allow more students to participate, you can break one question down into several parts, Cold Calling different students to answer each part. Asking someone to further develop an answer a classmate gave is another way to involve more students.

This technique shouldn’t be a “gotcha” for students you don’t think know the answer. When you Cold Call a student, you want him or her to get the answer right. When done in a positive spirit and not as a gotcha, Cold Calling can be a powerful way to foster a culture of engaged accountability, increase class participation, pick up the pace of instruction, gather data about student mastery, and *Teach Like a Champion*.



## The Magic Ratio

In studies conducted during the 1990s, psychology professor John Gottman discovered that he could predict with 90% accuracy whether couples would divorce within 4-6 years of his observation. The variable that made the difference between a marriage that survived and one that ended was whether the couple maintained a 5:1 ratio of positive to negative interactions.

Research in the decades since Gottman’s study has confirmed that a high ratio of positive feedback to criticism has benefits not only in marriages, but in social relationships of all kinds, including those between teachers and students. Positive Behavioral Interventions and Supports (PBIS) does improve school culture, classroom engagement, and student outcomes. This is why Behavioral Supports is one of the RDA improvement categories, and a 5:1 positive to corrective feedback ratio is a criterion on the RDA rubric.

A number of RDA schools have received training from Capturing Kids’ Hearts and are implementing those principles. Other schools are working with Tricia Berg to develop schoolwide PBIS systems. Some of these schools have succeeded in increasing their positive feedback ratios, as measured during RDA site visits.

Hermosa Elementary School in Artesia had a feedback ratio of more than 5:1 at the RDA visit last fall. Hermosa Principal Mike Worley credits Capturing Kids’ Hearts training, a schoolwide PBIS system with an active behavior and discipline committee, social contracts created by students, and the ongoing effort and support of Hermosa’s teachers for the growth.

Consistency is what matters. “It’s not a one-time shot, just one PD,” Worley says. The committee meets monthly, and teachers hold each other accountable, observe each other’s classes and give input.

(Continued on page 3)

# IAIE



## RDA District Carlsbad Hosts International Conference

[The International Alliance for Invitational Education](#) invites educators to its 2017 World Conference: Invitational Education: Uniting Diverse Cultures in Schools and Communities, October 18-20, 2017, at the Pecos River Village Conference Center in Carlsbad, NM.

Registration information will be available soon at the [conference website](#).

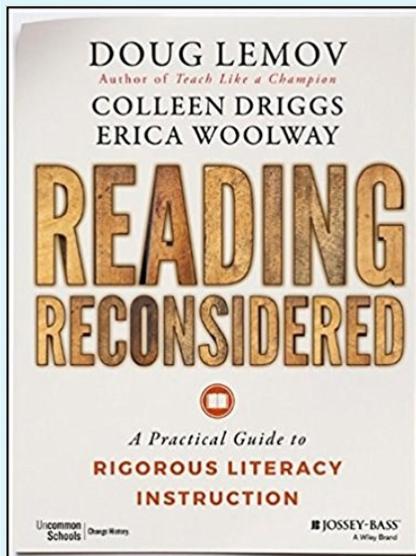
## The Magic Ratio (continued)

“It has to be a habit,” Worley insists, having learned through personal experience what research shows: that there is often a gap between what we know in theory and what we do in practice. The principal and teachers at Hermosa, working collaboratively as a team, have bridged that gap by making positive feedback a habit.

“It all comes back to the relationship between teacher and student,” Worley says. By exceeding the “Magic Ratio” Hermosa Elementary has improved relationships between teachers and students, which research shows positively impacts educational outcomes.



## RDA Summer Book Studies



For the first time RDA will offer summer book studies.

*Reading Reconsidered* by Doug Lemov makes the case that every teacher is a reading teacher, and that understanding how to build rigorous curriculum, embed complex texts, and ask text dependent questions is fundamental to student achievement. The book includes a DVD showing the techniques in action. This study will be led by Kim Lanoy-Sandoval.

*Mindset* by Carol Dweck demonstrates how having a growth mindset can help your students improve in school, reach their own goals, and fulfill their potential. This study will also be led by Kim Lanoy-Sandoval.

School principals, district representatives and instructional staff are invited to participate. Studies will run for 6 weeks, from June 19, 2017 to July 30, 2017, using [nmped.brightspace.com](http://nmped.brightspace.com) platform.

There will be a \$200 stipend to those who successfully complete the study, plus \$30 for participants to purchase the book on their own and pay any shipping costs.

A free copy of *Mindset* will be provided to the first 28 registrants for that study.

To enroll in either book study, please email Sandra Coleman at [SColeman@crecnm.org](mailto:SColeman@crecnm.org).

Enrollment is limited to 60 participants in each study, so reserve your space now.

