Originally, I thought I'd flavor this newsletter with hints of harvest but now I seem to be thinking about wind all the time. So here are many of the useful items that I've gathered for your perusal and hopefully they will help to carry you through this swiftly moving semester.

FOR DISCOVERY…

The Kid Should See This.

http://twitter.com/thekidshouldsee

There's just so much science, nature, music, art, technology, storytelling and assorted good stuff out there that my kids (and maybe your kids) haven't seen. It's most likely not stuff that was made for them...But we don't underestimate kids

http://www.stopbullying.gov/index.html

Schools are a primary place where bullying can happen. Helping to establish a supportive and safe school climate where all students are accepted and knowing how to respond when bullying happens are key to making sure all students are able to learn and grow. There are many tools on StopBullying.gov specific for teachers, administrators, and other school staff.

For more on this topic, check out our new DVD:

Stop Bullying Now! [DVD]: Take A Stand, Lend A Hand

Salve CRC Media

LB3013.32 .S77 2011 DVD


1 videodisc + 1 instructor's guide (21 p.)
TO TEACH WITH…

Paths http://www.facinghistory.org/paths

What is a Path?

What is an Educator Path?

Facing History and Ourselves has created an online tool that allows educators in our network to easily gather a customized collection of our online resources for their students, colleagues, or for their own planning. Facing History paths allow you to pick and choose only those resources—readings, video clips, primary source documents, etc.—that are pertinent to the specific content you are teaching, and you can also include links from any other website.

Geography Mysteries: Dynamic Learning Adventures / by Marjorie Frank
Salve CurrLib Reference  G133 .F73 2011  LIBRARY USE ONLY

An Integrated Play-Based Curriculum For Young Children
By: Saracho, Olivia  CurrLib LB1139.35.P55 S27 2012

Renewal: Remaking America's Schools For The Twenty-First Century
Harold Kwalwasser  CurrLib LB2822.82 .K93 2012

Picturebooks, Pedagogy, And Philosophy

The Hundred Languages Of Children: The Reggio Emilia Experience In Transformation
Carolyn Edwards, Lella Gandini and George Forman, editors  CurrLib  LB1139.3.I8 H85 2012
Into The Classroom: A Practical Guide For Starting Student Teaching
By: McKeown, Rosalyn CurrLib LB2157.U5 M37 2011

101 answers for new teachers & their mentors: effective teaching tips for daily classroom use
By: Breaux, Annette L CurrLib LB2844.1.N4 B74 2011

Auditory communication for deaf children: a guide for teachers, parents and health professionals
By: Norman P. Erber CurrLib HV2430.E73 2011

Exploring nonfiction with young learners / Darla Miner and Jill Zitnay
CurrLib LB1139.5.L35 M56 2012

Number sense routines: building numerical literacy every day in grades K-3
By: Shumway, Jessica F Call No: CRC QA135.53 .S57 2011

The core six: essential strategies for achieving excellence with the common core
By: Silver, Harvey F CurrLib LB3060.83 .S576 2012 –
Also available electronically http://library.uri.edu/record=b4263959.

Art and social justice education: culture as commons
By: Quinn, Therese; Ploof, John; Hochtritt, Lisa CurrLib LC191.4 .A763 2012

"Multiplication is for white people": raising expectations for other people's children
By: Delpit, Lisa D CurrLib LC213.2 .D45 2012


Reid's Read-Alouds 2 [electronic resource]: Modern Day Classics from C.S. Lewis to Lemony Snicket
By: Rob Reid
Chicago : American Library Association, 2011
Also available electronically http://library.uri.edu/record=b4251311
FOR LEARNING

Children's picturebooks: the art of visual storytelling
By: Salisbury, Martin
Subject: Illustrated children's books; Children's literature -- Illustrations; Illustration of books; Picture books

Cape Cod surprise: Oliver matches wits with Hurricane Carol
By: Cronin, Carol Newman
Subject: Hurricane Carol, 1954 -- Juvenile fiction; Hurricanes -- Schooners -- Time travel -- Cape Cod (Mass.)

Ready for pumpkins
By: Duke, Kate
Subject: Gardening -- Juvenile fiction; Pumpkin -- Guinea pigs

Olivia and the fairy princesses
By: Falconer, Ian
Subject: Olivia -- Juvenile fiction; Individuality -- Princesses -- Swine -- Picture books for children

Tell me about your day today
By: Fox, Mem
Subject: Bedtime -- Juvenile fiction; Toys -- Imagination

Cecil the pet glacier
By: Harvey, Matthea
Subject: Pets -- Juvenile fiction; Glaciers -- Eccentrics and eccentricities -- Norway

Angel of the battlefield
By: Hood, Ann
Subject: Time travel -- Juvenile fiction; Brothers and sisters -- Twins -- Mansions -- Barton, Clara, Newport (R.I.)

What color is Caesar?
By: Kumin, Maxine
Subject: Dogs -- Juvenile fiction; Color -- Animals

Harry goes to dog school
By: Menchin, Scott
Subject: Boys -- Juvenile fiction; Dogs -- Juvenile fiction; Schools -- Imagination

Junie B., first grader: turkeys we have loved and eaten (and other thankful stuff)
By: Park, Barbara
Subject: Jones, Junie B. -- Juvenile fiction; Thanksgiving Day -- Gratitude -- Schools -- Humorous stories
My dad is big and strong, but ... : a bedtime story By: Saudo, Coralie CurrLib PZ7.S2497 My 2012
Subject: Fathers and sons -- Juvenile fiction; Bedtime

Liar & spy By: Stead, Rebecca CurrLib PZ7.S80857 Li 2012
Subject: Spy stories; Apartment houses -- Juvenile fiction; Families -- Middle schools -- Schools -- Brooklyn (N.Y.)

Mom, it's my first day of kindergarten! By: Yum, Hyewon CurrLib PZ7.Y89656 Mom 2012
Subject: Worry -- Juvenile fiction; First day of school -- Mothers and sons -- Schools -- Kindergarten

Subject: Peas -- Juvenile fiction; Counting

One two that's my shoe! By: Murray, Alison, M.A CurrLib PZ8.3.M9357 One 2012
Subject: Dogs -- Juvenile fiction; Animals -- Infancy -- Counting

How many jelly beans? By: Menotti, Andrea CurrLib QA141.3 .M46 2012
Subject: Counting -- Juvenile literature; Mathematics -- Jellybeans

Read, remember, recommend for teens: a reading journal for book lovers
Subject: Teenagers -- Books and reading; Teenagers -- United States -- Bibliography; Young adult literature

...AND FOR THE JUST PLAIN CURIOUS

How To Find Out Anything: From Extreme Google Searches To Scouring Government Documents, A Guide To Uncovering Anything About Everyone and Everything Don MacLeod

Salve Main Collection ZA3075 .M33 2012
Salve Reference Ref ZA3075 .M33 2012
Did you know we have a database called:

**Points of View Reference Center?**

Search a topic under your favorite subject and get articles supporting both sides of the argument!!

Browse by Category | View All Topics

**Schools & Education**

- Bilingual Education
- Bullying in Schools
- Cell Phones in School
- Colleges & Early Decision
- Dress Codes
- Dual Credit
- Early Admission
- Education Standards
- Foreign Language Graduation Requirements
- Free College Tuition
- Home Schooling
- Junk Food in Schools
- Laptops in Schools
- Music & Arts in Public Schools
- No Child Left Behind
- Online Degree Programs
- Physical Education
- Privatization of Education
- Reading, Decline of
- School Choice
- School Uniforms
- School Violence
- Standardized Testing
- Vending Machines
- Vouchers, School
- Year-Round School
- Zero Tolerance Policies

An old assessment tool but perhaps it’s time to revisit it for ALL students….

November 14, 2012

How Do You Check for Understanding?

**A Favorite Formative Assessment: The Exit Slip**

Blogger Rebecca Alber on why this teaching tool is so effective in checking for student understanding, and how exit slips can be used for lesson planning.
A Favorite Formative Assessment: The Exit Slip

November 8, 2012

On Formative Classroom Assessment

"We know of no other school improvement intervention that can claim effects of this nature or size"

When we think about all the different ways we check for understanding in the classroom, a go-to strategy for many teachers has always been the exit slip or exit ticket. For this strategy, students write at the conclusion of learning, sometimes on a half-sheet of paper with sentence starters provided. It’s then collected by the teacher. Why a favorite? Being that they come at the end of a lesson, unit, or segment of study, exit slips give teachers a snapshot of the overall student learning.

Robert Marzano, classroom researcher and education author, recently wrote in depth about this formative assessment. In the article he shares four uses for exit slips. Students:

- Rate their current understanding of new learning.
- Analyze and reflect on their efforts around the learning.
- Provide feedback to teachers on an instructional strategy.
- Provide feedback about the materials and teaching.

An exit slip can also be a great way to set up the next day’s learning. With that in mind, here are a few uses to consider:

**Discover Shared Interests**

Before introducing a group project that includes student choice, students can respond to a strategic question via an exit slip, sharing their primary topics of interest and their reasons.

**Activate Prior Knowledge**

Instead of taking time during class to create a concept/topic map, you can provide students with the concept or topic word at the end of class, activating their prior knowledge, and have them write words and phrases related to it on their half sheet of paper. When they come into the classroom the next day, they will see all their ideas displayed around the main word or phrase. This brainstorm also serves as a diagnostic check for the teacher.

**The Start of an Essay**

The low-stakes nature and end-of-class urgency of the exit slips creates a space for students to write quickly, jotting down all that they know about something. You could ask, for example, "Tell me all that you believe to be (a character’s) motivation for ______ in the book _______." Students write and write for several minutes. You can hand it back to them the next day, telling them they have a start to their first draft of a character analysis essay.

**Surveying Students**

Use the exit slip to survey students on a current issue or hot button topic related to them (i.e. curfew, cellphone use at school). The data can be used to launch a lesson on the art of debate, or start a unit on argumentative writing ("75% of the class agrees that..."). The beauty of the exit slip is that it puts the learning in the students’ hands. It’s also empowering for them when they see what they have shared influence what and how they are taught the next day. We’d love to hear your ideas. How do you use exit slips in your classroom?

Rebecca Alber’s Blog
REMINDER:

**PRAXIS, MTEL, NYSTCE** & More are located in the Database below.

Welcome to LearningExpress Library!

Whatever your goal, *LearningExpress Library*’s resources will help you succeed. Each of our Learning Centers offers the practice tests, exercises, skill-building courses, eBooks, and information you need to achieve the results you want—at school, at work, or in life. Looking to land a job? You’ll find an entire Learning Center dedicated to helping you get the one that’s right for you.

[Click through](http://0-www.learnatest.com.helin.uri.edu/LEL/index.cfm/?HR=http://www.olis.ri.gov/)

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Christine R. Bagley ~ J.L.R. Curriculum Resource Center ~ Salve Regina University ~ Newport, RI 02840-4192 ~ bagleyc@salve.edu ~ 401.341.2375