What is TGIF?

Welcome to TGIF, the weekly newsletter for Teaching and Learning. Each week, I'll share Teaching Gems, Information, and Features. **Teaching Gems** are strategies or activities that are great ways to boost student learning. **Information** will serve as a general news and announcement vehicle to let you know what is happening in the world of curriculum and instruction. Finally, **Features** will be a section to share, tools, tips, or tricks of the trade. As I begin my new role, I plan to be spending time watching all of you do wonderful things with students, so look for examples of what I'm seeing in your colleagues' classrooms! If you're proud of something you're doing (and you absolutely should be!), please don't hesitate to share it!

Information:

Simple Stages Template

I was excited to read the units you have begun developing using the Simple Stages Template from our January inservice. We will continue to work with these units during our two February professional development days. However, I did want to make it clear that these weren't intended to be "homework." We will continue to expand your units throughout the year.

The Profile of a Bulldog

THE PROFILE WAS CREATED AS PART OF OUR COMPREHENSIVE PLANNING PROCESS IN 2018. IT REPRESENTS THE VISION OF FASD, AND YOU WILL SEE IT FEATURED PROMINENTLY IN THE WORK WE DO.
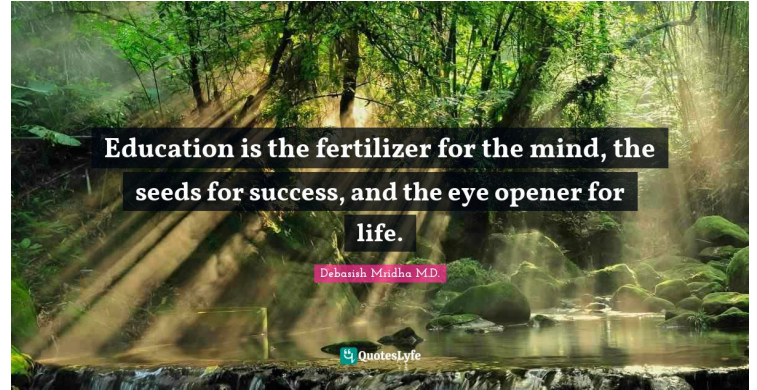
WILLIAM DEAL
Director of Teaching and Learning

Teaching Gems:
Nonlinguistic Representation

Psychologists believe that information is stored in memory in two primary ways: as words and as images. The words represent our linguistic understanding while the images represent our nonlinguistic understanding (Dean et al., 2012). Using nonlinguistic representations can be anything that helps students think about or interact with information in any nonverbal way. It's important to understand that quality non-verbal representations don't necessarily have to be exclusively devoid of words. Rather, they help create mental imagery for students to further interact with the information being presented by the teacher. *Classroom Instruction that Works* recommends five classroom practices for working with nonlinguistic representations. "Teachers should provide opportunities for students to

- Use graphic organizers
- Make physical models or manipulatives.
- Generate mental pictures.
- Create pictures, illustrations, and pictographs.
- Engage in kinesthetic activities" (Dean et al., 2012).

We'll spend some time in the coming weeks exploring the myriad ways that teachers can use graphic organizers and other nonlinguistic representations. I'm sure you already do this often in your classroom! I wanted to take a moment to underscore how important these nonlinguistic representations are to student learning and retention.

Education is the fertilizer for the mind, the seeds for success, and the eye opener for life.

Debasish Mridha M.D.

QuotesLyfe

Features:
Graphic Organizers

Graphic organizers are a unique subset (and my favorite form) of nonlinguistic representations. Several years ago I was trained in a program called *Learning Focused Schools*. I remember a colleague asking the presenter, "So, when should I use graphic organizers?" The response was a bit brutal: "Only when you want your students to learn." Graphic organizers take on many different shapes and sizes: the fishbone, the Venn diagram, mind maps. word walls, flow charts, KWL, T-Charts, cycle graphs, story pyramids, and the list could go on and on! Now, many graphic organizers are easily created using online tools. A simple google search for "graphic organizers" provides thousands of options. The key is don't reinvent the wheel, but do think about how you can bring meaning to the learning you are asking of your students. My personal favorite graphic organizer is a foldable. Follow this link for a simple presentation with many examples on how to use foldables in your classroom: https://bit.ly/35GMblz.