

# Pennsylvania

# PowerTeaching

*Data Snapshot, Letters of Support,*

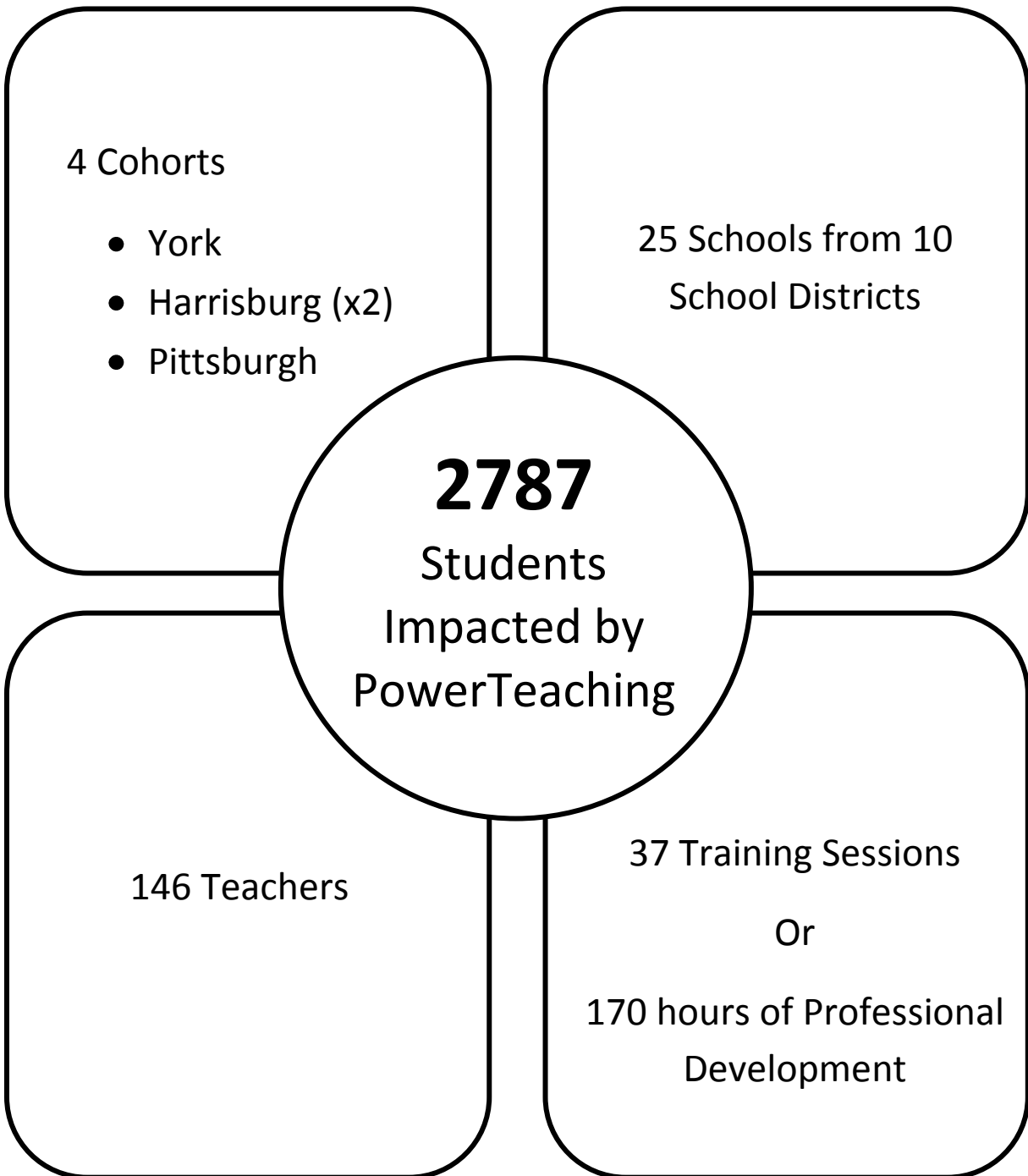
*Teacher & Student Comments, & Learning*

*Community Dialog*



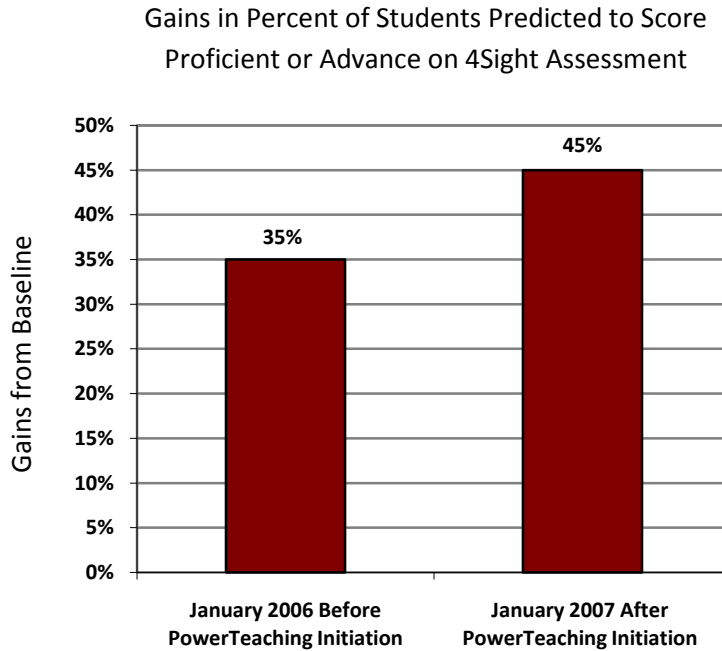
# Data Snapshot

## 2007-2008 PowerTeaching



# York City School District

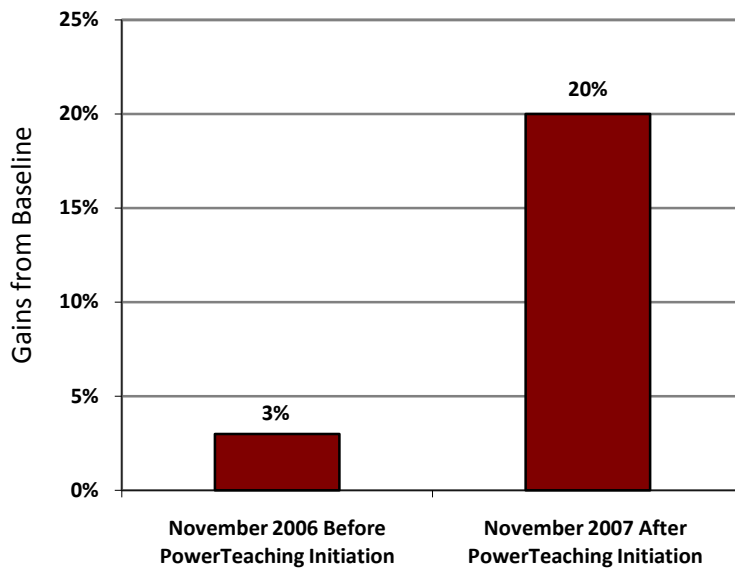
All third, fourth, and fifth grade teachers in York City Schools participated in the Math PA PowerTeaching workshops this fall and winter. After only a few months of implementation the benefits could already be seen on 4Sight benchmark assessments. The percent predicted to score at proficient or advanced increased 45 points from the fall prediction. Last year the gain from fall was 35 points.



# Stroudsburg Intermediate Elementary School

As of November 2007, the percentage of third graders at Stroudsburg Intermediate Elementary School who are at the Advance or Proficient levels on the 4Sight Assessment had increase 17% compare to the previous year's data. This increase is attributed to the implementation of PowerTeaching.

Gains in Percent of Students Predicted to Score Proficient or Advance on 4Sight Assessment



# Letters of Support



**SCHOOL DISTRICT OF THE CITY OF YORK**  
**ADMINISTRATION BUILDING**  
P. O. BOX 1927 - YORK, PENNSYLVANIA 17405  
TELEPHONE (717) 845-3571 • FAX (717) 843-0232 • E-MAIL MILLESHA@YCS.K12.PA.US

**MRS. SHARON A. MILLER**  
Assistant Superintendent

February 22, 2008

To Whom It May Concern,

We are writing to you to thank you for the support and services rendered to our district through the PowerTeaching Pilot Program. The program has provided instructional support to our math teachers in grades 3 through 5 for the 2007-2008 school year. PowerTeaching has provided our teachers with tools to enhance their math instruction, and we are encouraged by the implementation process that is occurring in our schools. We appreciate the opportunity given to this district to be one of the pilot sites for this school year.

For the 2008-2009 school year, our district is requesting that you continue instructional support by extending the PowerTeaching initiative to our middle school level – grades 6 through 8. We look forward to the extension of the PowerTeaching initiative to our middle schools and the opportunity to aid our students in gaining mathematical competencies through proven instructional strategies.

Sincerely,

A handwritten signature in cursive script that reads "Sharon A. Miller".

Sharon A. Miller  
Assistant Superintendent

SAM:vtm

*THE SCHOOL DISTRICT OF THE FIRST CAPITAL OF THE UNITED STATES*

## Stroudsburg Intermediate Elementary School

Mr. Jeffrey S. Walters  
Principal

2000 Chipperfield Drive  
Stroudsburg, Pennsylvania 18360  
(570) 421-4834 Fax (570) 421-5370  
www.stroudsburgsd.org

Mr. Craig L. Burden  
Assistant Principal

**A place where children Strive, Imagine, Excel and Succeed.**

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December 17, 2007

To whom it may concern:

This letter is written in support of the PowerTeaching Program that the Stroudsburg Intermediate Elementary School is currently participating via the Success For All Foundation during 2007-2008 school-year. Since September, six of our educators and an administrator have participated in the PowerTeaching Program towards improving the instruction of mathematics within our school.

The monthly training programs and subsequent support have truly allowed our teachers to grow professionally overall as educators. It is wonderful to hear teachers state that the "training has changed them and how they teach". Most of group has had such great success with the model, that they are implementing the overall concepts and framework into other academic areas. In regards to math, the model has guided our teachers in creating an instructional classroom environment that supports the differentiated model of instruction, is student-driven, and inquiry based.

With the success of PowerTeaching in SIES this school year we are anticipating the opportunity to expand the program to include all of our teachers for the 2008-2009 school-year. During the remainder of the school year, we are encouraging the teaching staff to observe our "power teachers" so that they can gain an understanding of the model and the impact that it has on the academic success of our children.

Please feel free to contact us at (570) 421-4834 with any questions pertaining to our involvement with the Success For All Foundation and the PowerTeaching Program.

Sincerely,

Jeffrey S. Walters  
Principal

Craig L. Burden  
Assistant Principal

**REQUIRED NONDISCRIMINATION STATEMENT**

The Stroudsburg Area School District, an equal opportunity employer, will not discriminate in employment, educational programs or activities, based on race, gender, handicap, or because a person is a disabled veteran or veteran of the Vietnam Era. This policy of nondiscrimination extends to all other legally protected classifications. Publication of this policy is in accordance with State and Federal Laws including Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and Title VI and VII of the Civil Rights Act of 1964. We further affirm that all curriculum offerings and student enrollment practices will be handled without discrimination based on gender, race, religion, national origin, or non-job related handicaps or disabilities. Inquiries are to be directed to the Assistant Superintendent for Personnel and Personnel Services, 503-504 Title IX - Title VI Coordinator, 123 Linden Street, Stroudsburg, PA 18360. Phone (570) 421-1990. 9/30/99

**Lincoln Intermediate Unit #12**

65 Billerbeck Street  
PO Box 70  
New Oxford, PA 17350  
www.iul2.org

**Educational Solutions that Make a Difference.**

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To Whom It May Concern:

One of the greatest challenges public schools are facing today is how to prepare our students for the 21st century workforce. A very high level of preparation in mathematics will be an indispensable foundation for success, but today's business leaders are also talking more about teamwork, and adaptability, as well as innovation, creative thinking, and a candidate's ability to synthesize information. PowerTeaching is an instructional process that allows students to develop a deeper understanding of mathematics concepts while developing the social skills and adaptability necessary for students to work cooperatively as a team. PowerTeaching uses the Slavin model of cooperative learning to provide teachers with a solid framework around which to deliver math instruction, and can be used with any math curriculum.

In the PowerTeaching instructional framework, math concepts are directly taught and modeled by the teacher. Students then are taught to cooperatively work together in the Team Work portion. PowerTeaching creates true teamwork interdependence by combining a team goal with individual accountability. Students are not only accountable for their own learning, but are also held accountable for the learning success of the team as a whole. Students are taught teamwork and cooperation skills such as active listening, encouragement, and how to resolve conflicts. The students take great pride in the success of their team, and are given an opportunity to celebrate team accomplishment.

Having accompanied one of the trainers, Rachal, on PowerTeaching classroom visits, I have seen first hand the high level of engagement of the students, and the increased level of success both in terms of grades, and class work/homework completion. Students are motivated to encourage and assist their members to be more successful students in order for their team to be successful. I have witnessed students reteaching concepts to other students, providing support and encouragement to team members who did not immediately grasp the concept. Students are empowered to be responsible for their own learning, both as a team and as individuals. If implemented correctly, PowerTeaching has the power to completely transform a classroom into a successful student-centered classroom.

Please feel free to contact me at (717) 624-6433 with any questions pertaining to my involvement with the Success For All Foundation and the Power Teaching Program.

Rina Iati  
Professional Development Specialist IU#12

Lincoln Intermediate Unit #12  
Educational Solutions that Make a Difference

# Teacher & Student Comments

"I feel that I have adapted the best of what we have learned to do with the PowerTeaching. The word is spreading around our district that my students' scores on their 4Sight tests really improved during the second cycle of testing. I feel that my kids are performing to their potentials, and have adapted to this different way of teaching remarkable well. They are excited to come to math class and often comment about how quickly the class goes. They are very excited about the ownership they have gained.

I have been teaching for 29 years and cooperative learning is how I use to teach when I first started. I loved it then and I love it now. At the beginning of this year I was truly thinking of making it my last. Doing PowerTeaching has revived me and has made me excited to be in my classroom again. I am home I can take what I am doing in math and do it in several other subject areas next school year."

Cindy Campbell  
Chambersburg Area School District

"I have seen an increase in the understanding of the material with some of my students but I have really seen an effort to work together and an awareness of how to do that which I had not seen before. For example, we discussed our cooperation goal today- Active Listening- and talked about how it feels when someone is actively listening to you. The kids all replied something along the lines of, "It makes me happy" or "It makes me feel good". Then we discussed how easy this goal is to accomplish and how great it makes others feel. It was like a light bulb went off in a few students minds. The way they acted in their groups that day changed. They even asked other teammates, "Is that active listening?" It was great!  
As you can tell, I am excited about what PowerTeaching is doing in my class!"

Elizabeth Jackson  
Butler Area School District

“My lesson went very well. I was very impressed at how well the groups work together. They were able to organize data and create their own graphs based on information. Students are teaching one another, especially with mental math.”

Danielle Ward  
Laurel Highlands Area School District

“This past month I’ve been consistent in using team roles to facilitate daily routines in a much more effective manner. Students are aware of their roles and quickly respond when asked to do such things as get baskets, pick up or return papers, log points, etc.

As I continue to become more dedicated to the process of PowerTeaching, I am finding that it is taking less time to do the routine tasks, allowing more time for instruction. The students enjoy having the responsibility, evoking a sense of pride in even the simplest of accomplishment.

Another observation I’ve seen as a benefit to the process is that the students really understand the importance of teamwork contributing to the outcome of team success. They are finally at a point where they understand the effort put into teamwork directly coincides with the end result of team rewards.”

Kathy Hill  
York City School District

# Student Testimonials

"I learned about cooperative learning is that you can learn more things and do better. And I learned that sometimes learning can be fun or exiting. That's why I love cooperative learning. And I like it because you get to see what one another knows and if they need help you get to help them. That's why you shod learn cooperative learning."

3<sup>rd</sup> Grade Student  
Butler Area School District

"I think I liked cooperative learning a lot better than normal math. But it was a little harder for me to work with my team. Other than that, it made everything easier. Thank you for having this for us."

3<sup>rd</sup> Grade Student  
Butler Area School District

"It made it easier to work in groups for me. I like it because working groups helps me to learn better. I did not like because it was hard for me. Working in groups helps me understand better."

3<sup>rd</sup> Grade Student  
Butler Area School District

# Learning Community Dialog



"I don't feel like I'm going to fall asleep anymore!"

by [Bob Walters](#) - Monday, 17 December 2007, 11:02 PM

I actually had a student tell me they didn't feel like they were going to fall asleep during math anymore after a lesson. It has really grasped their interest in the subject and has helped them pay attention. This program puts a lot more responsibility on the students and they realize this. I am pleased with how well this program is going in my classroom and can't wait to hear about the results in other people's classrooms

Re: "I don't feel like I'm going to fall asleep anymore!"

by [Kathy Cupps](#) - Tuesday, 18 December 2007, 11:36 AM

What a great comment from your student. I'm all for putting more responsibility on the students! It's great to see students taking ownership of their learning. It's also great to have the students involved so that they aren't just watching the teacher work.

Re: "I don't feel like I'm going to fall asleep anymore!"

by [Danielle Ward](#) - Wednesday, 23 January 2008, 01:35 PM

That is great! Before Christmas, I actually had a student ask me if he could have math for Christmas! My students really enjoy math now, and ask when we are going to do it.



"Some Storming"

by [Carol May](#) - Sunday, 27 January 2008, 08:57 AM

I am finding that the more often I use the strategies we have been given, the more successful my groups are becoming. It is remarkable to watch students learning to encourage one another and reminding one another to be 'active listeners'. Based on the requests by the students to do other school work in their groups, I really think that this is working. I admit that at times I ask myself if I am 'doing it right?', but I really feel we are having a lot of success. I need to continue to support the groups in their cooperation goals, and continue to reinforce them, but I have definitely noticed that time on task is certainly better. When asked their favorite subject whenever my student teacher arrived, the majority definitely said MATH, and I attribute that to the Power Teaching. I am anxious to learn MORE!!

Re: Some stormin'

by [Rachal Edwards](#) - Sunday, 27 January 2008, 08:46 PM

Wow, this is great to hear Carol! We are definitely seeing students enjoying math more because it is active, engaging, and it's just "more fun". Asking yourself if you are doing right shows that you yourself are a reflective learner and hearing that your children want to take this format into other areas is incredible. Clam Clap to you!

Re: Some stormin'

by [michelle hagofsky](#) - Sunday, 27 January 2008, 11:03 PM

I have to admit that I myself have moments when I am not sure if I am doing this the right way. As for my students, the majority of the group seems to really enjoy the method. A fair amount are still in the stormin' stage, but I feel a good bit has to do with attitude and personality. I am planning to change groups during the next week. I feel the change will bring a breath of fresh air to the teams and the program. It will break up the problems and allow the understanding to be spread.



#### ACTIVE INSTRUCTION

by [Kelly Laudeman](#) - Thursday, 21 February 2008, 06:07 AM

We've been utilizing the think-pair-share component in our room. It is a great part addition to the lesson. It not only gives the students a chance to share their ideas but it gives the students that do not normally participate time to think about the question and answer in a smaller setting. Some students do not have alot of confidence and this enables them to view the opinion and ideas of others to see if their ideas are the same or different from others. They can do this without feeling as if they are "on stage" and nervous about what others think of their answer. I have heard things like "great idea" , "I never thought about it that way", and "YES, me too!" This has also been a benefit in other areas of our day as well. We also use the Random Reporter as a way to report back the groups findings. We have also used this in many other areas of our day.



