North Regional Tournament • North Miami Senior High • February 6, 2016

UPCOMING DISTRICT COMPETITION

The District K-12 CHESS Tournament had 51 schools competing, with 381 registered students, 241 parents, 49 coaches and 40 tournament directors. The District K-12 CHESS Tournament had 51 schools competing, with 381 registered students, 241 parents, 49 coaches and 40 tournament directors.

TEAM WINNERS

3rd 2nd 1st

Dannie McMillon, DAC Chair

Greetings Title I Parents and Friends:

I am pleased to serve as Title I DAC Chair once again. Kent Pollock, previous DAC Chair, has relocated to another county because of his expanding job responsibilities, and I will complete the 2015-2016 year as Chair. Mr. Pollock will be missed as he is a father who leads by example when it comes to real parental involvement.

Now is the time for us to step up our roles as Education Game Changers to continue to help our children achieve academic, social and emotional success. We know that involved parents are the catalyst for students to have higher grades, better test scores, increased graduation rates, better attendance, improved self-esteem, avoidance of drug and alcohol use, and fewer instances of violence.

We need more parents like you to be aware of the actions of the District’s parent-driven groups that have voices to help ensure that every child has access to a high quality education. I encourage you to talk to your Community Involvement Specialist (CIS) at your child’s school about how you can increase your involvement. Become knowledgeable about the following laws on parental rights: Federal Title I, No Child Left Behind Act, Section 1118 — Parental Involvement, Florida Constitution — Education Article IX and MDCPS School Board Policies 2111.

Please join one of our Game Changer Teams as we move forward on the road to education excellence. Contact me at mcmillon.dp@gmail.com. for information.

Dannie McMillon, DAC Chair

How Our Kids Think?!

Research completed by Dr. Carol Dweck states that the way our students think impacts their attitude toward learning and how they perform in our classrooms. Ninety percent of students who are praised for effort instead of abilities ask for new challenging tasks and persevere in solving them. Students who are praised for effort view challenges as a way of learning, and embrace them. Students praised for abilities reject the opportunity for a challenge in fear they will not be able to perform as expected. These students are also more likely to lie about their performance when they do not feel they have succeeded on a task.

Students who are praised for being smart (abilities) are less likely to take risks in their learning and if they do not perform well or things do not come easily. They shut down because they no longer feel smart. Students praised for hard work (effort) may find it hard to understand why another student would not want to challenge him or herself and learn.

If you would like to share any comments or feedback about what you see and read, please feel free to send emails to Abbey.Stewart@fldoe.org. to understand why another student would not want to challenge him or herself and learn.

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If you would like to share any comments or feedback about what you see and read, please feel free to send emails to Abbey.Stewart@fldoe.org.
Imagine that you are a student in elementary school today or a middle schooler who is about to take the leap to high school. These students are learning at the dawn of a new millennium with a new economy, one that is built on the instant transfer of information and ideas and ever-advancing technology.

Unfortunately, for most American students the old factory model of education still applies. This operating system does not compute today. It does not produce quick-thinking, dot-connecting graduates and often ties teachers’ hands and dulls students’ minds and souls.

Now imagine a new kind of school system designed to stimulate critical thinking, spark creativity and unleash the potential for answering questions unasked. In Miami-Dade County Public Schools, we are building that system, not just to change what is taught and how it's taught but also to transform education itself.

The goal? Graduates who are not simply skilled workers but skilled, creative, critical thinkers. Every child is born with an innate sense of wonder that, unfettered by the constraints of old factory education models, could yield wonders yet unthought and unseen. Take Shawna, a bright 7-grader who chafed against the traditional environment of her Civics class, earning a C at the end of the course. That same year, she took an interactive law class where she was engaged in hands-on, collaborative activities including mock trials and was able to shine – earning an A for the course.

The same child, similar content, different methods, dramatically different results.

Children are not widgets, and schools cannot be assembly lines of knowledge. We must leave behind the days of sorting students by age and instruction by subject. More and more, our 8th-graders are studying alongside 6th-graders who have similar ability, interests and readiness. After all, we are not grouped by age in the employment marketplace.

In the schools of Miami-Dade, we are shifting the paradigm to one of learner-driven education. We believe we are a model of things to come and one that others should strive to emulate. We are parents and educators, and our role is to inspire. Just imagine that.

Alberto M. Carvalho
Superintendent of Schools

Imagine A New Kind Of School System

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