

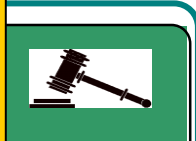
PHI DELTA KAPPA NEWSLETTER

CENTRAL FLORIDA CHAPTER 1517

Volume 1, Issue 1

October 1, 2010

President's Message Pam Gamble



Dear Kappans,
The 2010-2011 school year is well underway, and the Central Florida Phi Delta Kappa chapter hopes you have gotten a good start! As always our chapter strives to support the vision of PDK, which "is to be the experts in cultivating great educators for tomorrow while continuing to ensure high-quality education for today".

We invite all to our first social gathering and encourage members and prospective members to bring a friend! Phi Delta Kappa has three goals:

- Service**—Cultivate and support the next generation of educators,
- Leadership**—Recognize and celebrate the outstanding contributions of PDK members and chapters and
- Research**—Share and distribute accurate knowledge and education research

We think you'll find that being a member of PDK is rewarding! PDK offers many resources and publications dedicated to improving education for teachers, principals, superintendents and district level administrators. Become a part of Chapter 1517 today! (If you complete your membership application online, you may select the payment "monthly auto renewal"). This option will "bill your credit card at the current renewal rate *monthly* based on your anniversary date".

Welcome to an exciting year! We hope you decide to become a member of our chapter ☺
Kindest Regards,

Pam Gamble, President
Chapter 1517, Phi Delta Kappa

ΦΔΚ 2010-2011 Executive Board Central Florida Chapter 1517

President - Pam Gamble
Altamonte Elementary 407-746-2902

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Newsletter Editor - Brett White
Highlands Elementary 407-746-6702

Mini-Conference - Gail Choice
Stetson University

Webmaster - Barbara Jarvis
Forest City Elementary 407-746-1036

October 21

JAN. 20

APRIL 26

Program Dates

PDK social @ Buffalo Wild Wings

PDK Social @ Deer Run

PDK Social TBA

The Wisdom of Class Size Reduction

This article reviews a research study conducted in 2007, dealing with the Student Achievement Guarantee Education (SAGE) legislative reform initiative in Wisconsin. As part of this initiative, three different models were incorporated. The first model ensures a classroom ratio of 15:1, provides access to the school building after school hours, a challenging curriculum, and professional development opportunities for teachers. The second model consists of a classroom ratio of 30:2, with two teachers in the same classroom, teaching separately to maintain the class size ratio. The third model consists of a 30:2 ratio but teachers are team teaching and sharing the instructional responsibilities of the classroom. The fourth model, SAGE Block, includes a part time teacher to assist in teaching core subject areas to maintain class size requirements. This part time teacher may teach in the same classroom or in a different room altogether.

The researchers worked with 9 high poverty schools participating in the SAGE reform initiative. The study focused on three areas: the effects of teacher actions on class size reform, the effects of the school layout on class size reform, and the effects of teacher beliefs about team teaching or working with colleagues. The researchers found that class size is just one small piece of the puzzle in terms of student outcomes. In terms of physical space, the researchers found that in classrooms with enough space support instruction more effectively. In classrooms with a 30:2 ratio, teachers were with the lack of instructional space. Administrative decision determined the use of space, this led to either new and innovative ways of using space or wasted time focusing on traditional school models.

This article provides an in-depth explanation as to the teacher experiences in the team teaching situations. Teachers freely shared their success and frustrations with sharing time and space, as well as creative solutions to problems encountered in those classrooms. Overall, the participating teachers preferred the SAGE model because this model allowed them to think and act differently, while remaining focused on student achievement. Differentiated instruction was easier to manage with additional teachers in the classroom and opportunities for one-on-one instruction were numerous as compared to previous models.

<http://aer.sagepub.com/content/44/3/670> (you can sign up for a free 30 day trial)

Graue, E., Hatch, K., Rao, K. and Oen, D. (2007). The wisdom of class size reduction. *American Educational Research Journal* 44(3), p. 670-700. doi: 10.3102/0002831207306755

Please join us for Our 1st 2010 – 2011 PDK Social!



<p><u>Where:</u> Buffalo Wild Wings</p> <p>In Casselberry (located at the corner of SR 436 & Red Bug Lake Road)</p>	<p><u>When:</u></p> <p>Thursday, October 21st Social Hour at 5:30PM Buffet Dinner at 6:00 PM</p>
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The buffet dinner will feature:

Salad, Wings,
Dippers, and Wedges

I plan to attend the PDK Spring Social at **Buffalo Wild Wings Restaurant** on October 21, 2010

Name _____

School _____

Check one:

Current PDK Member

Guest

We **welcome** current and future PDK members.
Feel free to invite coworkers or interns from your school to join us and
learn more about PDK.

Please RSVP to Pam Gamble @ Altamonte Elementary by October 19
Pam_gamble@scps.k12.fl.us (407-746-2902)