

MoCo Monday Minute

Monday, December 5, 2016

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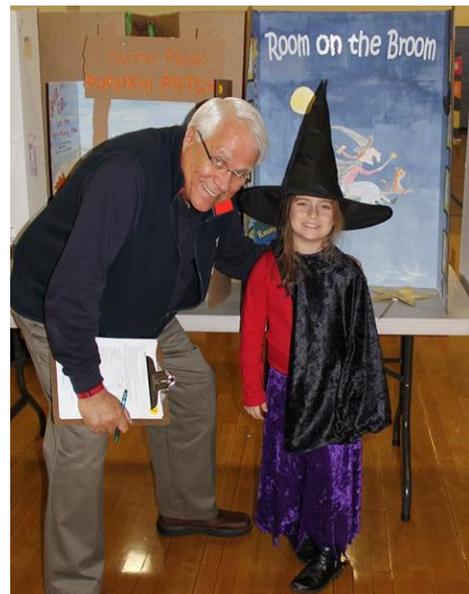


Winners of Mapleton's 3rd annual reading fair.

Quote of the Week – “Surveys show that almost all American kids aspire to attend college. Why not say explicitly whether they are on track to achieve that goal?”

Michael Petrilli in “Common Confusion: Most Kids in America Aren’t on Track for Success. Why Don’t They and Their Parents Know It?” in *Education Next*, Winter 2016 (Vol. 17, #1, p. 84-85), <http://bit.ly/2cNgvgT>

Reading Fair – Mapleton’s 3rd annual reading fair was held last week. Kindergarten – fourth grade students were encouraged to participate in the reading fair by showcasing a fiction or nonfiction book of their choice. Participants prepared a display that reflected elements of their book. Judges from the Kentucky Reading Association scored the students in the following areas: clarity of writing, creativity, quality of the project, thoroughness of written information, and interest evoked. Students from each grade level were awarded first, second, and third place. Additionally, two students were awarded the overall primary or intermediate trophy. All participants received a participant bookmark. The reading fair is sponsored by the



Bluegrass Chapter of the Kentucky Reading Association. The Bluegrass Council provided judges and awards.

This year winners:

Kindergarten 1st: Evalee Brewer, 2nd Shiloh Powell, 3rd Elisha Saylor. First grade 1st: Grace Ann Wallace, 2nd Anna Allison, 3rd Connor Szeluga. Second Grade: 1st Hanna Gilvin, 2nd Hunter Seales, 3rd Kai Ralls. Third Grade: 1st Rachel Thompson, 2nd Bailey Durham, 3rd Micah Cannoy. Fourth Grade: 1st place Audrie Damron, 2nd Gabby Linton, 3rd Joslyn Miller. Overall Primary winner: Grace Ann Wallace. Overall Intermediate Winner: Audrie Damron

Checkmate – The MCHS Chess Team held the King of the Mountain Chess Tournament this past Saturday and finished 3rd overall out of five teams. MCHS has a solid team in place that could return to the KCA team tournament again in March.

Student Attendance – Mapleton had both the highest one-day and weekly attendance this week, with 96.32% and 95.04%, respectively.

Dates:

- Dec. 6 – Reading/Writing Wonderland, 5:00 – 6:00 p.m., MSE
- Dec. 6 – Mapleton Family Literacy Event “Doughnut and a Good Book”, 5:15 – 7:00 p.m.
- Dec. 6 – MCIS Orchestra Concert, 6:00 p.m.
- Dec. 7 – Camargo SBDM Meeting, 3:00 p.m.
- Dec. 8 – MSE Donuts with Dad
- Dec. 8 – Christmas Theater Performance, 6:00 p.m. Camargo Elementary
- Dec. 8 – MCIS Band Concert, 6:00 p.m.
- Dec. 9 – HOSA Blood Drive, 9:00 a.m. – 3:00 p.m., MCHS Room 408
- Dec. 9 – MCIS Musical Aladdin Jr., 8:00 p.m.
- Dec. 10 – ACT Test, 8:00 a.m., MCHS
- Dec. 10 – MCIS Musical Aladdin Jr., 2:00 p.m. & 8:00 p.m.
- Dec. 12 – Camargo PTO Meeting, 4:00 p.m.
- Dec. 12 – Mapleton Special Called SBDM Meeting, 4:00 p.m.
- Dec. 12 – Creative Writing Showcase, 5:30 p.m., MCHS Auditorium
- Dec. 12 – MSE Treblemakers Choir Concert, 6:30 p.m.
- Dec. 13 – McNabb Winter Band Concert, 6:30 p.m., McNabb Auditorium
- Dec. 13 – MCHS Orchestra Winter Concert, 7:00 p.m., MCHS Auditorium
- Dec. 15 – Camargo Holiday Celebration, 6:00 p.m.
- Dec. 15 – McNabb Choir Concert, 6:00 p.m., McNabb Auditorium
- Dec. 15 – Vocal Music Concert, 7:30 p.m., MCHS Auditorium
- Dec. 15 – MCHS SBDM Meeting, 5:30 p.m.
- Dec. 19 – MCIS SBDM Meeting, 5:00 p.m.
- Dec. 19 – McNabb SBDM Meeting, 5:00 p.m.

- Dec. 20 – Board of Education Meeting, 6:30 p.m., MCHS Cafeteria (review session at 5:00 p.m.)
- **Dec. 21-30 – No School – Christmas Break**
- Dec. 27-29 – Gateway Holiday Classic, MCHS Arena and Barn

Also, [click here](#) to review a list of holiday events taking place in our community.

Continuous Learning through Professional Literature

Practice Makes Perfect – But Only the Right Kind of Practice

In this *Education Next* review of Anders Ericsson and Robert Pool’s new book, *Peak: Secrets from the New Science of Expertise*, Daniel Willingham (University of Virginia) highlights the distinction the authors draw between merely repeating a process and *deliberate practice*. The old adage says that practice makes perfect – “But if practice is all there is to it, why has my typing improved so little in the last 40 years?” asks Willingham. “Even though I type every day, my typing is not really practicing, because I’m not purposefully or systematically trying to improve it. Given that I have not formally studied typing, I may even be reinforcing bad technique.”

According to Ericsson and Pool, several key components are involved in making mere practice deliberate:

- Evaluating what needs improvement;
- Selecting one small aspect of the skill to work on;
- Developing a strategy;
- Evaluating the results of the revised performance;
- Practicing a lot (perhaps 10,000 hours).

In this construct, talent is much less important, except perhaps in athletics, where physical attributes give some people a big advantage. But Ericsson and Pool argue that in most domains, innate ability is important only before people start practicing. “The kid with a high IQ will play better chess than the kid with a low IQ,” summarizes Willingham, “but only because neither knows much about chess. If they both practice, the influence of IQ will disappear, and whoever practices more will be the better player.”

What are the implications of this book for schools? Clearly it’s helpful to get past the innate ability/intelligence paradigm, and the concept of deliberate practice has wide implications. For example, teachers may think students will learn collaboration skills if they’re assigned to do group projects. “But working in a group is simply experience,” says Willingham. “If you want students to become better group members, they need to practice

being a group member. They must be explicitly taught how to work in groups, and that's something few schools do."

It's also important to work on one skill at a time – for example, breaking down the process of writing a research paper into smaller tasks, each of which needs practice, feedback, and refinement: using a database to locate research; evaluating the relevance of sources; creating an annotated bibliography; writing a rough outline; writing a detailed outline; and then the four or five steps of writing the actual paper.

Ericsson and Pool's book got Willingham thinking about teachers' professional learning curve, which tends to flatten out after the first few years. Could the reason be the lack of deliberate practice – and the time to engage in that kind of systematic analysis of areas for improvement, practice, feedback, and more practice? In addition, says Willingham, "Practice is only possible if practitioners agree on who the experts are, so the goals of practice can be articulated. In addition, educators will need to define the sequence of subskills to be acquired on the way to expertise. Practitioners need to know what 'once you're mastered X, you move on to Y.'"

"When Practice Makes Perfect: What Everyone Can Learn from Top Performers" by Daniel Willingham in his review of *Peak: Secrets from the New Science of Expertise* by Anders Ericsson and Robert Pool (Eamon Dolan/Houghton Mifflin, 2016), in *Education Next*, Winter 2016 (Vol. 17, #1, p. 80-81), <http://bit.ly/2gzyvh0>

Be sure to notify the designated person at your school if you have calendar information that should be added to your website calendar.

Thank you so much for your effort and commitment to children. If you have questions about any of the information contained in this issue of The MoCo Monday Minute, please contact me at matthew.thompson@montgomery.kyschools.us.