

PALMARIIUM

Parent Survey



The TCA **Parent Survey** concluded at the end of February and we received over 1,300 responses. *Thank you* for taking the time to participate. Leadership is currently going through all of the data provided and will be sharing with the TCA Board at the May board meeting.

TITAN of the YEAR: History of Recipients

Nominations for the current school year for Titan of the Year closes at the end of March. As we look forward to the next honoree of this most prestigious TCA award I thought it would be good to share with the community the names of all the previous seventeen recipients.

- 2019-20: Lisa Kuyper-Central PE Teacher
- 2018-19: Jessica Adair-Central 1st Grade Teacher
- 2017-18: Nikki Upchurch-Educ Philosophy and Health & Wellness Teacher
- 2016-17: Christina Schwartz-Soper-Secondary Bands Director
- 2015-16: Lora Hendricks-North Elementary Tutor
- 2014-15: Candus Muir-Junior High Science Teacher
- 2013-14: Don Stump-Central Elementary Principal
- 2012-13: Brenda White-East 3rd Grade Teacher
- 2011-12: Russ Sojourner-Junior High Principal
- 2010-11: John Knuth-High School Math Teacher and Golf Coach
- 2009-10: Diana Burditt-East Elementary Principal
- 2008-9: Mindy Herd-Central Kindergarten Teacher
- 2007-8: Sarah Myers-East Kindergarten Teacher
- 2006-7: Kay Goble-East 1st Grade Teacher
- 2005-6: Carrie Stedman-Secondary Music Director
- 2004-5: Leesa Waliszewski-Instructional Philosophy Director
- 2003-4: Bobby Silva-Interim TCA President



In this month's **WHY I TEACH: Stories from the Classroom** series, Faith Dincler, Literacy Specialist and Becca Hollmann, 1st grade teacher (both at North Elementary) share with us about their passion for teaching. In addition you will also find information on the last *Beyond the Book Club* study of the year, a graphic on CMAS testing for this year, an upcoming Parent Academy, and a little Titan of the Year history.

The Editor

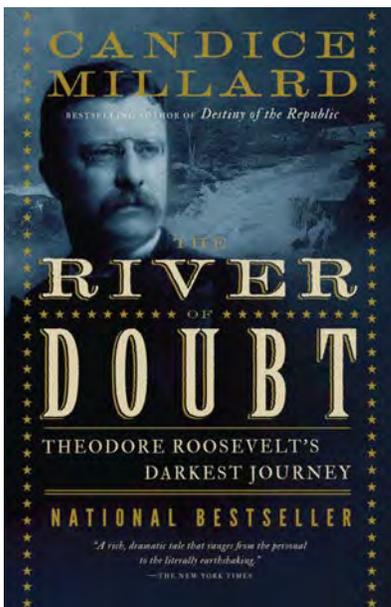


Parent Academy

Mental Health & the Pandemic

On Monday, April 19 at 6:00 pm, TCA will be offering a **Parent Academy** on the topic of **Mental Health & the Pandemic**. Dr. Mark Mayfield will be sharing with the TCA community on a variety of mental health related topics and items of interest to help parents and children during this unprecedented journey. Dr. Sojourner will join Dr. Mayfield during the last portion of the 75-minute session with some pertinent questions we have heard from parents over the past few months. Please plan to join via TCA's YouTube channel on April 19. Look for an e-mail from Dr. Sojourner in the near future with more details and a link to view the session.

TCA North Construction Nears Completion



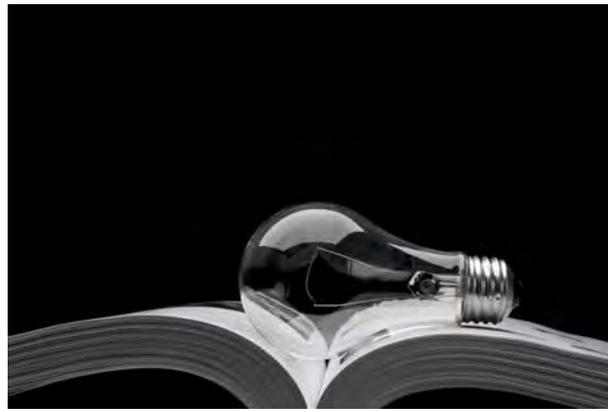
ENGAGING MINDS:

The last of nine **Beyond the Book Club** book studies of the school year will be on **The River of Doubt: Theodore Roosevelt's Darkest Journey** by Candice Millard. The book study sessions last ninety minutes each (and are being held via Zoom this year). Currently, we plan on two sessions for the Millard book on **Tuesday and Wednesday, May 4th and 5th** from 4:30-6:00 pm. Parents are also welcome in our studies. If you'd like to join us for this last title of the 2020-21 school year send an e-mail to wjolly@asd20.org and I'll add you to the RSVP list.

My family has often teased that I became a teacher because I just loved school too much to leave. That's pretty accurate. I do love school...and everything about it! I love kids and their families. I love the teachers who poured into me as a child, as well as those I now call colleagues. I love organization and consistency that cultivates creativity and discovery. I love fresh notecards and new crayons. I love reading books. I love learning! But most of all, I love witnessing others develop a love for learning.

A couple of years back, all of these loves culminated in my return to the classroom as a student myself. I was teaching first grade, and faced a puzzle I couldn't solve. Each year, a handful of kids were not reading at the level we would expect, in spite of all the skills and resources provided to them. I felt that I had done all I knew to do to teach them to read, so this was really troubling! I decided that I had to know more about reading...how we learn to do it, why it's so hard for some, and how to intervene so that everyone can feel successful. I decided to go back to school to study literacy intervention, and became slightly obsessed with brain research. As a result, I happily found myself transitioning from classroom teacher to literacy specialist at North Elementary. Now I get to spend my days working with that handful of kids from each class who aren't learning to read in the typical way, and I marvel at how these kids don't give up! Their entire day feels uphill due to their reading challenges, yet they persevere. I delight in seeing small lightbulbs turn on each day.

Just yesterday, I wrote a "formula" on the board to explain the correct pronunciation of "s" in the final position of a word. If a voiced sound comes before final "s," we read the /z/ sound...or second sound to all you Spalding teachers. If an unvoiced sound comes



before final "s," we read the /s/ sound, which is the typical hissy sound attribute to "s."

It looks something like this:

(-) F s = (z)

() F s = (s)

The kids actually LOVE this stuff! One third grader said, "This looks like science." She's right...this IS science! A second grader commented, "When you really break it down like that, the words make more sense." His friend piped up with, "Thanks for explaining that! This is cool." Well, that's all it takes for me! Watching kids break the code of reading that has previously baffled them is my absolute joy. There is no reason that every one of our students can't read with confidence...and this is why I teach.

Faith Dincler,

Literacy Specialist, North Elementary

WHY I TEACH: Stories from the Classroom

Why do I teach? As I've reflected on this question, I've realized that the answer has evolved and grown over time. My initial reasons and inspirations remain true: Mrs. Stedman, Mr. Knuth, and Mr. Reed. I was fortunate to have these teachers pour into my life throughout my entire high school career. I learned quickly that these influential teachers cared about me. They cared about my academic success in their class, yes. But they also cared about my life, my family, and what was going on in my world - whether it was painful or joyful. It was also evident that each of these teachers was genuinely passionate about their respective disciplines. That passion was contagious, even if their subjects were not among my greatest strengths. On my classroom wall is a photo of the three of them with me at my wedding (I mean, who has 3 high school teachers care enough to come to her wedding over ten years later?). The picture serves as a constant visual

reminder of the person I hope to be for my students. It's certainly different with first graders. I tie a lot more shoes and open a lot more snack packages and containers. But in those normal, every day moments I see their little faces and remember that we as teachers have so much more impact on these young humans than simply teaching them academics. So now that my sources of inspiration got me motivated and started, why do I continue to teach?

I teach for the child who struggles with learning self-regulation and then gradually grows in awareness of her space and voice. I teach for the excitement and curiosity that is so natural at this age and do my best to encourage those qualities. I teach for the times when a student drops his pencil box, spilling all of its contents, while 5 others around him rush to help pick up the mess - because we take care of each other. I teach with a heart of gratefulness for all of the hugs I get from children so ready to love easily. And for the joy of the day - all the way into February - when a child gives me her first hug after months of working at building trust and hoping to make a difference. I teach for the moment when a child who did not know his letter names on the first day of school reads his first complete sentence. When it comes down to it, I teach because I believe that these seemingly small, day-to-day moments capture a deeper purpose - they are helping students to grow and to know that they are loved, seen, and valued. I am constantly grateful for these little people who have been placed in my life and for the amazing coworkers who join me with a common heart and purpose.

**Becca Hollmann,
1st Grade, North Elementary**



These reflections were written prior to this current school year.

CMAS Testing Adjusted for 2021



COLORADO TESTING At-A-Glance



2020-21 State Testing Content Area and Time

| | ELA ENGLISH LANGUAGE ARTS | MATH | SCIENCE | PSAT | SAT |
|------------------|----------------------------------|----------|-------------|----------|----------|
| GRADE 3 | REQUIRED | OPTIONAL | | | |
| TEST TIME | 4h 30m | 3h 15m | | | |
| GRADE 4 | OPTIONAL | REQUIRED | | | |
| TEST TIME | 4h 30m | 3h 15m | | | |
| GRADE 5 | REQUIRED | OPTIONAL | | | |
| TEST TIME | 4h 30m | 3h 15m | | | |
| GRADE 6 | OPTIONAL | REQUIRED | | | |
| TEST TIME | 5h 30m | 3h 15m | | | |
| GRADE 7 | REQUIRED | OPTIONAL | | | |
| TEST TIME | 5h 30m | 3h 15m | | | |
| GRADE 8 | OPTIONAL | REQUIRED | REQUIRED | | |
| TEST TIME | 5h 30m | 3h 15m | 4h | | |
| GRADE 9 | | | | REQUIRED | |
| TEST TIME | | | | 2h 35m | |
| GRADE 10 | | | | REQUIRED | |
| TEST TIME | | | | 2h 55m | |
| GRADE 11* | | | | | REQUIRED |
| TEST TIME | | | | | 3h 15m |

* The SAT Analysis in Science will serve as the Colorado grade 11 science test for this spring only.

Tests are broken down into individual sessions lasting between 50 and about 110 minutes

**Students who elect to take the additional optional essay will add about an hour to their SAT testing time, including breaks.

When will tests be given?

CMAS Tests

CMAS tests in English language arts/literacy, math and science will be administered in one window from **April 12 – May 14, 2021**. Districts may also request an extended test window for ELA and math, only for online testing, due to limited device availability as early as March 22.

College Board’s High School Assessments

Colorado's ninth- and 10th-grade students will continue to take the PSAT, and 11th-grade students will take SAT. The 2021 primary test date for the SAT is **April 13**. Make-up test dates for the SAT are **April 27** and **May 18**. Districts may choose **April 13, 14, 15 or 16** as their primary PSAT test date. Districts may choose **April 27, 28, 29 or 30** as their make-up PSAT date.

- LEARN MORE**
- To learn more, visit: <https://www.cde.state.co.us/communications/resourcesforparents>
 - View all CDE fact sheets: <http://www.cde.state.co.us/communications/factsheetsandfaqs>

03/26/21

From the Colorado Department of Education website. Visit the TCA website or contact your school front office for information on opting out of testing or taking the extra optional testing offerings.

Meet Epimetheus

Named after the Greco-Roman Titan of afterthought who was tasked with creating the beasts of the earth, Epimetheus is the brother of the titan Prometheus (The namesake of our 2020 season robot).

Shooter:
With its curved hood, it guides the power cells at an angle to easily hit the target. It propels them with a falcon 500 motor which rotates AndyMark 4" stealth wheels.

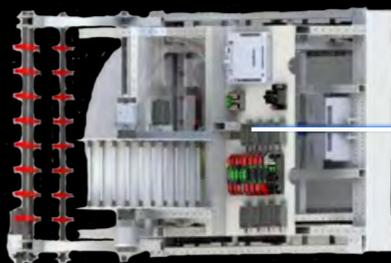
Drive Train:
On each side, there are 3 wheels controlled by 2 motors. It uses AndyMark High Grip 6" Wheels.



Feeder:
As the storage system rotates, Power Cells come into contact with flywheels which move them into the shooter.

Power Cell Storage:
Stores five seven inch diameter power cells. Rotates to feed the Shooter.

Intake:
With its array of 2" compliant wheels, the robot picks up Power Cells from the ground and adds them to the Power Cell Storage.



Electronics Board:
The brains of the operation including a Roborio, Battery, Power Distribution Panel, and Radio.

DESIGN PROCESS FOR SHOOTER

Murderboard:
Team members in small groups come up with independent designs. These designs are presented to the group and are critically analyzed for problems and possible concerns

The best version often ends up being a conglomeration of the most useful parts of the individual ideas

CAD:
The prototypes for the robot are extensively tested in CAD. Multiple prototypes are designed and created using CAD software

Construction:
After carefully building the robot virtually, the designs are implemented using real materials and tools



FIRST
ROBOTICS
COMPETITION
8334

TEA Robotics Team Design

Theodore Roosevelt and Colonel Candido Rondon in December 1913

Quote and image taken from Candace Millard's book *The River of Doubt: Theodore Roosevelt's Darkest Journey* the last "Beyond the Book Club" read of the school year



"Tell Osborn I have already lived and enjoyed as much of life as any nine other men I know; I have had my full share, and if it is necessary for me to leave my bones in South America, I am quite ready to do so."

letter from Theodore Roosevelt to Frank Chapman of the American Museum of Natural History before his journey on the River of Doubt

From a photograph by Kermit Roosevelt.

COLONEL ROOSEVELT AND COLONEL RONDON ABOARD THE "NYOAC."