

March 7, 2017

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Coming Up

Mar 8-15	Book Fair Student Preview
Mar 13-17	Spirit Week
Mar 16-23	Book Fair Sales
Mar 16-26	Book Fair Online Sales
Mon, Mar 20	Book Fair After School Shopping, 3-6 PM
Thu, Mar 23	Ice Cream Social 6:00-7:45 PM
<i>Next Rocket Review on Tue, Mar 21</i>	



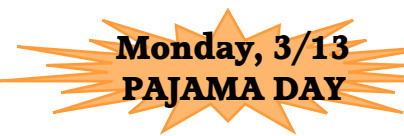
The minutes from the February PTA meeting have been posted on the [PTA website](#).

Contacts

Julie Cho, PTA President
julieheintzcho@gmail.com
 Amy Mahaffey, PTA President-Elect
mahaffey5clt@gmail.com
 Genie Ombach, *Rocket Review* Editor
gombach@gmail.com
 Jen Taylor, *Rocket Review* Editor
taylor8@carolina.rr.com
[How to Submit Rocket Review Content](#)

Spirit Week: March 13-17

Get ready for a week of fun (and laughs!) at PSE! Please remember that regular PSE dress code standards remain in effect, and you must be able to fully participate in class, PE, and recess.



**Monday, 3/13
PAJAMA DAY**

It's Monday – and you can wear your PJs!

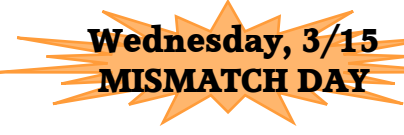
Please keep in mind:

- No sheer fabric, tank tops, or spaghetti straps (and wear appropriate undergarments)
- No slippers or nightgowns
- Hair curlers and stuffed animals should stay home – too many tangles and lost lovable



**Tuesday, 3/14
TIE-DYE TUESDAY**

Show us your hippest tie dye. Think colors and groovy patterns!



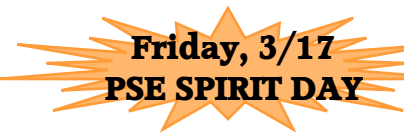
**Wednesday, 3/15
MISMATCH DAY**

Get crazy and show us your most mismatched outfit (please nothing backwards or inside out).



**Thursday, 3/16
FAVORITE TEAM DAY**

Show some love to your favorite professional or college team – or even a team you play on! If you bring a hat, keep it in your bag to wear at recess.



**Friday, 3/17
PSE SPIRIT DAY**

Wear your PSE spirit wear or dress in PSE green and yellow!

Help Return the Missing Pants!!

If your child borrowed a pair of sweatpants or leggings from the Health Room, please be sure to return them to school. We purchased several pairs with PTA funds in December, but now have very few remaining for other children who might need them.



You'll know they are from the Health Room if they are marked "**PSE**" in red permanent marker on the tag or on the back beneath the waistband. **Thank you!**

Send Photos for the Yearbook!

Who wants to be in the yearbook?! Your kids do, that's who!

Please share your photos of them from school-related events for the yearbook! Email them to pseyearbookpictures@gmail.com.

SPRING BOOK FAIR

Student Preview: March 8th - 15th

Sales: March 16th - 23rd

After School Shopping Open to all Rockets:

March 20th 3 - 6pm

Ice Cream Social: March 23rd 6 - 7:45pm

Parents are welcome to shop with their child's class.

Buying Time	Thursday, March 16	Friday, March 17	Monday, March 20	Tuesday, March 21	Wednesday, March 22	Thursday, March 23
8:15 - 9:00	Lynch (2)	Trevisan (2)		Hinton (K)	Simpson (K)	
9:10 - 9:55	Santana (1)	Shelton (1)	Stewart (1)	Mayer (1)	Rice (1)	Safran (1)
10:05 - 10:50	Bubany (K)	Kirchendorfer (K, 1)	White (K)	Aquilone (K)	Bobbins (K)	Bridges (K)
11:00 - 11:45	Hamilton (2)	McMurray (2)	Romig (2)	Chapman (2)	DeJuneas (2)	Baker (2)
12:20 - 1:05	Grabon (5)	Sanford (5)	Shipman (5)	Bernier-Lucien (5)	Blaszak (5)	Fletcher (5)
1:15 - 2:00	Pistorio (4)	Surratt (4)	Nido (3)	Arbo (4)	Columbus (4)	McCrocklin (4)
2:10 - 2:55	Langeland (3)	Langlois (3)	Vick (3)	Adamson (3)	Brown (3)	Horgan (3)

Open 7:45am during Sales. Students must first go to their classroom and get a hall pass before coming to the Book Fair.

Shop the PSE Book Fair Online March 16th - 26th

www.scholastic.com/bf/psefair

Books will be delivered to your child's classroom free of charge.

Interested in helping out?

www.signupgenius.com/go/20f0d4fa5a828a6fct-pspring

Questions? Email Terri Suen-Lee (terri.suenlee@yahoo.com)

Erin Williams (erinmarie607@aol.com)

Michelle Kidd (mishur777@yahoo.com)



Windows Into a Paideia School

VII

Intellectual Coaching

The column of instruction to which Paideia teachers dedicate the greatest amount of classroom time is skill development through

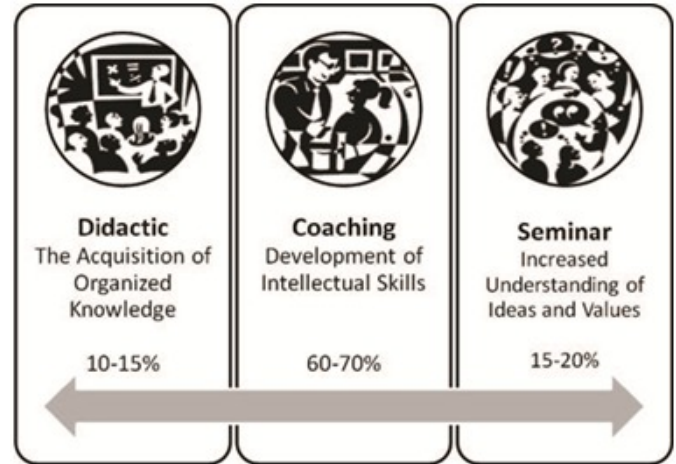
Intellectual Coaching. Coaching produces the skills for learning, and through this mode of instruction the teacher, very much like a coach, demonstrates and then gives supportive or corrective feedback as students practice the skills.

Through didactic instruction, students acquire knowledge (about mathematics, about language...), but it is through intellectual coaching that students learn how to use language effectively for communication, and how to use mathematical concepts and operations for solving problems. "Only to the degree that students develop these skills and form the habit of using them, can instruction in language and literature, mathematics and natural science, history and geography be successful" (Mortimer Adler, *The Paideia Proposal*)

Since what is learned through coaching is skill in performance, the mode of teaching cannot be one in which the teacher tells, demonstrates and lectures. It is more like the kind of teaching that is done on the athletic field by a coach, not simply telling but helping the learner how. It involves quite a different teacher-student interaction than teaching through telling.

Approximately 70% of instructional time is devoted to intellectual coaching by Paideia teachers.

Read more of the "Windows Into a Paideia School" series in previous issues of the Rocket Review: [Windows I & II \(January 24, 2017\)](#), [Windows III & IV \(February 7, 2017\)](#) and [Windows V & VI \(February 21, 2017\)](#).



Seminar

VIII

The column of instruction that has its roots in the teachings of the Greek philosopher Socrates is the Seminar column. When

activity in a Paideia school is focused on this column, teachers and students are engaged in collaborative conversation, known as seminar dialogue, to develop their understanding of conceptual ideas. In this context, students are required to examine the ideas and values within a text, to listen closely to the comments of others, think critically for themselves and speak their own thoughts, as well as their responses to others' thinking.

Within the seminar circle, students develop the ability to:

- Discuss and understand ideas and values,
- Think about abstract problems,
- Resolve conflicts of ideas,
- Apply understanding of new knowledge and skills learned through didactic lessons and coaching,
- Value discussion as a means of learning,
- Value works of art, social sciences and literature as springboards to learning.

Over time, the skills learned in seminar become deeply ingrained habits of teachers and students alike, and become part of every moment of the life of the school.

DECLARATION OF PAIDEIA PRINCIPLES

**WE, THE MEMBERS OF THE PAIDEIA GROUP,
HOLD THESE TRUTHS TO BE
THE PRINCIPLES OF THE PAIDEIA PROGRAM:**

- that all children can learn;
- that, therefore, they all deserve the same quality of schooling, not just the same quantity;
- that the quality of schooling to which they are entitled is what the wisest parents would wish for their own children, the best education for the best being the best education for all;
- that schooling at its best is preparation for becoming generally educated in the course of a whole lifetime, and that schools should be judged on how well they provide such preparation;
- that the three callings for which schooling should prepare all Americans are, (a) to earn a decent livelihood, (b) to be a good citizen of the nation and the world, and (c) to make a good life for one's self;
- that the primary cause of genuine learning is the activity of the learner's own mind, sometimes with the help of a teacher functioning as a secondary and cooperative cause;
- that the three types of teaching that should occur in our schools are didactic teaching of subject matter, coaching that produces the skills of learning, and Socratic questioning in seminar discussion;
- that the results of these three types of teaching should be (a) the acquisition of organized knowledge, (b) the formation of habits of skill in the use of language and mathematics, and (c) the growth of the mind's understanding of basic ideas and issues;
- that each student's achievement of these results should be evaluated in terms of that student's competencies and not solely related to the achievements of other students;
- that the principal of the school should never be a mere administrator, but always a leading teacher who should be cooperatively engaged with the school's teaching staff in planning, reforming, and reorganizing the school as an educational community;
- that the principal and faculty of a school should themselves be actively engaged in learning;
- that the desire to continue their own learning should be the prime motivation of those who dedicate their lives to the profession of teaching.

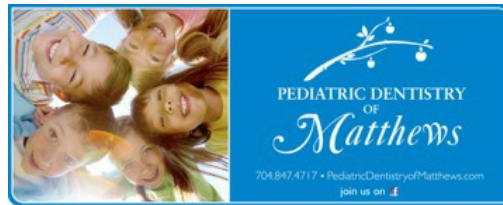
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