

Charlotte Mecklenberg Schools

I had the wonderful opportunity in the summer of 2007 to participate in my first PEAK training. It was a transformative experience. I had just finished my 17th year of teaching and regretted I had not had this opportunity years before. I cringe to think how much better I would be as a teacher if I could have had this training early in my career. My teaching instantly changed for the better and I have spent the last seven years continuing to learn from PEAK how to improve my classroom to support my students in their efforts to gain mastery understanding.

It was at my first training that I learned of creating my assessments to test by objective, grade on mastery learning, and offer rounds of testing as people reach mastery understanding at different times. This year, 7 years later, the district is now mandating this approach. It was at my first training that I learned the absolute necessity of relationship building to reach students that typically struggle in school. This year, 7 years later, we were given a book about relationship building with students. It was at my first training that I was introduced to the work backwards approach to structuring my course so that the students are focused on what is important in the course. This year, 7 years later, we were introduced to this idea in a PD at the beginning of school. It was at my first training that I was introduced to the harm that grades can cause. This year, 7 years later, the district created a grading policy that reflects this understanding of the power of grades to impede the learning process.

PEAK training is hard to describe because it is the art of teaching. It is all things that go into creating the most effective classroom possible. It is not a simple program where you can follow a few steps and implement. The PEAK team understands the challenging reality that teaching is. They understand that each teacher is different and a successful classroom has foundational similarities but might look completely different to an observer. Therefore, there is not a single approach to creating an effective classroom. The PEAK team invests their time and effort in supporting teachers and working in classrooms. Not only are they leading training but they are going into classrooms to coach teachers and work with them to help them improve their students' success.

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Charlotte Mecklenberg Schools

"I teach AP classes and have seen much success since my first training. The most obvious is that the number of students taking AP Calculus at my school has grown from 45 to 185."

PEAK's approach is directed to all students and focuses on what is essential for any classroom to be successful. I teach AP classes and have seen much success since my first training. The most obvious is that the number of students taking AP Calculus at my school has grown from 45 to 185. I attribute this growth to the support the students feel as they wrestle with a very difficult subject. They know that they will be supported as they stretch themselves academically. Just this past week I had the students give me feedback on an assessment they had recently taken. On one of the student's responses they added a p.s. It read "I am enjoying math for the first time in my life." To create an environment where a student is enjoying the class gives me a huge opportunity to have success with this student. I attribute my successes to the many things that I have learned in PEAK training.

If I was scheduling PD for our district, I would start with PEAK. There certainly are other trainings- and good trainings- but none of them have the breadth and depth in regards to creating the most effective classroom possible that PEAK training offers. PEAK provides the foundation. It answers the question "How are we going to do this?" when we assess our data and realize where we need to focus our attention. We absolutely need to bring PEAK back to our district in a more active role across the district.

Bruce Bacon

*NBCT, Mathematics
South Mecklenburg High School*

Charlotte Mecklenberg Schools

Good to Best

By Michelle R. Adams

A 16-Year Veteran Teacher who experienced a Paradigm Shift

It's not about me! There will be more on that later.

Well, *I think* my students like me. Is that really important? I am not supposed to be their friend, I am the teacher. *Right?* What do you mean give my students homework answers? Are you saying that I should provide students with time to discuss homework before I check it and give them a support station too? Don't give extra credit! My students will not pass without extra credit! You mean that I have to take the time to allow my students to retest-maybe even two more times. You are saying that I need to grade by standards not by giving the grade on the whole test. Give students grades of A, B or NY (Not Yet). *Really?* Distributed practice on every assessment? We review just before the test or EOC. When do I have time to do all of this? I have so many other things to do and you are suggesting that I do all of this.

I need your help! No really, I need your help. These are just a few of the doubts that I had when I was introduced to PEAK (Performance Excellence for All Kids). I had been teaching for 16 years and I thought I was working hard and getting my students to learn. Well, I realized that I was working very hard but my students were still failing. I would say "Zero for no homework. I am not going to stay after school and tutor you when you don't work in class and don't do your homework."

I had just received my National Board Teaching Certificate and I regretted that I had not been exposed to PEAK before. I really doubted that it would work but I saw the data of those that had implemented it and they showed improvement. So, I was willing to try. I started by sending a letter to my parents about my new grading procedures and assessments. I began slowly using homework answers and parallel assessments. I eventually incorporated music for my transitions, talk time and movement. My lesson plans changed to reflect incremental development (ID). I became more thoughtful about how I gave my directions one step at a time. My first year that I implemented it my students were 80% on grade level where the previous year they were at about 40%. My teammate in the room next to me increased his scores as well. We worked together which made it a little easier to do the work. Where my students worth it?

(continued on next page)

Charlotte Mecklenberg Schools

*It's not about
me...it is about
student
learning.*

I learned more and more about PEAK. I was fortunate that my school district sent me to the training in Colorado two times. Our district began a PEAK team which I was a part. I actually went to train teachers on a Saturday with NO pay. That is how much I believed in it. I wanted all teachers to experience the joy and paradigm shift that I experienced. I wished that someone had told me about it my first year of teaching. I especially like to share the information with new teachers.

After four more years in the classroom, I interviewed for a position of an instructional coach. During my interview I discussed PEAK and its benefits to students and teachers. I believed this helped me get the job. So I have worked in Title I schools providing professional development (PD) to teachers. Guess what I use in my PDs? You guessed it, PEAK. You know what else? I recently submitted my renewal for National Board. One of my entries was about PEAK.

No more regrets and no more doubts. My regret that I had was that I didn't learn about PEAK sooner. I did get to use it in my National Board this time. I believe that the 6-Keys are the most value lessons to teach to students and teachers. I believe in support stations and express that to my teachers that I train all the time. I understand now how extra credit undermines what you are trying to teach. I know how important it is to teach and re-teach procedures. We all sometimes forget. I realize that mastery learning is what I want. If a student is willing to try, no matter how long it takes, I am willing to coach that student or teacher. I know how to give one step at a time directions. I know how important it is to use Clouds, Sprinkle, Showers, Soak, drip, Drip, DRIP. I believe in unrelenting coaching students and now teachers to success. I don't complain about the amount of work that is involved. It is worth it for students and teachers.

Most of all, I am happy when I walk in a teacher's classroom and I see content posters. I am happy when I see a teaching raising his hand saying, "I need your help." I am happy when a teacher ask me, "How should I break this up to teach it?" I am happy when I can sit in other trainings and say, "That's a PEAK strategy" or That's a PEAK thing. I can lift my head highly and affirm that what I said in my training is verified.

It's not about me...it is about student learning. I could go on and on with this but I am going to end with one of my favorite quotes (a poster on my door) by Spence Rogers, "Our Kids are Worth Whatever It Takes!"

Michelle R. Adams

Charlotte Mecklenberg Schools

Re: Hope all is well

Reminder: AOL will never ask you for your password or billing information.

Subject: Re: Hope all is well
Date: 6/6/2007 4:35:15 PM Mountain Daylight Time
From: claudia.allen@cms.k12.nc.us
To: PEAKLRN@aol.com
 Sent from the Internet ([Details](#))

Well Spence I have some early results 2 of 3 class tested. My lowest class already tested. so far I have 78.37% of the students taking the EOC scoring 3 or 4. I will have some more results by friday morning. My last class test tomorrow afternoon. We will chat soon I will try to get team results before I leave friday.

Claudia Allen
 Social Studies Department Chair
 Lead US History Teacher
 & African American History Teacher

"It Takes A Village To Raise A Child"
 "I Am Therefore We Are, We Are Therefore I Am"

"In compliance with Federal Law, Charlotte-Mecklenburg Schools administers all education programs, employment activities and admissions without discrimination against any person on the basis of sex, race, color, religion, national origin, age or disability."

Reply
 Forward
 Reply All
 Add Address
 Report Spam
 Print

Claudia Allen

*Social Studies Department Chair
 Lead US History Teacher
 & African American History Teacher*

Currently Assistant Principal

Charlotte Mecklenberg Schools

							04-05	05-06	06-07		
*	27	PHILLIP O BERRY	41.5	66.9	21.4	42.7	48.6	20.3	28.0	29.6	47.2
	28	PROVIDENCE HIGH	73.8	81.6	50.0	92.4	92.6	90.8	80.0	86.9	84.2
	29	SOUTH MECKLENBURG	58.6	65.7	51.7	79.8	77.3	48.9	60.1	62.9	36.5
*	30	VANCE HIGH SCHOOL	44.8	43.7	52.4	41.7	62.7	49.5	43.6	46.0	49.6
*	31	WEST CHARLOTTE	29.9	34.8	31.5	39.5	51.6	55.5	23.2	19.6	23.6
*	32	WEST MECKLENBURG	34.2	51.4	55.3	68.8	57.7	88.5	39.2	32.3	58.4
	33	DISTRICT	70.2	71.8	42.4	66.5	71.4	61.3	56.3	59.3	48.8

* Gains earned by four schools beginning implementation.

Spring Independent School District



About SISD

The District serves over 36,000 prekindergarten through twelfth-grade students in 36 schools. Those campuses include three comprehensive 5-A high schools, a high school career academy, six traditional sixth- through eighth-grade middle schools, a middle school of choice that focuses on math, science and the fine arts, one prekindergarten through second-grade primary school, one third- through fifth-grade intermediate school, and 23 prekindergarten through fifth-grade elementary schools. Spring ISD opened its first green school, an elementary school focused on discovery-based learning, in August 2011. In addition, a virtual school offers core-subject and elective courses taught in an online learning environment.

The District is geographically divided into northeast and southwest areas by Interstate 45 and FM 1960. The northeast area, which has a Spring address, includes the Old Town Spring shopping area and Spring High School. The southwest area, which has a Houston address, reflects an increasing mix of residential, apartment and commercial areas. Westfield High School is located in this area. Dekaney High School, which is located just south of FM 1960 and east of I-45 on Imperial Valley Rd., opened in August 2007. There is no incorporated town or city within the District's 57.6 square miles.

The greatest challenge for the district has been and will continue to be rapid growth. Spring ISD's enrollment grew by 17 percent over the past five years including about 1,200 students who came to the district in 2005 after the Katrina and Rita hurricanes.

Today, Spring ISD continues to grow in an urban area of Harris County, located 20 miles north of downtown Houston, which spans 57 square miles.

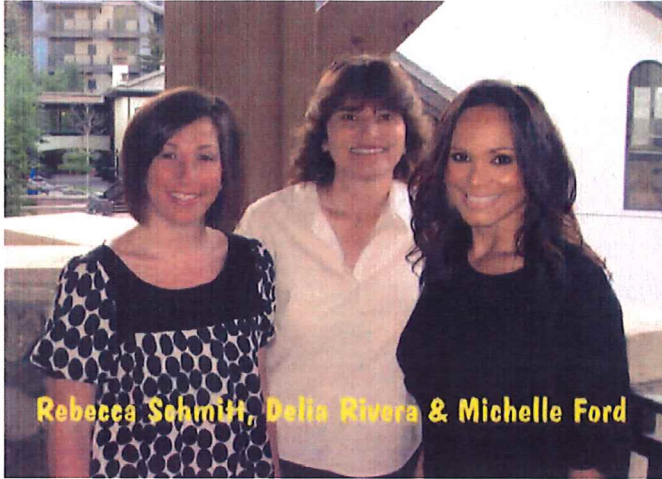
PEAK Involvement:

Spring ISD teachers and administrators consistently attend the PEAK summer institutes in Colorado sending teams to *Teaching for Excellence*, *Advanced Teaching for Excellence* and *Leading for Excellence* in addition to hosting their own summer institutes. Individuals consistently using PEAK tools and strategies are demonstrating gains in student achievement and learning.

16717 Ella Blvd.
Houston, Texas 77090



Spring Independent School District



Throughout the past year I have been fully participating and engaging my students through many of the PEAK Learning ideas and strategies. One area that I have found to be extremely beneficial for my students is to include a solution station on the back of each home fun assignment. In my solution station there is a step-by-step guide on how to complete each math problem. By sending home these solutions it allows me, the teacher, the opportunity to “go home” with each student and continue their perfect practice. I have found that this allows my students to continue to be successful in their learning both at school AND at home. By including the solutions with the home fun assignment it allows all of my students, many who are at different learning levels, immediate assistance. These solutions allow the students to self check once they have completed the assignment, for others it is a tool to refer when they get stuck at a certain point in a problem, and for some it is a step by step process on how to complete the specific problem.

I have found that because I include the solutions with the home fun I have had a higher percentage of students who bring their home fun to class the following day. Many students have thanked me for including the solutions because it allowed them the opportunity to complete the assignment, and also it has provided their parents/guardians an opportunity to help them if they need additional assistance.

I am so thankful for the many learning opportunities that I have received from the PEAK Learning Community.

Rebecca Schmitt

*Burchett Elementary
5th Grade Math*

Spring Independent School District

Jenkins Elementary School

4615 Reynaldo • Spring, Texas 77373

281-891-8300 • Fax 281-891-8301

Spring Independent School District • www.springisd.org

Michelle Starr
Principal

Kim Culley
Asst. Principal

October 13, 2014

To Whom It May Concern,

PEAK Learning Systems is not a onetime event. It is not a strategy. At Jenkins Elementary, PEAK is a way of life. It is a culture that is embedded into everything we do. It is an on-going process of cultivating the best learning practices and utilizing the PEAK philosophy to do what is best for our students. We truly believe, "Our Kids are Worth Whatever it Takes."

As the principal and instructional leader, I focused on the PEAK system to create campus unity. Components that are utilized by every staff member every day are as follows:

- Six Keys (We shape our daily lesson designs around safety, success, love and belonging, freedom and independence, fun and enjoyment and valued purpose.)
- "I need your help" (This universal call for student attention is so effective that after implementing it only four days, I was able to get 800 students attention within seconds at a general assembly.)
- Launch Buttons (This sets students up for success, allowing them to listen to all the directions and know when to begin the task.)
- 28/3 (Allowing students time to master concepts prior to testing has been an effective key in the on-going success at Jenkins.)
- Parallel Assessments (Form A and Form B assessments are created simultaneously when planning all lessons. Systems of intervention / enrichment are in place to support student needs.)
- Deflective Questioning/Directions/Answers (Putting the pressure off individual students, this allows for more risk-taking and team approach to goal setting.)

Spring Independent School District

- Processing Loops (This technique replaces “wait time” as in allows students to verbalize learning and process concepts in a safe and supportive environment.)
- Every, Every, Every (We focus on every student answering every question every time.)

In addition to the PEAK campus initiatives, teachers browse the PEAK books for high yield activities to support lessons. I have observed a plethora of activities throughout the instructional day, such as, *table jam*, *search and rescue*, *cloud-sprinkle-soak-drip*, *copy me teaching*, *defend my claim*, *deuces wild*, *classroom Olympics*, and *table races*. The instructional materials are a great resource for my teachers to assist in building highly engaging lessons.

Finally, Spence and his team are only an email or phone call away. I know that if I have any questions or need any help, they will be there for me. Our partnership has allowed on the spot coaching of my administrative staff and teachers. Having the PEAK team on campus to support professional development, coach, and stay true to the critical attributes of each activity has supported the implementation of the program; thus, positively affecting student achievement. The bottom line is that my students happy and smiling while they continue to reach higher levels of success, my teachers are supported with activities that increase student engagement, and my campus is unified in a positive culture that focuses on doing what is best for our students because, “Our Kids are Worth Whatever it Takes.”

Sincerely,

Michelle M. Starr

*Principal
Jenkins Elementary*

Spring Independent School District

Carl Wunsche Sr. High School
900 Wunsche Loop
Spring, Texas 77373

October 17th, 2014

The purpose of this letter is to serve as a personal testimonial to the direct positive effect on my student's achievement as a result of the training and coaching that I received as a math teacher from Spence Rogers personally and from the team that Mr. Rogers assembled at PEAK Learning Systems.

I have spent my entire 27-year teaching career working with economically disadvantaged students in the Aldine and Spring Independent School districts in the northern suburbs of Houston, Texas and have taught Advanced Placement mathematics (which includes Calculus AB, Calculus BC and Statistics) for most of that time. When I attended my first PEAK training in Vail, Colorado in June of 2008, my enthusiasm for teaching was as strong as ever but I was very concerned about my students' lack of learning and performance on the AP exams that are offered every May. Some students did have success but I knew that they could do better and although I was doing everything that I knew to do, it seemed that their performance had not just reached a plateau but had begun to fall. Additionally, I had very little confidence that there was any worthwhile teacher training that could actually show me something new that I could do which would make a statistically significant difference in student test scores from one year to the next.

Well, let me tell you, I could not have been more wrong! From the moment I walked in the door of the training on the first day, I felt the sense of commitment that Spence and his team had so I figured that I'd give them a chance and I closed my laptop computer and put away my phone. Turns out, I never opened that laptop again or looked at my phone during the training for the rest of the week. Here are just a few of the major ideas that impacted my instruction almost immediately:

- That I needed to spread out my curriculum out more and stop teaching only one single idea each day.
- That I needed to de-emphasize grades and foster learning by using a system of parallel assessment that puts student's focus on achievement and meeting standards.
- That I needed to develop a decision screen for every single class activity using the 6 Keys.
- That I needed to be more patient with my students and realize that due to their low socio-economic background, many of them were beginning the class with much less background knowledge and resources than students elsewhere.

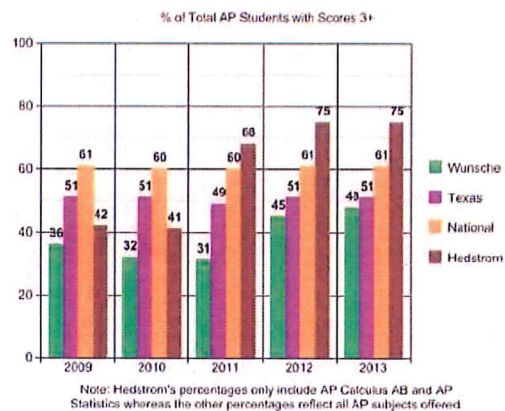
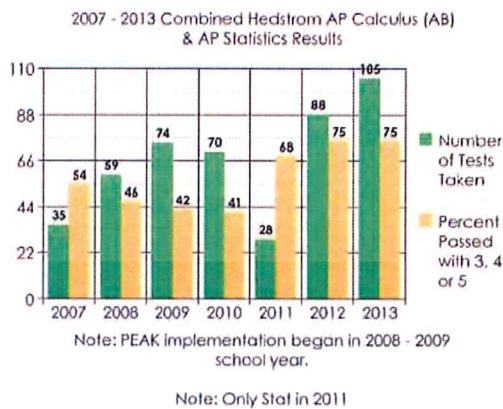
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Spring Independent School District

There are better ways to ask questions, better ways to have students work problems, better ways to ensure that all students are learning and better methods of formative assessment that are particularly effective with low-income students than the ones I was accustomed to using.

The list could go on and on but more importantly than just “informing” me of these ideas, Spence and the PEAK team taught me how to use them by personally visiting my classroom and following up with me in individual coaching sessions. As much as I had to learn, it would be nearly impossible to expect any consultant to help me in a single week’s training but, fortunately for me, Spring ISD made a commitment to invite the PEAK consultant team into classrooms and to come back repeatedly to allow the learning to sink in deeply. If it was necessary to spread things out and repeat them for my students, it was also necessary for me and the follow up from Spence and the PEAK team is just one example of how this company puts into practice exactly what they teach.

To see exactly the impact that the training has had on my personal student’s achievement, consider the graphs on the next page:



I could continue to go on and tell more about the way that learning how to be a more effective teacher has changed my own personal life but I’d prefer to let the focus stay on student achievement and I think the data above speaks for itself.

(Continued on next page)

Spring Independent School District

The best teachers on my campus and many of the star teachers I have worked with in the District directly credit PEAK for impacting and influencing their practice.

Bob Thompson

Principal

Carl Wunsche Senior
High School

Spence Rogers and the consultants on the PEAK team are the greatest teachers that I have ever met and I will be forever grateful that Spring ISD had the vision to invest in training and that Spence Rogers had the vision and guts to leave the classroom where he was comfortable, loved and highly successful and enter the world of educational consulting. When I think of what Spence and PEAK have done, I am reminded of a popular Christian song called, "Do Something". Some of the words of that song go like this:

- Live like angels of apathy who tell ourselves
- It's alright, "somebody else will do something"
- Well, I don't know about you
- But I'm sick and tired of life with no desire
- I don't want a flame, I want a fire
- I wanna be the one who stands up and says,
- "I'm gonna do something"

Spence Rogers is a man who stood up and said, "I'm gonna do something" to help kids in poverty by teaching their teachers how to get better. He did it with me and continues to impact many others around the country every day.

Sincerely,

Erik Hedstrom

Spring Independent School District

October 18, 2014

. I was ecstatic when 100% of my juniors passed the Exit Level state test, 3 years in a row.

Not only did every one of my students pass the test, which was required for graduation, but 60-78% scored commended over the years. Last year, the students moved over from TAKS to the EOC/STAAR exam. Only 2 of my students were not successful and one of those students only missed the passing standard by one question.

I attended my first PEAK institute in Vail, Colorado, June 2009. At the time I was in the middle of a transfer from Claughton Middle School to Dekany High School in Spring ISD. Previously, I received great appraisals from my administrators and was serving as Social Studies Department Chairperson, Lead Mentor, and US History team leader. Before PEAK, 95% of our 8th graders passed the state test (TAKS) and 50% scored commended. For most people, this was quite an accomplishment. For me, I wanted to become a better teacher for my students.

I was extremely ambitious following my PEAK experience and I returned to my classroom, in a new building teaching a new grade level, trying as many "new things" as I could (support stations, strategies, PEAK lesson plan, supply stations, parallel assessments, delayed testing, and music just to name a few). I saw immediate results. Dekaney High School was not an easy campus and relationships were essential. Using my new PEAK tools, I found it very easy to form positive working relationships with my students and I had very few classroom disruptions. In fact, each year my number of discipline referrals dropped until I eventually had zero student referrals.

While relationships are important, most people are more interested in scores as measures of progress. I had always had what most considered very good state scores but, after PEAK, they soared even higher. I was ecstatic when 100% of my juniors passed the Exit Level state test, 3 years in a row. Not only did every one of my students pass the test, which was required for graduation, but 60-78% scored commended over the years. Last year, the students moved over from TAKS to the EOC/STAAR exam. Only 2 of my students were not successful and one of those students only missed the passing standard by one question.

I have been a devoted PEAKer since 2009. Some people question why I attend trainings year after year. My response to those who question it is, "Why aren't you attending?" Even after all of these years, I learn something new each time I work with the PEAK coaches. I have never stopped learning and I never plan to stop being a PEAKer.

Sandy Thornberry

Social Studies Teacher



About PSD#1

Pasco School District is the heart and centerpiece of one of the fastest-growing communities in the nation. According to the most recent U.S. Census report the Tri Cities was first on the list of the fastest growing metro areas in the U.S. from April 1, 2010 to July 1, 2011 and Franklin County was the fifth fastest growing county in the nation during the same time period. Since 2000, enrollment has increased by more than 8,000 students to 16,614 - 91%, or an average of about 600 students a year - enough students to open a new school annually.

Pasco School District has 20 school campuses: eight elementary schools (K-5), four elementary schools (1-5), one early learning center, three middle schools, two high schools, one alternative high/middle school, and one Science, Technology, Engineering and Mathematics (STEM) high school. One early learning center, one elementary school and the new Delta High School are currently under construction and are set to open for the 2015 school year.

PEAK Involvement:

Pasco teachers and administrators consistently attend the PEAK summer institutes in Colorado sending teams to *Teaching for Excellence*, *Advanced Teaching for Excellence* and *Leading for Excellence* in addition to hosting their own summer institutes. Individuals consistently using PEAK tools and strategies are demonstrating gains in student achievement and learning.

1215 W. Lewis Street
Pasco, WA 99301

Pasco School District #1

Spence- Consider this my early Home Fun for this PEAK session. You always ask us for reflection, so here it goes.

So this is my 9th year (I'm guessing 9 because I really cannot remember) attending a PEAK Institute, and I have to say that each time I attend I leave with at least one, if not several, new ideas.

The first time I attended PEAK I was very highly cynical, at least for the first 3 days. I questioned a lot of things- "what is this Kumbaya crap and what did it really have to do with me?" At some point during the 4th day, while you were drawing a comparison of good teaching with good "Coaching", I began to look at things through a new lense. At the time I considered myself a successful and highly competitive Head Wrestling coach. Each year I was able to get kids who were talented wrestlers to the state tournament. I was also somehow able to get kids who may have never wrestled before their 9th grade year to compete and be successful at the varsity level. A few of these wrestlers even participated in the state tournament. Spence, you somehow saw how cynical and competitive I was (maybe because I openly and blatantly expressed it). In a meeting you and I had you asked me questions. "Are all of your kids exceeding standard? Have they ever met standard? Do you expect that by you continuing to do things the same way that every other teacher they have ever had and failed has done will cause them to be successful? How competitive are you really? Are you competitive enough to accept a challenge?" I couldn't back down. I had to accept. So I asked what the challenge consisted of. Your challenge to me was to take everything I knew about being a successful coach, all the methods I used to develop skills in my wrestlers, all the strategies that I used to develop low skilled wrestlers into moderately skilled wrestlers and highly skilled wrestlers into state participants, and apply these methods that I used in the wrestling room to the classroom. Being as competitive as I am, I could not turn down the challenge.

At the time my classroom assignment was teaching Algebra to the "lowest of the low" 10th grade students. These were students who had never passed a state assessment. In fact it was highly unlikely they had ever passed a chapter test in the years previous to me getting them in class. My administrator at the time challenged me to take on a pilot group of 32 of these low, low, low students, do some "non-traditional" things with them and get them to pass the WASL (State 10th grade standardized test) in 1 year. At first I had my doubts about their success, but being as competitive as I was I decided that I was not going to fail. I was not a "Foo-Foo Activity"-type person at all. I'm still not. I don't like the singing and dancing. Or the games. I knew I could not successfully implement these things, at least right away. I chose to implement a few new strategies (i.e., Delayed testing combined with Distributed Practice, Deflected Questions and Directions), combined with a few "Big Ideas" such as 28/3, the 6 Keys and 100%/100%, 100%, and do it with fidelity. I struggled with a few of the things I attempted, but

Pasco School District #1

got some "just in time" support, made modifications, and stayed the course. In the end we saw achievement skyrocket. 25 of the 32 students passed the class- the first math class many had passed since elementary school. In addition, we were able to see 26 of the 32 students pass the WASL. They met standard. Again, students who have never passed a state assessment before that year now passed the state test.

After that year, I attended PEAK again, learned more about the strategies and ideas that seemed to work for me, implemented them into my other classes, both remedial and high level. Each year there was a much higher success level then before I attended PEAK.

Every time I attend PEAK, I reflect back to my first experience in the Institute and think about the 3 huge, important things that I didn't even realize until a year later. They are as follows:

- 1) It is true. I could not continue to do the same things that other teachers have done for the kids who have always failed, or the kids who arrive to us with skills which are below grade level, and expect different results.
- 2) If my best teaching efforts are with my athletes (in other words, if my best teaching strategies are used teaching my wrestlers how to get better), then I'm really cheating the kids who I have been hired to serve- the ones in my classroom.
- 3) I don't have to like or do all the "foo foo" stuff in order for my kids to be successful. I didn't use that stuff with my wrestlers. I didn't use that stuff with my own kid. I just needed to figure out how plan strategic instruction, modify what I was already doing, filter through the 6 Keys and "Coach in the Classroom".

Lastly- 26 out of 32 sounds successful. But I'm too competitive. And these were now "my own kids". Not good enough. A good coach and knows that we strive to be outstanding. And it is through those efforts which success surfaces. So after going back to the drawing board, and continuing to work with the students who did not pass (28/3, Unrelentless coaching until all standards are met, Coaching students as if they were our own kids), eventually they all successfully met standard on the WASL.

So....Thank you, to you and the PEAK team, for sharing your knowledge, expertise and experiences with us. I look forward to continuing to learn more about how we can best serve our kids.

Brian Bates

*Assistant Principal
Chiawana High School
(former mathematics teacher)*

Pasco School District #1

We saw a higher pass rate in classes where the PEAK philosophy and strategies were being implemented. I don't have exact numbers but these were the teachers that our counselors counted on when they placed kids they knew might struggle. Like grades, we saw an increase in EOC scores where these strategies were being used.

Students were always more engaged and excited about their learning in PEAK classrooms. They were eager to tell me what they were learning and would show me their knowledge folder for evidence of what they learned. One student came in to see me one day in tears that they had let their teacher down. This particular teacher believed in relationships and that it was her responsibility to do "whatever it took" for kids to learn. She had apologized to the student for the F he received. She explained to him that she must have not met his needs in terms of the keys and pledged to him to work harder next time. He came to let me know that he was going to start working much harder for her.

As a building level administrator, I had teachers tell me over and over again that PEAK was the best staff development they had ever had. I watched it literally change the instruction that was going on in classrooms and the attitude of the teacher. Even those who started out skeptical but got talked into trying one or two things became a convert when they saw the difference even small changes could make in student engagement and motivation. As a regional director of school improvement, I have been told by teachers and administrators from several districts that it has made a big impact on the learning in their classrooms. The advanced training took many teachers who had been to several PEAK institutes to the next level. One teacher sent me an e-mail that said it had changed her life. She had been to PEAK several times but the advanced training that forces you to look at your blind spots helped her see where she needed to make tweaks.



Teri Kessie

*Director of Student & School Success
Pasco School District #1*

*One Team...Helping all students realize their
dreams and aspirations...We are ESD 123!*

Chiawana High School PEAK! Partner State Farm Agent Vladimir Krinitsyn donated gift cards which are awarded to students who are recognized in the areas of school spirit, making outstanding gains in the classroom, contributing to the community, and by doing the right thing. Students are nominated weekly in each category and at the end of the month a drawing is held with certificates and prizes. Pictured above are this month's winners along with State Farm representative Lori Cortez and Assistant Principal Bryan Meredith.

Various schools, teachers, students and parents



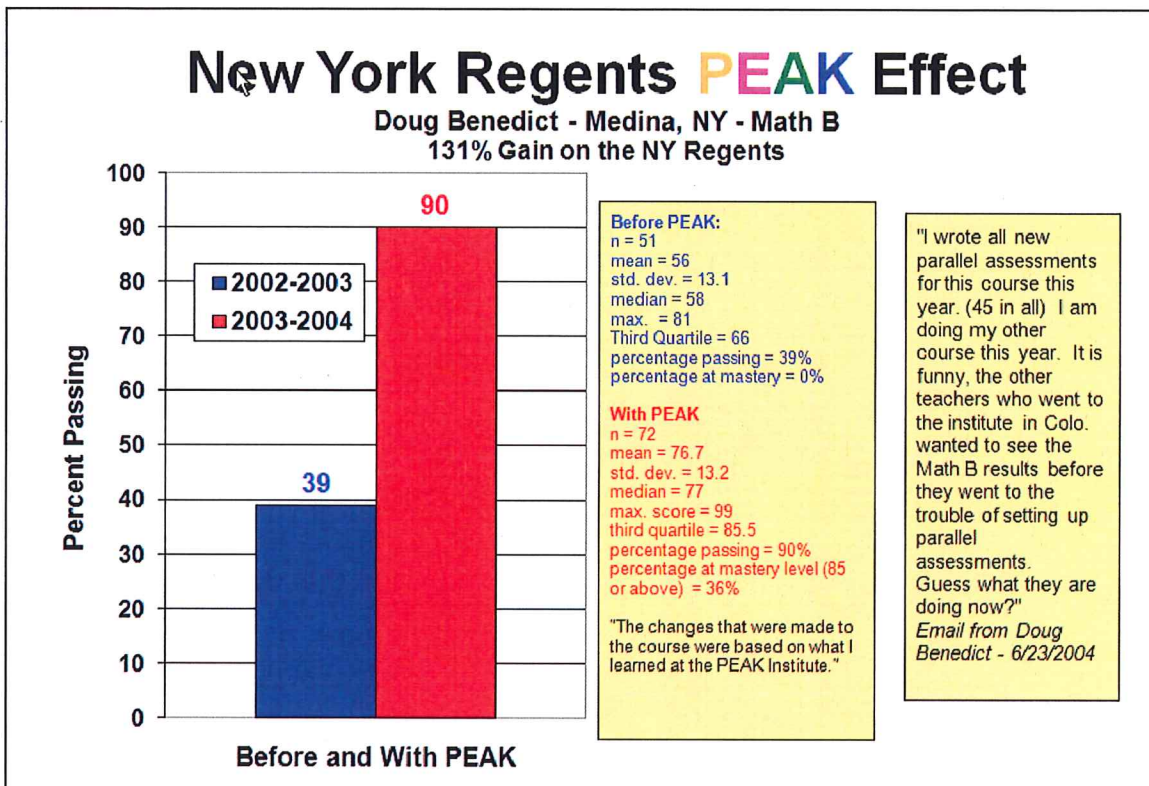
**Results from
teachers, parents,
and students
from various
locations**



Various schools, teachers, students, parents

Doug Benedict

The following shows a study of the longitudinal impact on the New York Regents' Exam for a high implementing teacher.



Various schools, teachers, students, parents

131 % gain in students passing the rigorous New York State Assessment.

I struggled with the best way to assess student learning over the first few years of my teaching. When parallel assessments were first shown to me at a PEAK Institute, I was convinced that this would be the best way to be sure students were learning what I wanted them to learn. Through further research I was shown that it works. In the first year of implementation, the results were far above my wildest expectations. (131 % gain in students passing the rigorous New York State Assessment.) The point that I like the best is that a student can't give a half hearted effort on a topic because it is hard, and then give up. If they don't understand, they get more instruction, more practice and are re-tested. Another point that I like is that being able to ask more questions on a topic helped them see more questions asked in different ways using each learning objective on each topic. The bottom line is that it works and I will never go back to the old way of testing again. In fact, I am reformatting my other class this year and other teachers that attended the PEAK Institute from my school are reformatting their classes as well.

I implemented a "Knowledge Board" in my classroom last year. It made such a great difference in my student's confidence and results. Even though they needed to know the formulas that they had on their 'safety net' (a.k.a. Knowledge Board), the students did better on their unit tests. **Additionally, they performed better on their Regents Exams using formulas than ever before (without the use of a knowledge board).**

The tools I learned to use at The PEAK Institute helped my students score higher on the New York State Math B Regents Exam. There are many school districts in our area that have passing percentages near our first year's percentage of 40%. Our second year passing percentage was 90%. There are very few schools in our area that have many students scoring at a mastery level (85 or above), however, we had 36% score at that level. With the PEAK systems I implemented in my classroom last year we had almost as many students score at mastery as we had pass the year before.

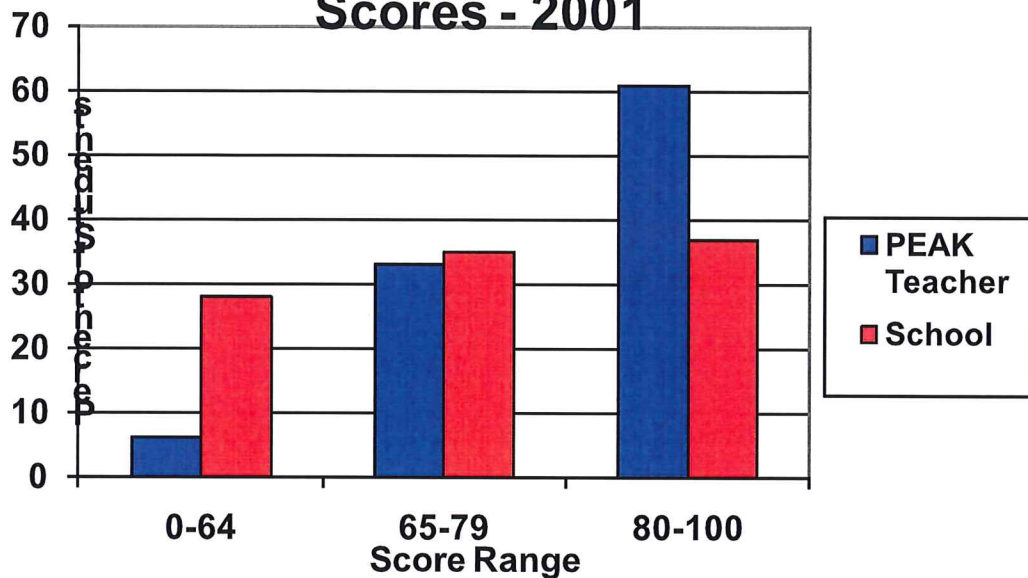
Doug Benedict

*High School Mathematics
Medina High School, Medina, New York
September 2004*

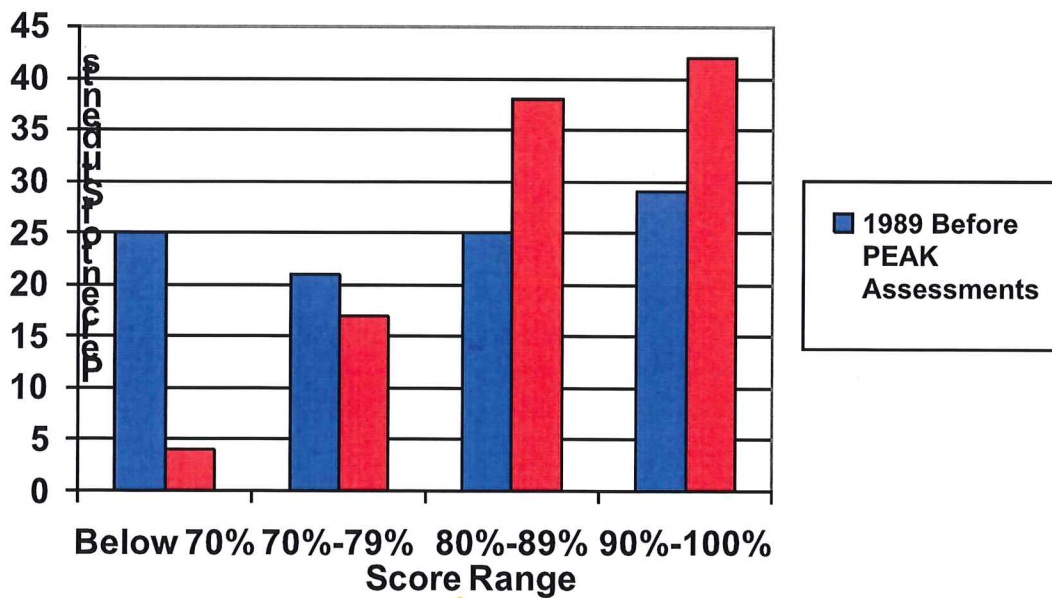
Various schools, teachers, students, parents

Doug Benedict

PEAK Teacher's NY Regents Scores - 2001



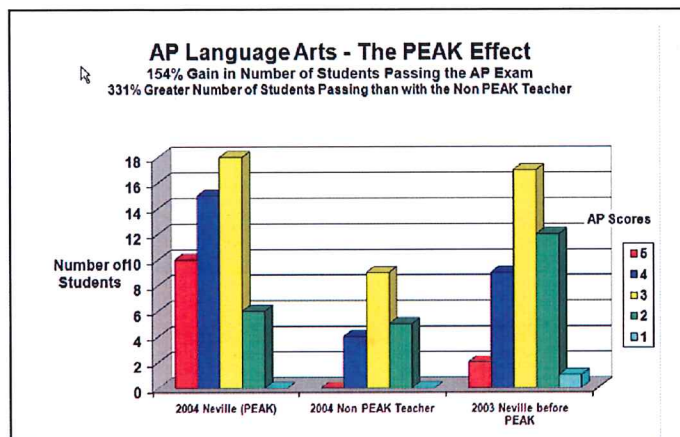
PEAK Teacher's NY Regents Results



Various schools, teachers, students, parents

AP English

Below is a chart showing impact on AP English results with a PEAK Implementing teacher using an longitudinal study.



Since implementing the PEAK model into my classroom, I have seen phenomenal improvement in student achievement with both my at-risk learners and my A.P. Students. In fact, enrollment has more than doubled in my Advanced Placement Literature and Composition classes. This past year, nearly 88% of my students who took the exam passed, the majority with 4's and 5's, scores never before reached in my department. I credit this student achievement explosion to elements of the PEAK model, including creating a classroom environment that fosters learning, using knowledge walls, teaching by objectives and assessing learning until mastery through use of parallel assessments. This model has made a phenomenal difference in my students' lives and in my life as a teacher and a parent.

Reba Neville

*Language Arts Department Chairperson
 Memorial High School, Eau Claire, Wisconsin
 September 2004*

Various schools, teachers, students, parents

Teacher Data and Comments

Hello Spence!

I was one of the Lyndonville teachers who attended the Peak training in Lansing this summer.

First of all, let me begin by sharing how much I enjoyed the training. Some of the days were a little long, but it wasn't until I got back to school that I realized how much I had learned and how much of what you shared really stuck with me.

Going into the training, I wasn't sure what to expect or how what I learned would be useful in my classroom, as I am a music teacher. However, I have found that I have been using several of your strategies in all of my classes, every day. The greatest evidence for me that what I learned works in my classroom is that my students are far more well-behaved than they have ever been. I don't necessarily attribute this to a change in them, as they are mostly the same students I have had for a few years. I have been using strategies like launch buttons, deflected directions, music, posters as drips, one-step processing, total directed learning, having a class scribe, moving while learning, choral repetition, question cards, old, new & future stuff, and managing by time to name a few. While my classes certainly aren't perfectly quiet all of the time (I would never really want them to be in a music classroom), when I put my hand up and say "I need your help" my students generally respond very quickly. When they don't usually one of their friends will say "Hey! She needs your help!" It's actually pretty amusing to see! When I manage by time, I have noticed that some of my lower-level students look a bit relieved to be able to stop and not just sit there wracking their brains for what to write or do next.

My job and my discipline are a bit different from other teachers because I teach a very hands-on, activity-based subject to all twelve grades. That said, your strategies have worked for me at every grade level. I honestly have felt more successful at the beginning of this year than I have at the beginning of all of my other years of teaching thus far. I feel like (I hope they feel this way) my students feel like they have more freedom to now be themselves in my classes. If I feel like they need a minute or two to talk or process something, I don't hesitate to say "When I say go, talk to your neighbor about..." and now have very little problem reeling them back in.

I'm not sure if this is what you were looking for, but I hope my feedback was helpful. Please let me know if you have any questions or would like any more info. Thank you so much for a great week of training. I hope that I have the opportunity to attend again or at the next level.

Have a wonderful weekend!

Jennifer Neroni-Trupo

*Vocal Music & Elementary Arts Teacher
Elementary & High School Musical Director
Lyndonville Central Schools*

Various schools, teachers, students, parents

*I feel
successful.*

Hello,

I feel this year is off to a great start! I have been a teacher for 20 years, and I have a renewed enthusiasm and focus this year. I am trying to implement a great deal of the strategies I learned from PEAK and it has created a positive learning environment. This year we have changed the framework of third grade and I am teaching math and Social Studies to two classes. Just to name a few of the tools and strategies I am using include a Launch button, Music, Supplies within reach, Chairs facing front, Talk about it, Caution, Cloud, Sprinkle, etc., 28 interactions, Deflected Directions and Responses, Mastery for achievement, Support Stations, and many others. I do not have data to prove success but I feel successful. These particular classes were a major struggle for last years teachers. There were frequent behavioral referrals, a great deal of negative attitudes and behavior, and many challenges. I hope that I can live up to "Our Kids are worth whatever it takes!" Thank you for your inspiration!

Joanne Suhr

*Teacher
Lyndonville, NY*

Hi Spence,

I will send to this my teachers as well where they can offer their input, as their feedback on their experience this past summer was incredibly positive.

We intend to turnkey the strategies throughout the year, and do plan on sending more next summer. I will say that my teachers came back excited and ready to share the strategies with their colleagues, and plans are underway as we speak.

Jason A. Smith

*Superintendent of Schools
Lyndonville Central School District*

Various schools, teachers, students, parents

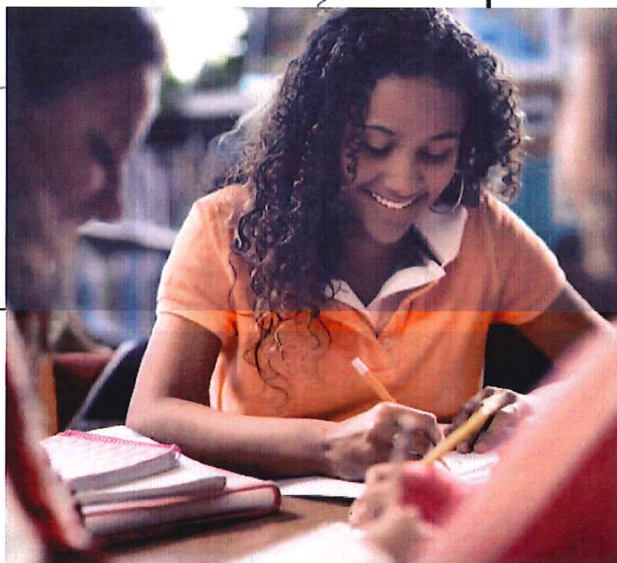
Spence Rogers' Student Comments

It really gets me mad, very often. I hate to get problems right to get any credit for this class. I have to learn to be able to pass this class. It offends me, but if it wasn't here I wouldn't learn. I guess I really need it.

It's great because you got to learn something - like it or not!

My first impression ... (of it)

was that it was just a way of taking it easier on us & giving us room for more mistakes. Now I have to change my viewpoint because I find myself spending more time than ever ~~on~~ in math and I am learning more than ever as well. I can't find fault with that.



Various schools, teachers, students, parents

Spence Rogers' Student Comments



Thank you for a wonderful program that taught me more than algebra! The program taught me how to expect success from myself. I just want to Thank you again! I hope the program will be available to help more people like me.

A note of appreciation to thank you for your thoughtfulness.

Thank you so much
Keriy Hyatt.

Various schools, teachers, students, parents

Teacher Data and Comments

I just wanted to take a few minutes to update you on the “positive effects” in my classroom caused by my experiences in the workshop you arranged with Spence Rogers. I have focused on implementing one new practice in my class that I had not previously used. I set-up knowledge walls made by students working in small-group learning centers of Chemistry-information-bricks that students write from the vocabulary they need for effective reading. The students read together in small groups, decide the best “wall-content” and crosscheck the wall contents to assure quality of information and lack of duplication. Interestingly, they take their academic responsibility for the quality of information very seriously! This inter-group responsibility has proven to be a great stimulus to high-quality learning. This has greatly amplified the amount of time-on-task for active reading of their content information in the Chemistry textbook.

We are currently working on chemical bonding and reactions having just completed atomic structure including electron configuration, energy levels, and valence electrons of atoms. So, now that we are at a critical phase of learning in our year, this workshop could not have been done at a better time. By placing up our knowledge walls I have seen an absolute burst of positive energy from my students. This is equally true for my high-end academic producers in AP Chemistry, and the students that I teach who struggle to complete tasks that are required in the curriculum.

I have five periods a day of *happy* active learners including my regular Chemistry, Honors Chemistry, and AP-Chemistry classes. I will send you some snap-shots of our knowledge walls, and some happy and productive students. Please thank Mr. Rogers for me and pass along this information to those stakeholders who have helped us in this effort.

Sincerely yours,

George H. Yoakum, PhD

*Chemistry Teacher ORHS
December, 2004*

Various schools, teachers, students, parents

Teacher Data and Comments

“...using “Spence and PEAK” strategies...my kids tested much higher on the NWEA MAP test than any other 6th grade math teacher in the district. Just thought I would share that!”

Thought I would take 30 seconds and brag a bit! (Sorry! Just thought you might appreciate this!)

I was thrown back into Math this year...after a three year hiatus...for one year. (I taught both regular and Pre-Algebra!) Anyway, using “Spence and PEAK” strategies...my kids tested much higher on the NWEA MAP test than any other 6th grade math teacher in the district. Just thought I would share that! (It didn’t sit real well with the math teachers who have been teaching for 10 years or so...and told me that allowing kids to retest was not a good idea. Nor did it sit well with people who told me that spiraling review questions at the start of every class was a waste of time.) ☺

Also, I won Chaska Teacher of the Year...second time in 5 years. (2 HS, 3 Middle schools, 8 elementary schools...and a kindergarten center!) It’s rather humbling...but nice to be recognized also.

Okay...enough bragging...just thought I would share the testing! It made me feel pretty good!

Tell your folks hi!

Mary Perrine

*District 112
Minnesota*

Various schools, teachers, students, parents**Teacher Data and Comments**

***96% of all of my
theatre students have
passed the FCAT on
their first try.....how's
that for a smile-
maker?***

Dear Spence,

I cannot begin to tell you how much I am enjoying this school year thus far. I am convinced that the completion of parallel assessments for my Into to Theatre class will not only ensure the success of ALL students (as my past numbers have indicated)...but will help me to continue to build my program - which is now the second largest in our district. The best compliment I can give is the fact that my Visual and Performing Arts colleagues are so impressed with what they are seeing that we are now looking at the beginning work for parallel assessments to be added to the TV Production classes, the Drawing and Design, Music Theory, Music Appreciation, and Pottery classes. A monumental task to be sure....but one that we believe so strongly in that it has galvanized an entire academy. I cannot attribute any of this to anything except my introduction and belief in the PEAK system...and your follow-up and willingness to help all kids be successful. Oh, by the way, because of the PEAK strategies.....96% of all of my theatre students have passed the FCAT on their first try.....how's that for a smile-maker?

Kerry Price

*Language Arts
Orlando, Florida
September 2004*

Various schools, teachers, students, parents**Teacher Data and Comments**

"...our students achieved the highest math scores in school history."

"This year we were able to close the gap completely!!!"

I hope this finds you both doing well. I have had a fabulous year, and I own much of it to you. Here is a quick success story...

I was able to get my partner teacher to commit to several strategies from this past summer's institute. We totally changed several parts of our already successful math program. At times we felt like the blind leading the blind, and we weren't sure if we needed to jump ship. However, we were having fun and so were the students, so we stayed the course. We didn't focus on standardized test scores or test taking strategies, which totally guided our way in the past. Last week when the results came back, the math grades were higher than any other subject in our school. In fact, our students achieved the highest math scores in school history. However, that's not the best news. It wasn't very long ago that we had 30 - 40% differentials between "white" students and their Economically Disadvantaged peers. This year we were able to close the gap completely!!!

Thanks again, and see you this summer in Steamboat.

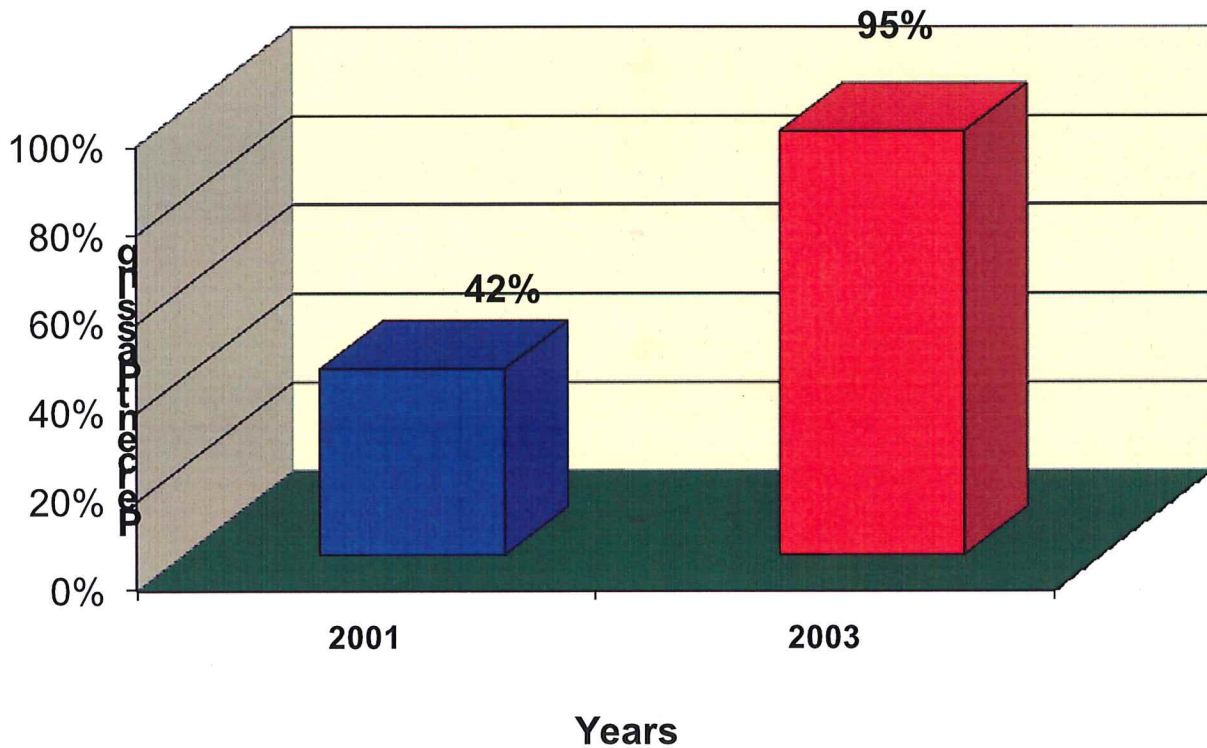
Justin Richardson

Valleyview Junior High

Various schools, teachers, students, parents

Teacher Data and Comments

Passing Rates Before & After Chris Fisher -- Milton Hershey School , PA



Various schools, teachers, students, parents

Teacher Data and Comments

After implementing PEAK strategies in my classroom, including parallel assessments, I found a 5% increase in both my EOC test and overall semester grade scores, each semester when compared to the previous year. I am looking forward to even higher gains this year, as I improve my implementation of these strategies. More importantly, kids are being held to a higher standard of learning and performing at a higher level.

I can also tell you that use of music, launch buttons and "need your help" have collectively improved my classroom management. The more consistently I use such techniques, the more responsive the students are and I can get more done in one class period.

The use of content posters and small introductory discussions of content (Clouds & Sprinkles) prior to the unit of instruction has made the teaching of the "regular unit" much smoother and more accessible to students. And students continually comment on how helpful the continuous review & reinforcement (Drips) have improved their learning.

Judy Wages

Science Teacher

PEAK training is changing the face of education.

Students are allowed to be human and have human needs.

PEAK works for everyone because it is a customized tool box, and not a strict set of rules that have to be followed.

Cherie Eaton

Various schools, teachers, students, parents

Teacher Data and Comments

I would not want to go back to where I was in my instruction process previously.

In reference to what has been occurring in my classroom as a result of Deborah Kellogg's training and guidance I have seen some distinct results.

Students are increasingly motivated by the scaffolding of instruction. The process has prepared them for their assessment phases which have been virtually remarkable. Students have bought into the process which has found us instructing and assessing by objectives. I have seen 91% of my students master objectives by testing and re-testing in the format that we are using.

I have a couple of students who are having trouble with one of the objectives and when I explained to them that they would be graded after the process of re-testing they vocalized a "Thank you" to me for not posting a grade on their assessment, with the understanding that they would be given ample time to master the objective.

I have seen a noticeable success in classroom practice and homework in terms of students seemingly learning more quickly and thoroughly the objectives as lessons develop, practice is incorporated, solution boards are implemented, and students respond eagerly. I have had far less questions from students who in the past would ask for help without putting any effort on their own to even attempt to try to solve problems. This process has increased peer collaboration and the results are indicative both in work output and assessment success.

For me as an instructor, I have found the process to be exhilarating. It has definite purpose. It has me focused on real instruction and finds me feeling much more effective for the success of my students. I would not want to go back to where I was in my instruction process previously.

Richard White

*Statesville High School
Iredell-Statesville School District
October 14, 2014*

Various schools, teachers, students, parents

The change in our department, our hallway and even our school already is incredible.

Currently, I am working in a small school district north of Charlotte is a low-performing urban school. The encouraging part at the moment is that I am mentoring 2 lateral entry math teachers and they have adopted the strategies whole hog. The change in our department, our hallway and even our school already is incredible.

I taught at Atkins School of Pre-Engineering for 4 years. When I arrived, our proficiency rate was at 18% in Algebra 1. We were 98% African American and Hispanic. We were over 80% free and reduced lunch and our students had a median income of \$18,000 less than any other school in the county. Winston Salem is in Forsyth county - right up the road from Greensboro. I wish I had the data because I know that one year we had the highest growth for AA males in the state. We were making incredibly progress, but they closed our school and bused our kids out to make room for a STEM school.

I, at one time, had an incredible email from the Superintendent of Winston-Salem Forsyth County Schools which I had forwarded to you. He had come to observe me because county personnel were complaining about my methods not being consistent with others in the county. He ended the email by saying that he wanted me to train all math teachers in the county. He responded a couple days later saying that the other teachers were not open to such, but that he wanted me to feel free to continue being a "Maverick" and excused my students from taking county benchmark tests based on the pacing guide. It was a huge victory for my kids. He sat with them in class and worked with them for the full 90 minutes. I was so proud.

Debbie Kellogg

*Statesville High School
Iredell-Statesville School District*

Various schools, teachers, students, parents**Teacher Data and Comments**

The methods that you use were the most logical, non-coercive, student centered, and effective that I have witnessed in my entire 35 year career in education.

Spence,

Here is a written statement from my former principal Doug Gerringer, Atkins School of Pre-Engineering. I asked him to write what he remembered to be the impact of PEAK at our school.

I have been retired for three years and therefore like you I don't have access to the data anymore. However I do know that the School of Pre-engineering had the highest growth in algebra one of any school in the district and since you were the only one teaching it that had to be you. I also know for a fact that there was tremendous improvement in student discipline ,student engagement, and student responsibility your classroom as compared to other classrooms. I know that Leslie Thomas who was the best science teacher I've ever seen, borrowed heavily from your methods and depended on you for advice. I vividly remember the parent who came over to see what her son was doing. She was angry with him and her intention was to catch him goofing off in school. I quietly walked her around to your classroom where he happened to be at the time and he was so engaged and working hard that the woman was ready to cry. The methods that you use were the most logical, non-coercive, student centered, and effective that I have witnessed in my entire 35 year career in education.

Doug Gerringer

*Former Principal
Atkins School of Pre-Engineering*

Various schools, teachers, students, parents

Teacher Data and Comments

It is easy to spot teachers who have been exposed to PEAK training, especially if they have invested themselves in its application. Their classrooms are orderly without being stiff, student centered but purposeful and productive in relation to learning. Students “buy in” to the activities and engage themselves – essential for learning to take place. There is an atmosphere of cooperation and collaboration as students work together and support one another in a positive fashion. Teachers and students act as a team, focused on the challenge of learning with shared goals. I have found that PEAK changes us in ways both obvious and subtle. I wish I had the means for all my teachers to benefit from sufficient training and support in these approaches to implement them authentically – I believe that students would benefit greatly, teachers would be more gratified in the work they do, and the overall impact on classroom and school climate would be powerful.

Maureen Furr

*Charlotte Mecklenberg Schools
Charlotte, NC*

Various schools, teachers, students, parents

Administrator Data and Comments

Hi Spence,

Good to hear from you. We continue to benefit from the training our staff received in Colorado and on-site here in the Copper River. We have a lot of data on our district web site that might be helpful as you prepare your document. Additionally, as we utilize digital learning resources more and more, we find that P.E.A.K. concepts incorporate very well into a blended learning environment. Several of the vendors we use mirror P.E.A.K. strategies. Combined with our teachers who incorporate The Six Keys, P.E.A.K. provides the supports necessary for eLearning to be effective. Hope this helps.

Best wishes,

Michael Johnson, Ph.D.

*Copper River School District
Superintendent
Glennallen, AK 99588*

Various schools, teachers, students, parents

Teacher Data and Comments

Wish I had specific data for you. In sixth grade science in the state of Texas, students are not tested.

Along with my parallel assessments every other week, my kids do take district formative assessments every nine weeks. I don't feel that the district assessments are a fair reflection of student learning.

I personally feel that my kids are more successful academically because of the implementation of PEAK, but I don't have concrete evidence to show that.

Although most of my evidence for success is subjective, I hope it can still be beneficial in some way. I've also attached copied emails from parents that I've received over the last year.

Student motivation

Using the six keys to ensure that I am building relationships from day one with my kids has given my students a new found motivation to put forth effort in my class even if science has not been a favored subject or strength in the past. Students are excited to come to class and are caught by the bell with surprise that our class has passed in such a quick manner.

Student behavior

Zero student referrals or parent phone calls related to student behavior in the 2013-2014 school year using relationship building, success building, and engaging science lessons fueled by PEAK

Student attitudes

Constant feedback from parents (emails attached) and students about love for class

Your personal experiences as a teacher

My growth as a teacher continues every year as I more fully understand and submerge myself in the philosophy of PEAK. I feel like I didn't actually start teaching my kids until I stopped focusing and stressing on "teaching" them so much and focused more on getting to know and love them as kids, first. Science just happens when key components, mainly relationships, are built first. PEAK has opened my eyes and heart to what being a teacher is all about.

MISS YOU GUYS! Hope to see you next time you're in Texas. =)

Shannon Wilson

*Science Teacher
Bear Branch 6th Grade*

Various schools, teachers, students, parents

Parent Comments from Shannon Wilson

2013-2014

I want to thank you for working very close with Kyle this year. He has come a long way since we first met. You have been a blessing in our lives. You are such a great teacher. Thanks again for a wonderful year. Kim Nelson

Thank you for being such a caring teacher and bringing issues to my attention. I was raised and graduated from Magnolia and love our town. Of course there have been lots of changes since I was a kid, because when I left I said to myself I'm not coming back. Lol look where I am. Hope you continue teaching here in Magnolia and thanks for everything you do with the kids. Heidi Thomas

OMG...You have totally just made my day!!!! I am so proud if that kid you have no idea. Thanks, not everyday a mom hears good things about her kids. Btw he wouldn't be where he is today without a GREAT teacher like you and all you do for him. I'm so grateful that he was in your class. Thanks for all you have done for him to help him succeed and really shine this year. :0) Kathi Nance :0)

I just want to let you know you are BY FAR his favorite teacher he has ever had! I know teachers don't get to hear the good stuff very often so I thought that I would share with you that he comes home all the time and tells me how much he enjoys your class and the way that you teach. He says that you just get him! lol Thank you for that. He is a young one in the grade being a July B-day and sometimes will struggle so I try to stay on top of him and what he is doing. I think overall he is a pretty good kid but you never know how they act when you are not around ya know. So just wanted to say thank you for everything that you have done for the kids this year you have made a HUGE impact on mine and I'm sure on several others as well. :0)



Various schools, teachers, students, parents

Parent Comments from Shannon Wilson

As I quiz Noah, he tells me, "mom, I love science, it's easy!" I replied, "that's because your teacher makes it easy". Thank you for bringing science to life for Noah! He also said you are the best teacher ever! I thought you'd want to know. Natalie Anderson

I just read this to him and he said that you are his favorite teacher. Thank you for the kind words and I'm hoping he should be back on Monday with limited mobility. Nikki Balsano

Thank you so much for sharing this with me, it made my day!!! Hannah just had a bad experience last year, her teacher wasn't the greatest (to say the least)...I tried to encourage Hannah to have an open mind about science and since she has been in your class, she has done a total 360! She loves your class and is so enthusiastic about science now that she talks about it all the time! Thank you for your hard work and kindness, it's teacher like you that make all the difference in children & their future. Sherri Segari



Thank you and Katie always talks about your class and what an amazing teacher you are.

I need to Thank You again!! Thank You for being such a wonderful teacher!!! Kids really enjoy your class!! Devin did!! He loved your stories on how strong you are. Lol!! You made Science fun for him. I liked the Study sheets and the fact that you put them on your website for us parents to print out. Especially when you can't read your child's handwriting. Keep up the good work! Kellie Otwell

Thank you, Ms. Wilson. You have made this year much easier for me with your weekly emails. I really appreciated being kept in the loop. Have a wonderful summer! Sincerely, Molly Tatum

Thank you for a wonderful school year and making science enjoyable/interesting for my son Mason Duree. He comes home talking about you and what he is learning in your class and I truly appreciate you being an inspiration to him. I hope you have a great summer!

Faith sure lit up when she signed your card today and wrote that your class was her BEST this year!! Thank you for being such a special teacher!!!! Sue Abbott

Various schools, teachers, students, parents

Parent Comments from Shannon Wilson

Thank You so much for your kind words regarding our children. Your words mean so much and makes us parent's feel we are doing something right. Its been a great year and thank you so much for being a part of my child's life to mold her and make her into who she will become in the near future. Have a great summer and try to relax! Tiffany Sims (Courtney's Mom)

You have been a blessing in our family. Best wishes for you and Mike. YOU have found a profession at which you are gifted in and you enrich lives. I know this because I hear about you and your class a lot! Enjoy your summer and have a great next year!

Thank you for a wonderful year and all the support and communication. It truly is underestimated the difference it makes! I have never received so much information and support in Gavin's 7 years of education. He LOVES you and you have made a wonderful impression on our little man!! Thank you very much for that!! Thanks, Stephanie

THANK YOU for making 6th grade enjoyable for Collin. He has thoroughly enjoyed class with you this year. He has commented on several occasions how much easier and fun class is when you have great teacher. :) Have a wonderful summer!!



Thanks for making this a most interesting and such a great learning experience for Derek (Sumstad). He loved your class. Have a great summer.

Shannon,

Thank you for your time and effort on keeping us informed this year and showing such great interest in our children. Have a wonderful summer and I have two more girls coming up through the ranks. One in 5th next year and another 1st grader. I am hoping you will still be there to teach them, and if not I wish you all the best on whatever endeavors the future holds for you.

Warm Regards, Alan J. Richardson

Various schools, teachers, students, parents

Parent Comments from Shannon Wilson

Mrs. Wilson,

I just wanted to say thank you for everything that you do! You have truly made an impact on my son Mason Duree to love Science again! I appreciate your communication with parents allowing us to know what is going on for the week in your class and it gives me the opportunity to talk to Mason about what he is learning and needs to have complete. I asked Mason last night as we were going over his grades why he is doing so well this year in Science and his reply was, "Because I have an awesome teacher mom and she makes it fun". To hear those words from my kiddo made me want to say "Thank You"! I also found it funny Mason singing oldie songs the other day that he heard and I said, "Mason how do you know this song?" and his reply was, "Mrs. Wilson plays all these songs in class as we work"! I hope you had a wonderful Thanksgiving break and a wonderful Christmas break! Only 13 more days!!!

Hello,

I just want to say how awesome you are! Your weekly updates to us parents are so helpful and detailed. I wish all the teachers were like you! Thank you so much for your emails! And it doesn't hurt that Josh says you are his nicest, coolest teacher! -Jules Schultheis

Mr. Burns,

I just wanted to tell you how much we appreciate you and your staff at BB6th grade campus. You all have done so much for Gabrielle (Gabby) this year. We were so worried about Gab at the beginning of the year b/c we just had no idea how she would do. You probably have no idea but Gab has always struggled in school. She would go to tutoring before school, after school, and be pulled out of classes to help her get caught up. Being pulled out of class caused the other children to make fun of her at times. She kept smiling and acted like it didn't bother her until she would get home.

So as a parent I was nervous about this year at a new campus. I just have to say though she has done so well. She loves going to school this year. I know that contributes a lot b/c of you and your staff. She is a completely different child this year.

Gab has a mild form of dyslexia, not many people know that. To see her try out for a UIL meet in reading a prose, and then reciting it in front of lots of people, and reading it without a struggle brought tears to my eyes. She would of never done that a year ago. Then for her to get up and sing in front of her student body is something else she would of never done. You all have given her confidence and have all been so sweet to her. I am sad that y'all can't move up to the 7th grade campus with her. Her big sister Abigail being in all AP classes we never worried about, Gab was different, but y'all have showed that you love every child that comes thru your campus and desire to see them succeed. Thank you so much for all that you and your staff do for our kiddo's. We appreciate you more than you will ever know. From a grateful mom, Kim Keith

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Thank you very much for your quick response!! I appreciate all you do to help the kids be successful!!! My hat's off to you!! :) Sue Abbott

I really thank you for making this year, an important transitional year, so wonderful. I'm happy that we got to know you but more importantly you got to teach my son. Nothing I can say but just thank you so much....Just wait 2 years then you get Presley !!

I will say it again, thank you for impacting my son. It's a gift to love little people...you are a gift to us. Thank you and have a fantabulous summer!!!!!! Woooooo!!!!!! It's almost here! Natalie Anderson. Aka Noah's mom

Dear teachers,

I just want to thank you for all you have done to help Michael be successful this year. Thank you for your patience, I know he takes longer than a lot of your students, and thank you for all your early mornings you have spent helping him catch up with his work. I was so proud when he came home with an A/B honor roll certificate, this was a first for him and he was very proud of his achievement. Your job is tough and I wanted to let you know you made a difference with my child, thank you from the bottom of my heart. Have a wonderful and restful summer! Sincerely, Amy Wemyss

Thank you for all you did for John Matthew! I really appreciate the communication this year:)

9/05/14 Hello Mrs Wilson, I've been meaning to email you and say that you secured "Best Teacher" position by the end of the first week. Grey began saying you were his favorite by the second day, I think. And he went on to say that everyone who has you, likes you. His friend/neighbor, Blake Tullos, concurred by saying you are "lots of fun". So Congratulations! you have a fan club already. As a parent, I so appreciate all that you do to make learning fun. If there's anything you need for the classroom, please let me know. I hope you have a fabulous weekend, Lisa Cavallaro

Boone is ready for his science test today. He rolled his eyes at me when I told him to study. "Mom, I got this." Enjoy your quiet day of testing.

Various schools, teachers, students, parents

Parent Comments from Shannon Wilson

9/15/14

From: Kim Tyson <kim.tyson@att.net>

Subject: Grace Tyson

Just a note to tell you how much Grace LOVES you and your class. Thank you for that!!!! Have a great day and week. Let me know if there's ever anything I can do to help you

9/15/14

I appreciate your feedback on helping our children!! I will definitely talk with Carson when I pick him up!!

He loves your class!!

Have a great week!

Fonda