DR. RAINA KOR TO RETURN TO MAIN STREET SCHOOL AS PRINCIPAL

Dr. Raina Kor, who has served Irvington UFSD as Assistant Superintendent for Curriculum and Human Resources for the past two years, will once again lead the Main Street School when she returns to her prior position of Principal on July 1, 2014.

Dr. Kor is in her 13th year of service to the school District. She served for five years as Assistant Principal of Irvington Middle School and six years as Principal of Main Street School before the central administrative appointment that began on July 1, 2012.

"These past two years have been an extraordinary experience, but my heart is ultimately with the students and families of Main Street School," said Dr. Kor. "I am a child-centered professional, and with the future of Main Street School resolved, I am excited to return to the environment that allows me to once again work directly with elementary students and families."

In a time marked by revolutionary changes to public education – including the new Common Core Learning Standards, state mandated performance evaluations of teachers and principals, and numerous other accountability measures – Dr. Kor has worked tirelessly to support the needs of the District's educators and families.

"This is a very challenging time for the state's public school educators, and Dr. Kor has demonstrated a consistent commitment to the needs of our faculty and building principals since her appointment 18 months ago," said Dr. Kristopher Harrison, Superintendent of Schools. "Her dynamic leadership is something that we will all miss from a District-wide perspective, but we are grateful that she will continue sharing her talents when she returns to the Main Street School in July."

Dr. Harrison noted that Ms. Eileen Casey has capably led Main Street School as Interim Principal for the past two school years and her contributions to the District in that time have been greatly appreciated.

A formal search process to fill the Assistant Superintendent for Instruction position will commence in January 2014. The schedule will call for an appointment to be made in April 2014.

FLIPPED CLASSROOM, A MODEL THAT TURNS LEARNING ON ITS HEAD

The term "flipped classroom" is one that has certainly made people stand up and take notice, yet the reality of this new teaching style is anything but flip. "Flipped learning" has already proven that learning can take place in unexpected ways, and the results are exciting and effective.

Flipped learning is essentially a way of delivering the teacher's lecture outside the traditional classroom using digital platforms. The teacher creates a video, or uses one that has already been created on the topic being taught and that is available online, and the students watch the video outside the classroom.

But they don't merely watch. Because problems are embedded into the video and students take notes and complete work that accompanies the video, they are actively engaged in the work.
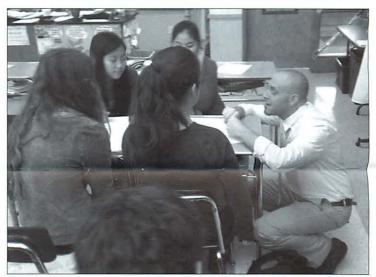
Class time then emphasizes review/discussion of the video and active problem-solving by students. The teacher is then freed up to work with students who would benefit from further instruction one-to-one or in small groups. This is what makes it "flipped." The students receive the lesson at home or on-the-go, and then do what was traditionally "homework" in the classroom.

"What's interesting about this, is that students team together in the classroom to help each other work through difficult problems and learn," said technology coordinator Jesse Lubinsky. "All the students are actively engaged, and the teacher can provide assistance to those who need the support, while those advanced students utilize what they know to help others. There are different degrees of understanding from the video, but at the end of class, they all have a good understanding of the concept."

The benefit to receiving the lesson at home, or on the bus, or wherever the mobile device can take you, is that the students can watch the video wherever they are and as many times as needed to absorb the concept/content. For students who have commitments outside of school – whether that is sports, theater or work – this is a great way to utilize time effectively. "These are digital natives," said Mr. Lubinsky. "For them, learning through YouTube (or other online platforms) is as natural as it gets."

This student-centered learning means that students can tackle new concepts at their own pace and time. As we know, teenagers' sleep patterns are such that watching a video at midnight is perfectly

David Whitehead utilizes flipped learning model in the classroom.

normal. It is only with the flipped concept that they can now be tackling school lessons at that time.

Typically, video lessons are short, seven to 10 minutes, and the content is not always all new. A video can also include review. "The idea is to make the lesson relevant, and every teacher has his or her own way of doing this," said Mr. Lubinsky.

David Whitehead, high school science teacher, who is in his 10th year teaching in the District, loves it. "It's been fun for me. The traditional model is fine, but the kids really respond to this concept. It helps all level of learners. Students can rewind until the video is clear and then they get support – or give it – in the classroom. This hands-on classroom experience is invaluable."

In addition to Mr. Whitehead, a number of teachers are utilizing this model in Irvington. They include: Jason Williams, English; Stephen DiGiovanni, Music; Francine DiNapoli, Math; Danielle Almeida, Math; Amy Falk, History; and Allyson Tempest, Spanish.

For more info. . .

While flipped learning is in its second year in Irvington, it is already acclaimed and well-established nationally. The model was created by Jonathan Bergmann and Aaron Sams who wrote "Flip Your Classroom" in 2012.

The District has partnered with the Lower Hudson Regional Information Center for the professional development that is required for the success of flipped learning.

For more information on flipped learning:
http://flippedlearning.org/site/default.aspx?PageID=1