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Work Hard, Love Strong

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Robyn Silbey Professional Development Raising Teacher Quality and Student Achievement in Mathematics

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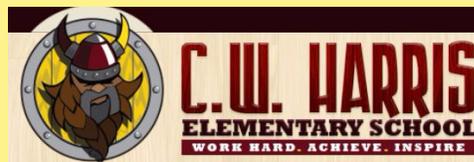
TED: How to Fix a Broken School, by Linda Cliatt-Wayman



Linda Cliatt-Wayman has spent her career working in low-income, low-performing schools in Philadelphia, PA--right where she was raised. In this stirring, emotional TED Talk, Wayman shares three rules for fixing a broken school.

1. "If you're going to lead, lead." From positive messages on bulletin boards to a strict non-

Shout Out! C.W. Harris Elementary



Principal Heather Hairston wants the best for her students at C.W. Harris Elementary School in Southeast Washington, DC. She outlined her math vision to Robyn--a cohesive, rigorous program and improved number sense. After visiting several teachers in the building, Robyn sat down with the leadership team to discuss

messages on bulletin boards to a strict, non-negotiable discipline policy, Cliatt-Wayman is in control. She says, "I am the principal, and having that title requires me to lead."

2. "So What? Now What?" Cliatt-Wayman says to eliminate excuses and move forward, focusing on professional development and staffing that puts students' needs first and foremost.

3. "If nobody told you they loved you today, you remember I do, and I always will." Cliatt-Wayman insists on seeing students as what they can become. She says she is tough and gentle, pushing her students but recognizing who they are at heart. She earns her students' respect, and builds relationships based on that.

Cliatt-Wayman concludes, "We have to make sure that every school that serves children in poverty is a real school that provides them with knowledge and mental training to navigate the world around them."

pathways to work towards the vision.

Throughout the conversation, several students stopped by Ms. Hairston's office to "check in." Each time, Ms. Hairston stopped the discussion to briefly chat, smile, and hug the student.



Like many other administrators, Ms. Hairston leads fearlessly, loves unconditionally, and "does right" by the students of her school.

Washington Post: Trauma Impairing Children's Education

Washington Post reporter Michael Alison Chandler writes

The Washington Post

that children in Washington, D.C.--like many other urban areas around the country--are disproportionately exposed to traumatic experiences that affect their ability to learn.

D.C. Council member David Grosso, the chairman of the Committee on Education, says that a single event or ongoing trauma can harm a student's executive functioning and their ability to regulate emotions. Performance for trauma-sensitive schools can be improved by helping children feel safe and enabling them to build supportive relationships with school staff. Judith Sandalow, executive director of the D.C. Children's Law Center says, "It allows teachers not to think, 'What's wrong with this kid?' but 'What's happened to this child?'"

Quote of the Month

"No matter how good the teacher, how small the class, how focused on quality education the school may be, none of this matters if we ignore the individual needs of our students."
Roy Barnes



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