



## PTA Meeting Agenda

Parent Teacher Association • 1150 Garfield Street, Denver, CO 80206 •  
teller.dpsk12.org  
April 19, 2011

*We are grateful to be here for the good of Teller's kids and our neighborhood.*

- **Welcome and Introductions** - Pam Paulien/Bess Scully
- **Thank You!** - Pam Paulien
  - Taste for Teller/Silent Auction – Thank you to Sarah Kinzer (new space), Cheryl Ward (more items than ever), Bess Scully and Karen and Jason Ryan (setting up the location), Tim Threlkeld/Patty Hakala (check out), hundreds of volunteers soliciting donations; Garden Committee – Mara Gras, Lisa Cleary, Jillian Wendt, and to Ace Hardware for seed donation (Kids have had two planting days).
  - There was a reminder about grocery cards being sold. Find Jill Cooper to purchase yours.
- **Conversation Recap/Starter** - Tricia Johnson
  - Conversation starter was about safety concerns around parent drop off/pick up. Many ideas were developed and forwarded to the Mind/Body/Wellness Committee for implementation.
- **Principal's Report** - Principal Barton
  - Very busy times at Teller. Ms. Ball-Hernandez is going to Johnson Elementary to work with dual language students and with her son. On a positive note, Haiti Johnson (current Dance/Lindamood-Bell teacher) will be moving to 1<sup>st</sup> grade. Joseph Ashley will be coming to Teller for .5 P.E./Dance. He will be splitting his time with Barrett. His personality is going to fit in very well; he is very funny. Alicia Johnston is our new 4<sup>th</sup> grade teacher. She is originally from Florida and joins us most recently from Fairmont Dual Language and has lots of data backing up the great successes she's had with students. Jennifer Bartose is our new Drama teacher. She joins us from Ford Elementary. She has 15 years experience and has been recognized as Mile High Teacher twice. She is an actress, musician, and has experience with band, as well. Jody Roberts is moving on to a new career. Erin Miller will be moving into the classroom. She worked with Annessa Valmer as an assistant Speech Therapist teacher. She knows the culture of the school and community at Teller. We still have a .5 to cover for the Lindamood-Bell position, which is a specialized position, but hopefully we can do some maneuvering. Benchmark/DRA testing is coming. It is important that the kids are here. Very excited for opportunities for next year – specials, interventions, focus on core curriculum. Amazed at the dedication of the staff and commitment of the teachers. With regard to CSC, Jen sought out some professional development for herself. She is seeking people to serve on 3-5 people teams to look at elements of effective teams to bring to CSC. Practices and norms of collaboration. (An email invitation went out to the Teller community yesterday to invite people to apply). People were asked to join one of the work groups.
- **Teacher's Report** - Karen Esquibel, 2<sup>nd</sup> Grade Teacher
  - Karen Esquibel presented information from professional development on gender differences/learning between boys and girls. (See attachment)
- **Treasurer's Report** - Lisa Evans
  - Taste for Teller/Silent Auction earned almost \$16,000. (We still have 17 spots left for pizza party and 9 spots for babysitting during Tellerpalooza. Contact Cheryl Ward if you

are interested). PTA made the final payment to Teller for the 2010-2011 school year. So far we have almost \$80,000 toward our \$120,000 goal. Simply Giving should give another \$10,000 before the end of summer. Hopefully Tellerpalooza will bring in \$15,000. With the Talent Show, we feel confident we'll meet our commitment of \$105,000 for Teller for 2011-2012.

- **Nominating Committee Update** - Sarah Kinzer/Ted Boeckman/  
Jillian Wendt
  - PTA Board ballots will go into Thursday folders. All slots filled with Co-President, Vice President, Co-Treasurer, and Secretary.
- **CSC Update** - Leslie Henson
  - Goal to have better flow of information/communication. CSC Parent Representative will be presenting at each PTA meeting. Challenging times during budget discussions. Incredibly important committee – budget, school growth, direction. The committee has been having communication issues. A facilitator was brought in to discuss the issues, and Jen has opened that process up to the community to add input, want to include more people. Leslie discussed how she wants to represent the parents of the school, really trying to focus on what's best for all students and parent, community input. She wanted to welcome people to get involved with CSC. They are hoping to establish more clear goals, etc.
- **PTA Committee Reports**
  - **Communications** - Cathy Boies
  - Mascot contest winner – Aislinn Lewis. She worked with a professional logo artist. Thank you to Jen Okada who put in a lot of time with the project.
  - Website – Has been tabled for the last four weeks. It should go to Jen Barton by end of this week. They would like to have teacher pictures/bios on the site. If you have a child who would like to interview a teacher, contact Cathy Boies.
  - **Fundraising** - Ted Boeckman
    - ✓ Tellerpalooza - Allyson Mendenhall/Jill Hamilton
    - ✓ Need help with bake sale and LOTS of volunteers for later shifts. Tickets are on sale. T-shirts are on sale. Posters are going up. Need more wine for Wall of Wine.
    - ✓ Teller Fashion Show - Leslie Henson
    - ✓ New Fashion Night Out for Teller May 21 at Teller. Tran Wills volunteered to put on talent show. There will be food trucks, cupcakes, crafters, up-dos, fashion show. If you know people interested in the craft fair, they can apply through Leslie Henson.
  - **Social** - Jessica & David Crofts
  - **Mind/Body Wellness** - Danielle Jones/Jillian Wendt
  - Volunteers needed for weekends to water the garden. They are also needing yogurt cups for watering.
- **New Business** - Tricia Johnson
  - **Staff Appreciation** - Jill Cooper
    - ✓ Wednesday, May 4<sup>th</sup> is the day. Email coming out looking for volunteers. Please sign up.
  - **Popsicles in the Park** - Bess Scully
    - ✓ Leslie Henson volunteered to coordinate this event in June.
  - **B2S Lemonade Social** - Bess Scully

- ✓ Jill Cooper volunteered to champion this event. Bess asked Jen if she would ask teachers to be present for that event. It will be the Tuesday before the 1<sup>st</sup> day of school.
- **Conversation Starter (New Ideas/Conversations)**

**Announcements:**

- April 26** - Restaurant Night - Littleman Ice Cream – 2620 16th St. Denver, CO 80211
- April 26** - 2<sup>nd</sup> Grade Night of the Notables -6:00–7:00PM – Teller Gym
- April 27** - Kaleidoscope Corner Current Families Registration – 3:30–6:30PM – Teller Cafeteria
- April 30** - **Tellerpalooza – 4:00PM–12:00AM – Mercury Café**
- May 2 - 6** - Staff Appreciation Week!
- May 4** - Walk to School Day
- May 4** - Technology Café – 5:30PM – 7:30PM – Teller Library
- May 6** - Teacher planning Day – NO SCHOOL for students
- May 10** - Night of Shakespeare/Spaghetti Dinner – Teller Cafeteria/Auditorium
- May 10** - CSC Meeting – 5:30-7:00PM – Library
- May 17** - PTA Meeting – 6PM - Library
- May 18** - Kaleidoscope Corner New Families Registration – 3:30–6:30PM – Teller Cafeteria
- May 21** - **Teller's 1<sup>st</sup> Annual Fashion Show – 4:30-7:00PM – Teller Gym/Lunchroom**
- May 27** - Last Day of School

**Reminders:**

- Join the Teller PTA Yahoo! Group!
- Buy your grocery cards!
- Subscribe to PTA Google Calendar!
- Join Simply Giving!

## Enhancing Teaching and Parenting for Boys

- Use manipulatives that require boys to employ fine motor skills.
- Provide a larger learning space when possible.
- Make lessons kinesthetic and experiential. Structure activities for movement.
- Use graphic organizers that compartmentalize concepts into small sections.
- Keep verbal instructions short. Don't layer instructions. Write layered instructions as numbered steps on the board or worksheet.
- Expose boys to a variety of male mentors from many walks of life that illustrate different ways to be successful.
- Provide differentiated writing assignments in which girls can write about description, sensory details, feelings and boys can describe events or action.
- Be aware that boys will continually test their manhood by doing risky actions and that they overestimate their abilities.
- Boys in groups do stupid things. Begin any new physical activity with lessons from a trained teacher.
- Supervise boys to lessen personal injuries.
- Boys learn the "rules of the game" through aggressive play. Aggression and competition builds camaraderie and organizes their peer relationships. Don't ban PE and other physical activities from the school day or boys' aggressive drive will show up elsewhere inappropriately.
- Be aware of the video games boys play. Don't buy any video game that promotes a "moral inversion" where bad is good and good is bad.
- Ask boys about their studies since they most likely study alone and don't ask for help from teachers.
- Ask boys about their lives when they want to be alone. Stress tends to cause boys to choose isolation.
- Avoid small group activities for boys unless each one has a different but equal goal to achieve yet all members together are held responsible for a team score.
- Provide a moderate level of stress through timing or some sort of challenge to engage a boy's interest.
- For many boys and some men, the sexual act is closely tied to aggression. Kids don't date anymore. Boys will "hook up" simply for the sexual activity and the prestige it may bring among peers. The most common time and place for teen sex is after school in someone's house.
- Eat supper together so that you know where your son is everyday and can learn with whom he associates and what they may be doing.
- Boys who abuse drugs are thrill-seeking or want to be cool. Provide healthy, alternative physical and intellectual "thrills" for young males.
- Surround boys with reading material they will enjoy, such as real life nonfiction, adventure, sports, or how-to books. Provide a variety of reading levels. "

### Sources:

Gurian, M. & Stevens, K. (2005 ) The Minds of Boys. San Francisco: Josey Bass.  
Sax, Leanoard (2005). Why Gender Matters. New York: Broadway Books  
Also: Hear Our Cry: Boys in Crisis by Dr. Paul Slocumb.

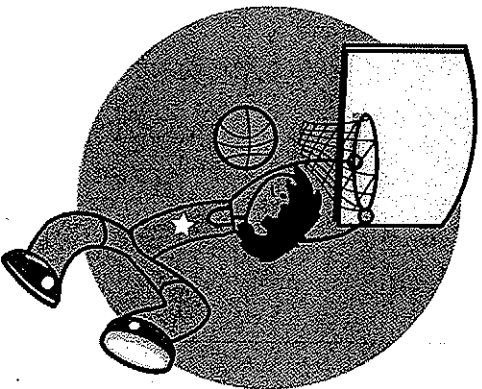
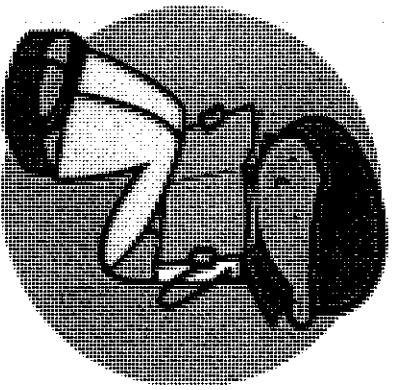
## Enhancing Teaching and Parenting for Girls

- Use puzzles to foster perceptual and symbolic learning.
- Promote leadership by creating working groups and teams.
- Verbally encourage girls who exhibit low self-esteem or who underestimate their abilities.
- Promote physical activities that foster gross motor skills.
- Use manipulatives, especially in Science and Math.
- Provide role models of girls succeeding at activities or school subjects normally associated with male success.
- Provide opportunities for girls to study together.
- Expect girls to ask for help and want to affiliate with a teacher.
- If a girl is the “odd one out” of her social group, don’t dismiss it. Ask about her problems and her possible enemies.
- Don’t shield girls from “skinning their knees”, which might foster a learned helplessness.
- Promote girls to actively explore their world even at the risk of failure or minor injury.
- Let girls create their own challenges in which they can take safe risks.
- Provide role playing activities for girls.
- Provide an abundance of fiction at a variety of reading levels so that girls have materials they enjoy reading rather than just school content to study.
- Promote the belief that girls are capable of being successful in Science and Math to the real world so that girls can understand the relationships between and impact upon people.
- Be aware of how much stress a girl is feeling as it may degrade her performance.
- Use a supportive, non-confrontational approach to change a girl’s behavior rather than a confrontational in-your-face style. Smile and look a girl in the eye.
- Don’t assume an adolescent girl is not having sex. Remember that “oral sex” is considered “hooking up” and not seen as a “sexual activity” by many teens.
- Kids don’t date anymore. Girls will “hook up” without having a relationship in order to feel socially powerful in their peer group. The most common time and place for teen sex is after school in someone’s house.
- Allowing a girl to participate in girls-only activities, such as soccer, volleyball, etc. makes them less likely to be sexually active.
- Know *everything* about a party your daughter is attending.
- The number one risk factor for girls using drugs is low self-esteem. They also tend to use drugs to relieve stress or because their friends are doing it. Be aware of their feelings and learn as much as possible about their friends.
- Academic stress is a common pathway to drug abuse among girls.
- Provide alternative ways for girls to relax, such as hiking, sports, meditation, concerts, etc.
- Eat supper together so that you know where your daughter is everyday and can learn with whom she associates and what they may be doing.
- Don’t transfer your authority to a child. Establish the prohibitive rule. Stick to it. Then offer an alternative activity.

### Sources:

Gurian, M. & Stevens, K. (2005 ) *The Minds of Boys*. San Francisco: Josey Bass.  
Sax, Leanoard (2005). *Why Gender Matters*. New York: Broadway Books  
Also: *Hear Our Cry: Boys in Crisis* by Dr. Paul Slocumb.

# Boys Will Be Boys and

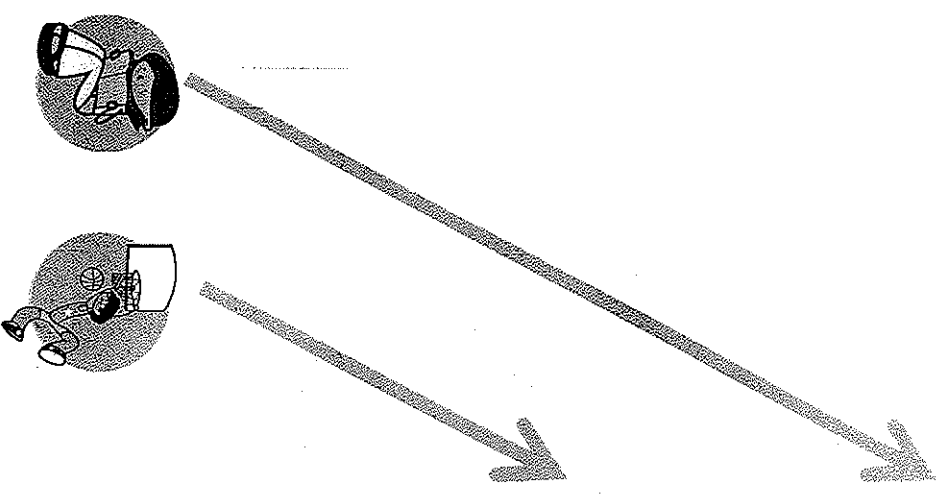


**Bill McBride**

*Author of **Entertaining an Elephant***

# Boys Will Be Boys

**“The most profound  
difference between  
girls and boys is not in  
any brain structure per  
se, but rather in the  
sequence of  
development of the  
various brain regions.”**



“Sexual dimorphism of brain development trajectories during childhood and adolescence.” *NeuroImage*, Vol. 36 (4), pp165-173, July 15, 2007.

# The Minds of Boys

SIMONE O'NEILL  
HOW BOYS LEARN IN THE  
SCHOOL AND HOME



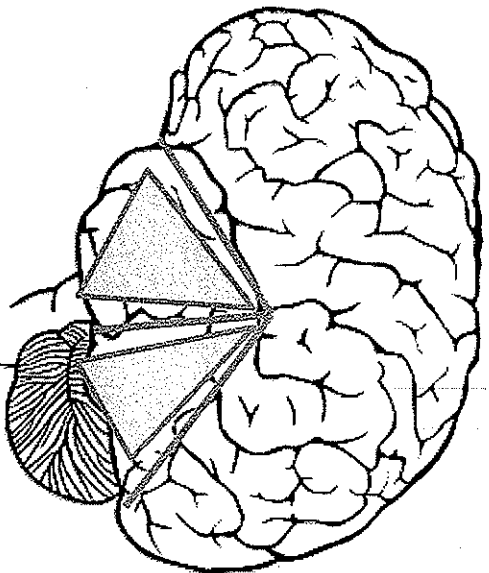
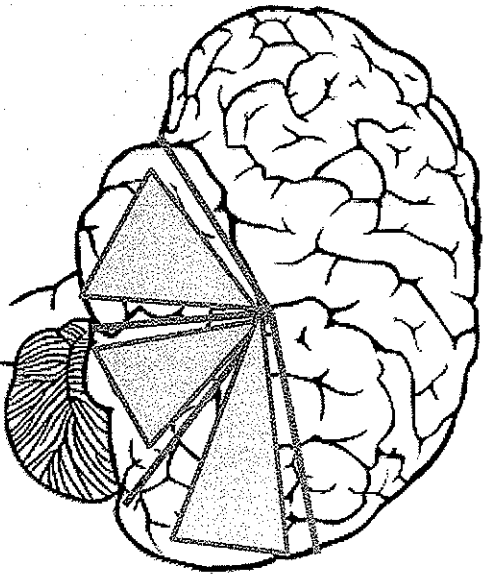
MICHAEL GURIAN  
and Kirby Stewart

## Males

- Get 70% of D's and F's.
- Make up 80% of discipline problems
- Make up 70% of learning disabilities
- Make up 80% of those on Ritalin
- Are 1 to 1 1/2 years behind girls in reading and writing
- Make up 80% of HS dropouts



# Sequence of Development of the Various Brain Regions

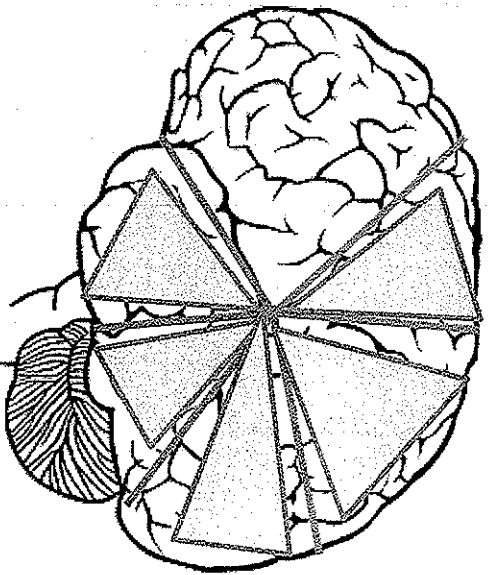


**11 Year Old Girl**

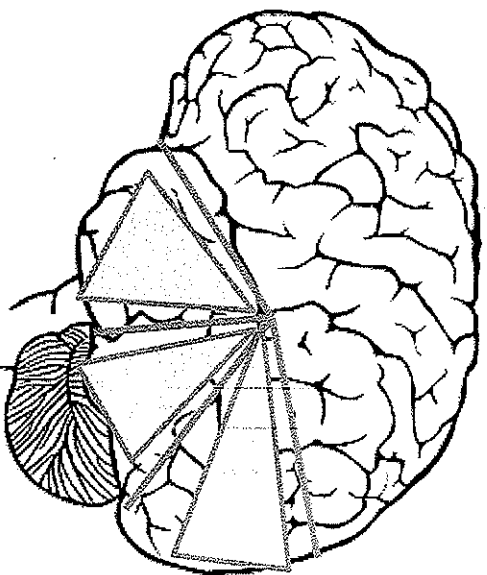
**11 Year Old Boy**

Girls reach the inflection point (halfway to brain development) just before age 11.

# Sequence of Development of the Various Brain Regions



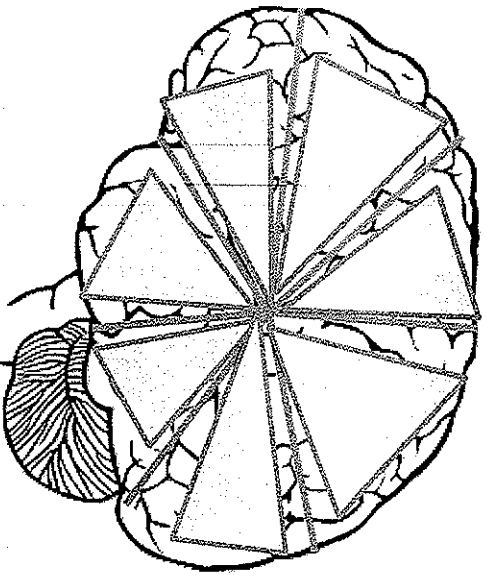
15 Year Old Girl



15 Year Old Boy

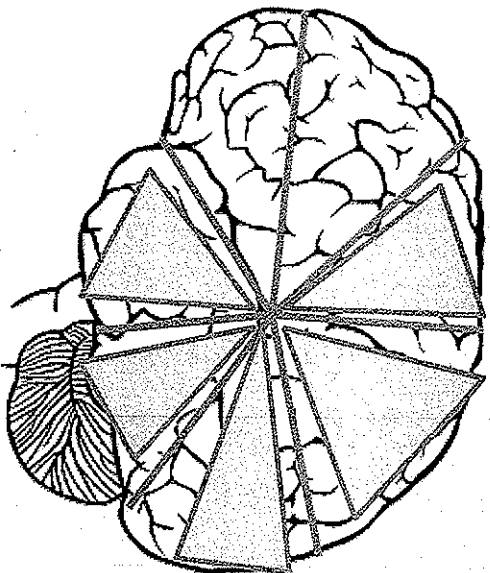
Source: Education.com, "Are Girls and Boys Brains Different"

# Sequence of Development of the Various Brain Regions



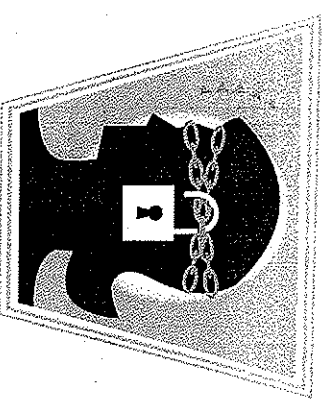
21 Year Old Girl

21 Year Old Boy



Source: Education.com, "Are Girls and Boys Brains Different?"

# Brain-based Teaching



## The Minds of Girls

**“Women actually get a buzz out of hearing their own voices. The simple act of talking triggers a flood of brain chemicals which give women a rush similar to that felt by heroin addicts when they get high.”**

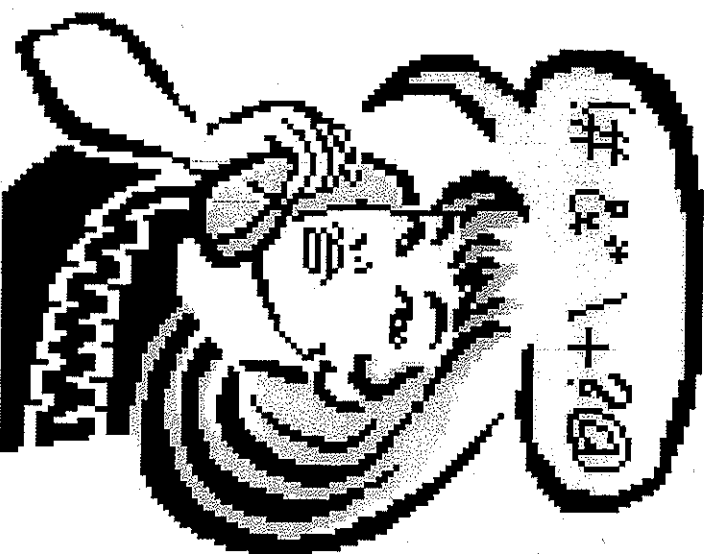
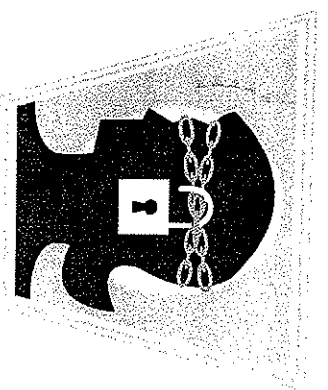
**Amanda Quinn,  
Clinical Psychologist**

Source: Duncan, Caitriona Duncan, “How your moods really can affect your health.” Irish Independent: Jan. 3, 2008.

# Brain-based Teaching

## The Minds of Girls

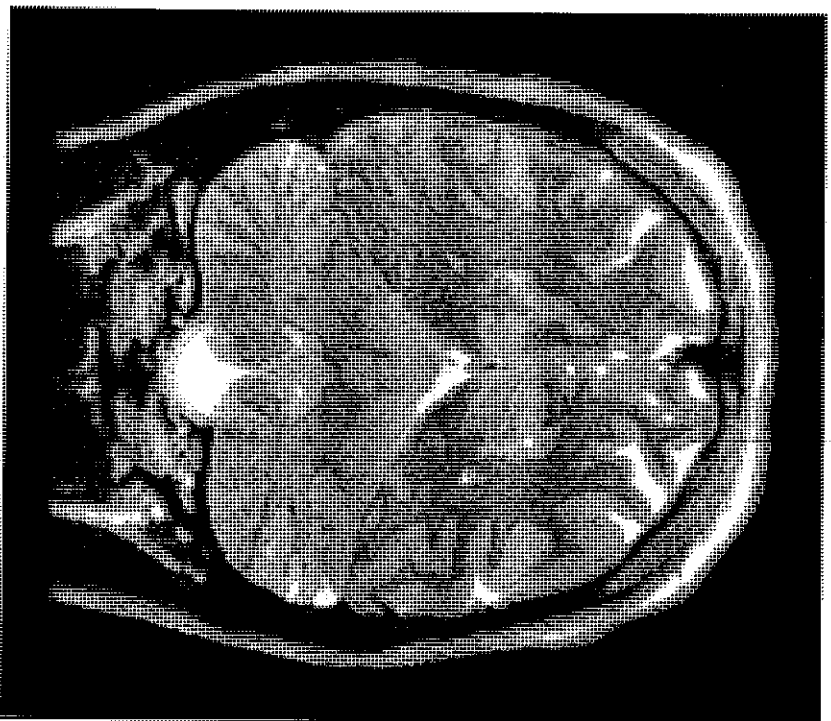
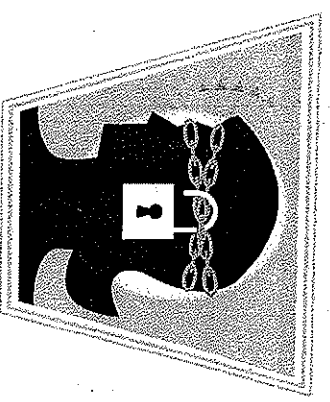
**Girls have twice the brain area devoted to verbal-emotive functioning.**



Source: Gurian, M. & Stevens, K. "With Boys and Girls in Mind," *Educational Leadership*, Nov. 2004.

# Brain-based Teaching

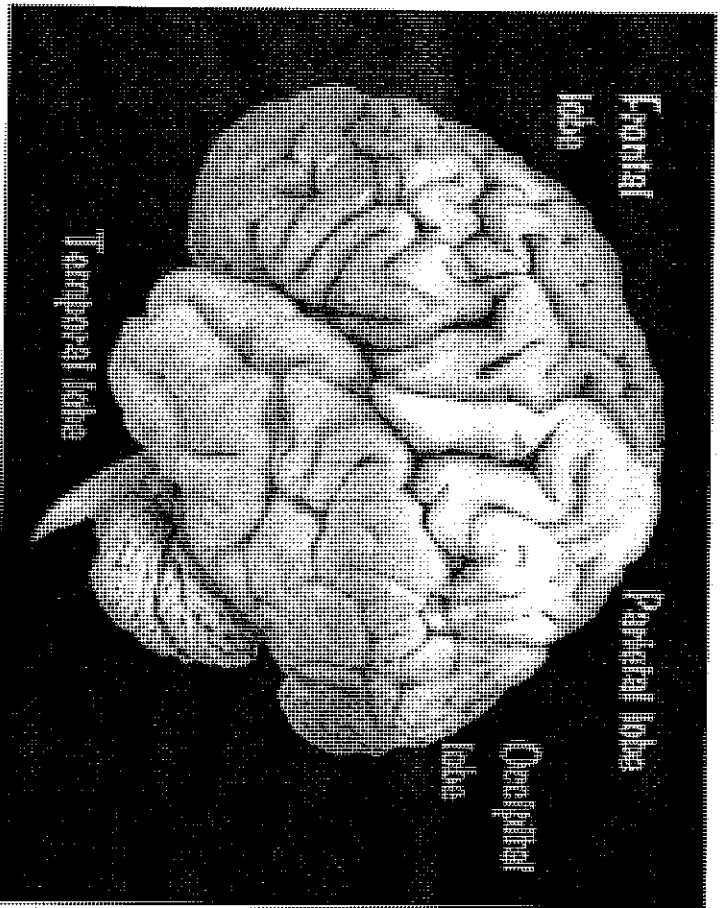
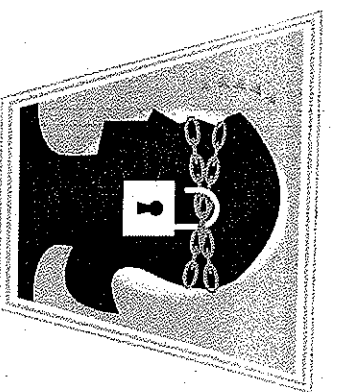
## The Minds of Girls



**A girl's brain also experiences approximately 15% more blood flow, which is located in more centers of the brain than a boy's.**

# Brain-based Teaching

## The Minds of Girls

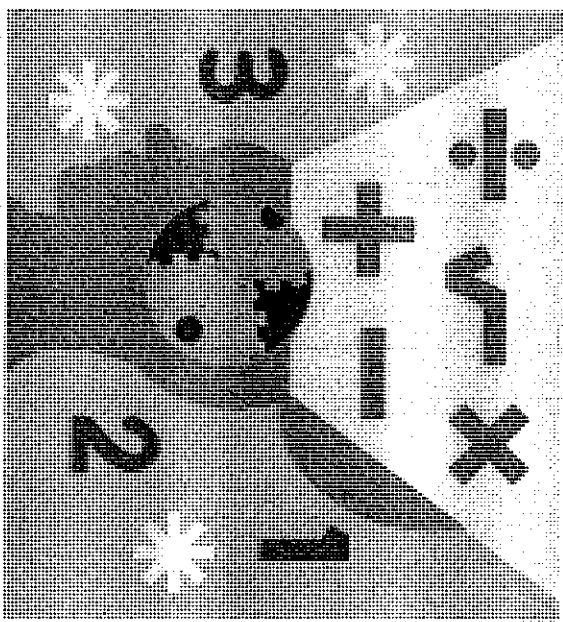
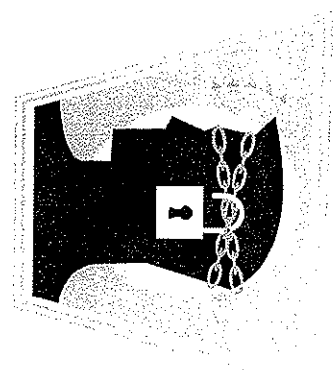


**Girls' prefrontal cortex develops earlier and is larger than boys'.**

Source: Gurian, M. & Stevens, K. "With Boys and Girls in Mind," *Educational Leadership*, Nov. 2004.

# Brain-based Teaching

## The Minds of Boys

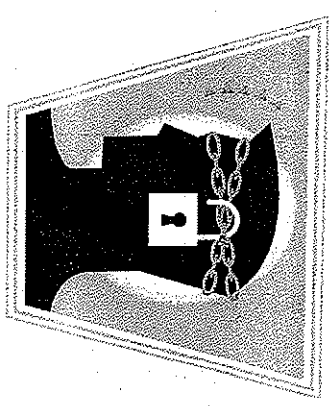


**Boys' brains are better suited to symbols, abstractions, and pictures.**

Source: Gurian, M. & Stevens, K. "With Boys and Girls in Mind," *Educational Leadership*, Nov. 2004.

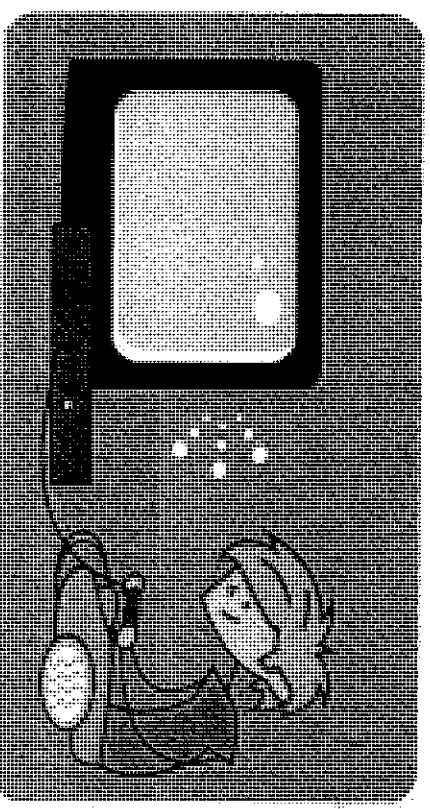


# Brain-based Teaching



## The Minds of Boys

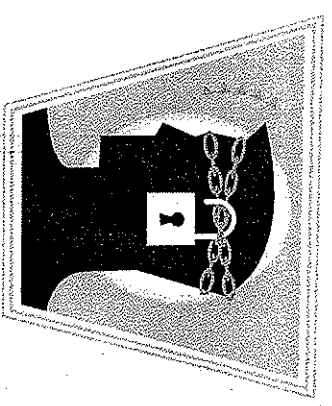
**Consequently, boys generally learn higher math and physics better than girls. Boys prefer video games for the physical movement and destruction.**



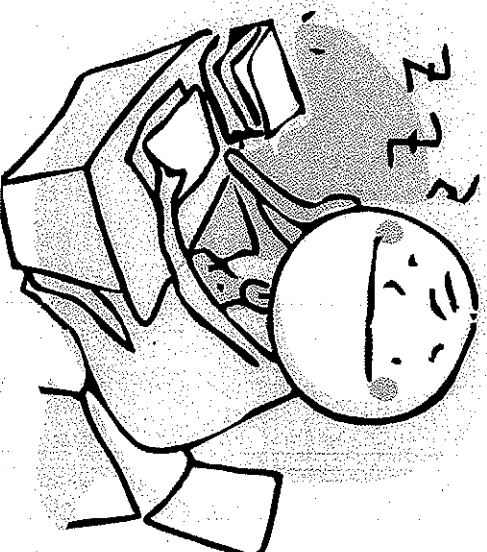
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# Brain-based Teaching

## The Minds of Boys

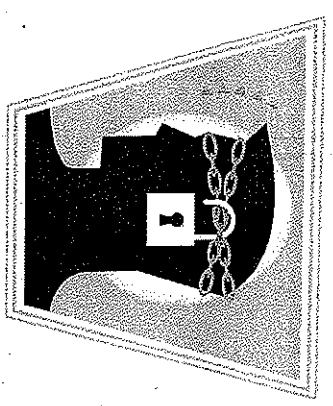


**And boys get into more trouble for not listening, moving around, sleeping in class, and incomplete assignments.**

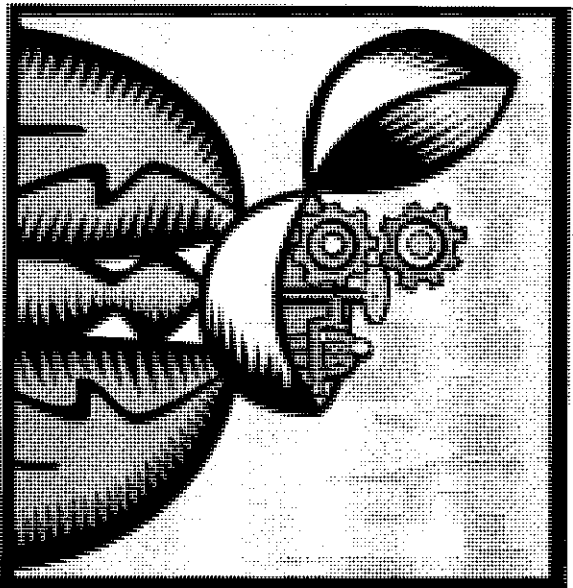


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# Brain-based Teaching



## The Minds of Boys

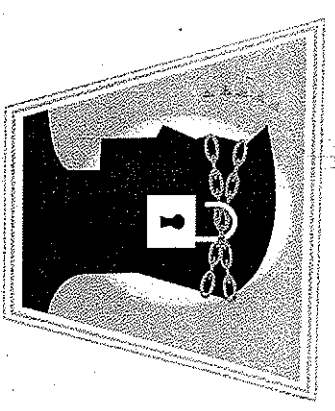


**Boys have more cortical area devoted to spatial-mechanical functioning and half as much to verbal-emotive functioning.**

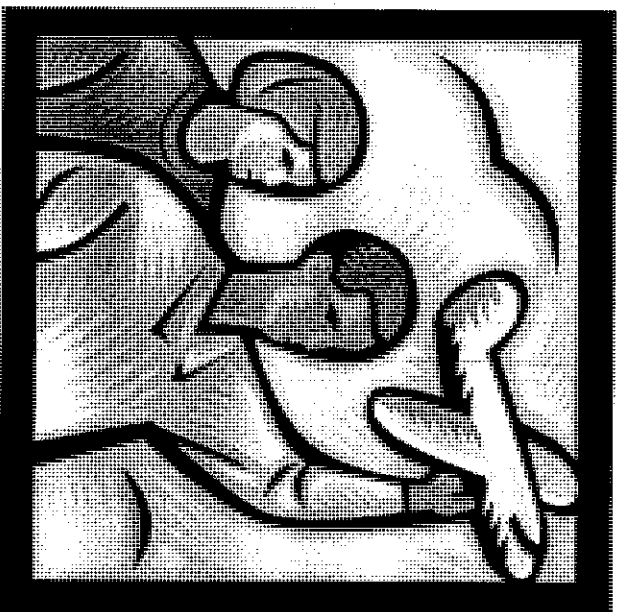
*“Honey, why don’t you want to talk about it?”*

Source: Gurian, M. & Stevens, K. “With Boys and Girls in Mind,” *Educational Leadership*, Nov. 2004.

# Brain-based Teaching



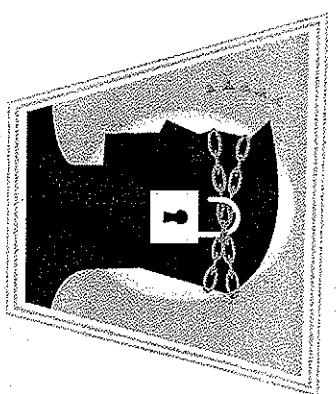
## The Minds of Boys



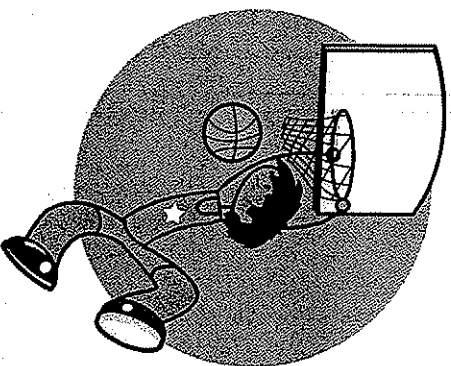
**Spatial-mechanical  
functioning makes  
boys want to move  
objects through the  
air, such as balls,  
airplanes, their little  
sisters, or just their  
arms and legs.**

Source: Gurian, M. & Stevens, K. "With Boys and Girls in Mind," *Educational Leadership*, Nov. 2004.

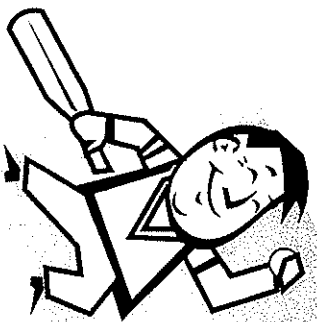
# Brain-based Teaching



## The Minds of Boys

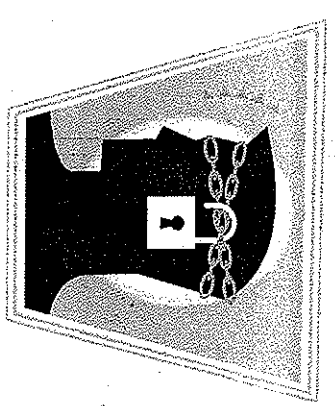


Can you think of a sport that has NOT been invented by men?

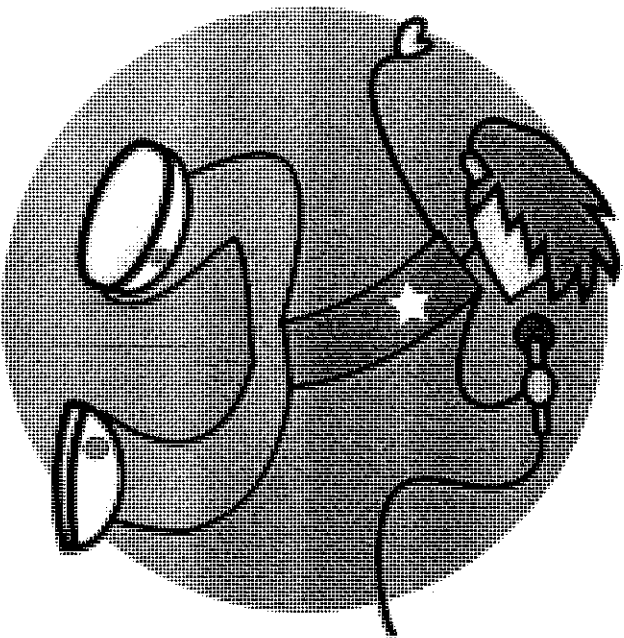


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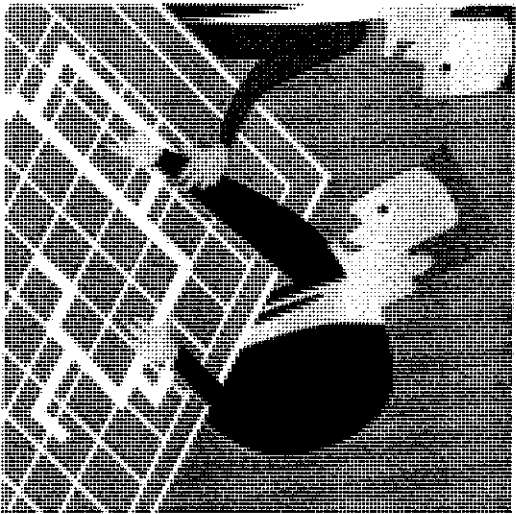
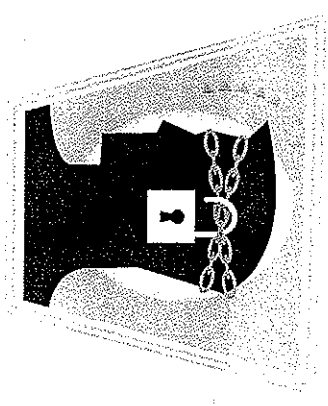
## The Minds of Boys



**Boys have less serotonin and less oxytocin, which makes them more impulsive and less likely to sit still to talk to someone.**

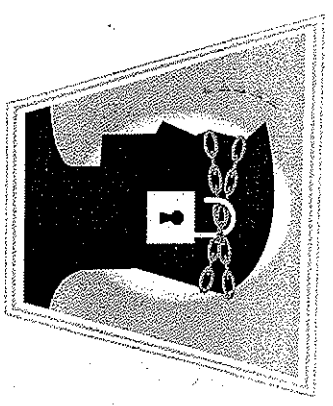
# Brain-based Teaching

## The Minds of Boys

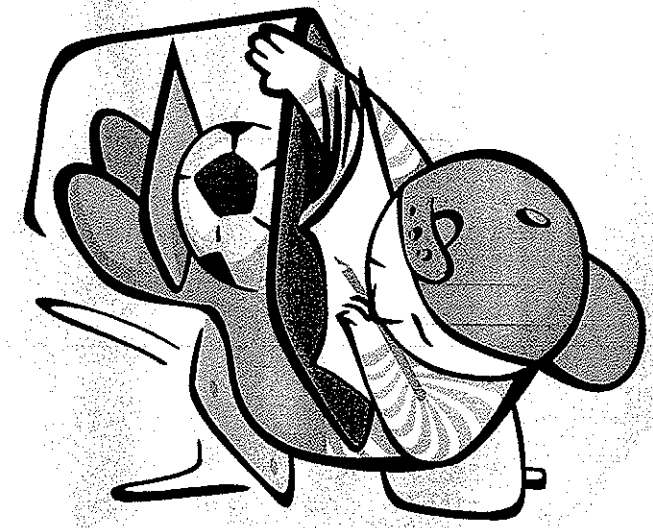


**Boys have less blood flow to the brain and tend to structure or compartmentalize learning.**

# Brain-based Teaching



## The Minds of Boys



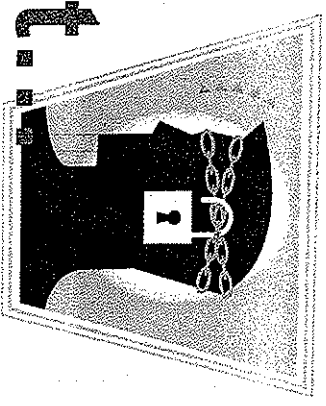
**The male brain is designed to go into rest states in which it renews, recharges, and reorients itself. Girls do this without going to sleep.**

**Male rest states can happen anytime, anywhere?**

Source: Gurian, M. & Stevens, K. "With Boys and Girls in Mind," *Educational Leadership*, Nov. 2004.



# Speaking of Listening



**Did you hear the one about.**

**A husband asked why**

**women use 30,000**

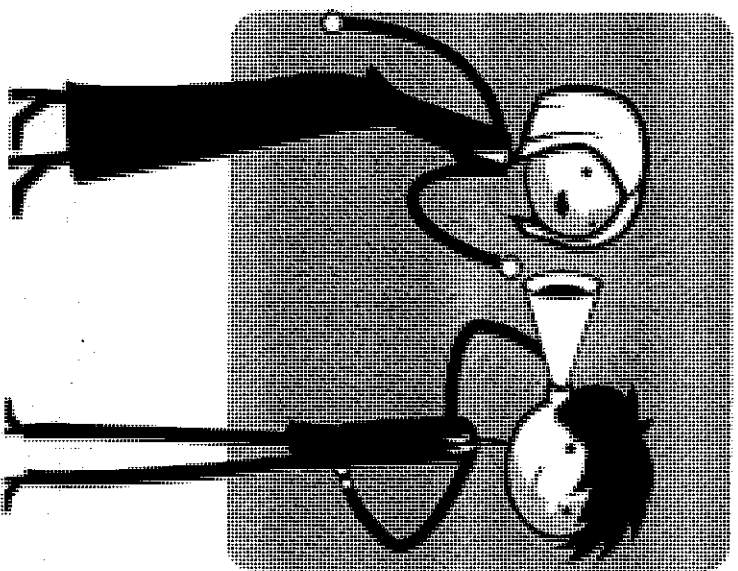
**words a day but men**

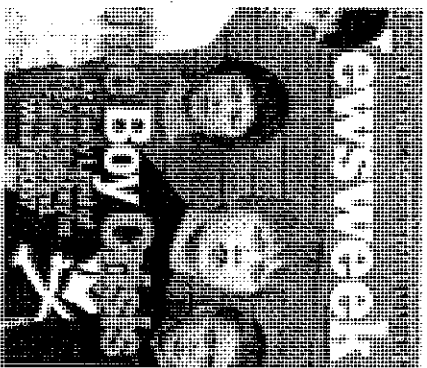
**use only 15,000.**

**“Because we repeat**

**everything to you.”**

**“What?”**

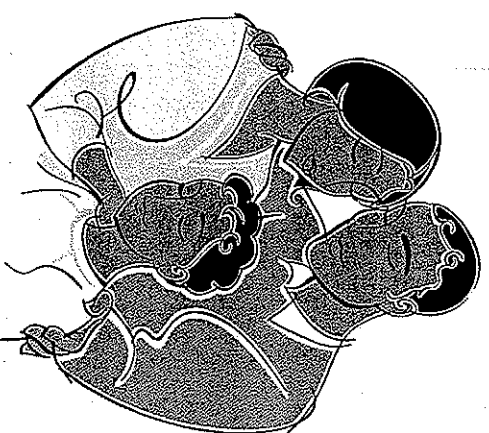




# The Trouble With Boys

January 30, 2006

“Scientists caution that  
brain research doesn’t tell  
the whole story:  
temperament, family  
background and  
environment play key  
roles, too.”



# Brain-based Teaching

## A Rule to Remember

**“There are NO differences in what girls and boys CAN learn. But there are BIG differences in the best ways to teach them.”**

Source: Sax, Leonard (2005) *Why Gender Matters*. New York: Broadway Books.