

# THE LINK

*Special  
Interest  
Articles:*

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## William Sinkler - A True Southern Gentleman

The New Year brings many things to many people, but for the Salem City School Board it marks the end of an era. William Sinkler, a fixture on the school division's governing body since 1993, is stepping down from his post at the end of this month after nearly two decades of distinguished service.

"As a Board Member, Mr. Sinkler remained always mindful that schools are complex and fast-paced organizations," says Superintendent Dr. Alan Seibert. "His personal experience with the challenges we face on a daily basis served the Board especially well when engaged in goal-setting and policy-making by helping maintain focus on the practical

aspects of teaching and learning."

Before joining the Salem School Board, Sinkler spent more than 40 years shaping and molding hundreds of children as a teacher, assistant principal and principal doing the majority of his work in the Roanoke City school system. He taught during segregation and kept the peace in the halls after integration, all the while doing his best to be a calming inspiration to his students.

"I felt as though I had something to offer young people and I got a lot of satisfaction myself

out of working with the students and seeing them become successful," he says.

His on-the-job experiences served him well after joining the school board in 1993. Besides carving out his niche as a voice of reason and a calming influence, he quite naturally became a mentor and example for his fellow board members.

"I have thoroughly enjoyed working with Bill and he has taught me a great deal over the years about public education,"

says School Board Chair Sally Southard.

"It has been wonderful to have an  
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**William Sinkler- A True Southern Gentleman, Continued from page 2**

educator on our board as he has given us clear insight and perspective on many topics."

Now 73, Sinkler is one of those rare educators who has the ability to convey both knowledge and compassion to those he comes in contact with on a personal basis. You don't just hear the passion for young people in Bill Sinkler's voice, rather you feel it.

Superintendent Seibert was at an early stage in his teaching career at Salem High School when he first came in contact with Sinkler. He dropped by the classroom one day to observe as part of his school board duties, and Seibert remembers

being struck by the way he carried himself.

"What I remember most vividly is that he was the epitome of a southern gentleman," says Seibert. "I have since learned that his former students still revere him and visit him to this day."

"You have to like people and be willing to share with them and encourage a change in young people, so they can become the best that they can be," says Sinkler. "When people feel special they will not disappoint you."

Sinkler knows all about handing disappointment. He grew up in the tiny town of Eutawville, South Carolina and his father died when he was just two-years-old leaving him in a small home with

three sisters, two brothers and a loving, yet no-nonsense mother.

"We worked hard and my mother did not tolerate foolishness," he says. "She shared information with us about what she would like to be done, and we did it."

Momma kept him straight, but it was another lady, a librarian named Miss Obertha Lisbon who set his illustrious career as an educator in motion. She hand-picked William and five other students and then made them her special projects, requiring them to read a classic literary work every week. They would get their books on a Friday afternoon and have until the following Wednesday to get them read.

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### William Sinkler - A True Southern Gentleman, Continued from page 2

"She would purchase lunch for all of us and then we would meet in the library and discuss the good and bad points of the books each Wednesday afternoon," he says.

But she did so much more than buy a few sandwiches and books for the kids. She also took it upon herself to call a number of colleges in South Carolina to let them know that she had some mighty dedicated students who sure could use some scholarship money.

Her persistence paid off handsomely when William, his mother and Miss Lisbon were invited to the President's home at Morris College in Sumter, South Carolina. After

making the 50 mile trek from Eutawville, they had barely exchanged greetings when Sinkler was given a scholarship and a job working in the chemistry lab of the private institution.

Four years later, in 1960, he graduated Cum Laude from Morris with a Bachelor of Science degree in biology and a minor in chemistry. He later went on to study at Virginia State before earning his Master's in Education from the University of Virginia.

"In addition to being a true gentleman, thoughtful and profoundly courteous in all interactions, Mr. Sinkler's experience as a teacher and principal have been great assets to the Salem City Schools," says Seibert. "He's always been about

what's best for the children and how to touch their lives, as well as holding them to very high standards of rigor and content."

"He is a great role model, a dedicated public servant and community leader who has truly put children first," says Southard.

Sinkler and his wife Marzetta have been married for 45 years. They have two grown sons, William and Wayne, who live outside of the area. William resides in Fredericksburg while Wayne makes his home in Sweden. Fortunately, for the Salem community, Bill and Marzetta have kept their roots local, electing to serve their church family at Shiloh Baptist and their fellow citizens and neighbors throughout the city.

"The students have said to me on several occasions that they are pleased that I'm on the school board because they feel comfortable talking to me, and that comfort level makes it all worthwhile," he says.

Miss. Lisbon would be so proud.

**Mike Stevens**  
Communications  
Director



## NEWS FROM AROUND THE DIVISION

**Edgar Moser** (SHS), will be receiving a Master of Arts Degree from Liberty University Seminary in Church Planting and Evangelism at the end of 2010. This will be his second Master's Degree having received his first from Radford University in Educational Leadership. He plans on using his degree from Liberty University to help establish Life Pointe Church in Roanoke, Virginia where he currently serves as the Pastor. Life Pointe Church began services just this year on February 14, 2010.

Kelsey Lynn Pope, daughter of **Patty Pope** (SHS), graduates December 17, 2010 from Virginia Tech with a BS in Mathematics and a minor in Psychology. After interning this past summer with Target, she has accepted a position in management to begin in January. She is the third daughter of Patty and Billy Pope.

Congratulations to **James Forester** (SHS) and wife, Jenna, on the birth of their daughter, Isabelle Kathryn, on October 11, 2010.

Congratulations to **Michael Gibson** (SHS), on the birth of his second granddaughter, Alyssa Joy Haynes, born on August 5, 2010.

**Michael Gibson's** (SHS), youngest daughter, Valerie, was married to Matthew Thomas on May 22, 2010; they live in Vinton, VA.

Rebecca Necessary, daughter of **Kandis Necessary** (SHS), a former Salem High graduate, also a graduate of JMU with a Masters in Education, is teaching 6<sup>th</sup> Grade Math at Westwood Middle School in Danville, VA.

Sara, daughter of **Teresa Grey** (SHS), married Benjamin Barnhill on October 9, 2010 at Tuckahoe Plantation, the boyhood home of Thomas Jefferson, in Richmond, VA. After a honeymoon to Dominican Republic the couple will reside in Richmond.

Will Secor, son of **Margaret** (SHS) and **Garry Secor** (ALMS), will graduate with a Bachelor's degree in Agriculture and Applied Economics from Virginia Tech on December 17, 2010. He is currently in the Master's program in Applied Economics at Virginia Tech and will continue to pursue that degree after graduation. He is also being inducted into Phi Beta Kappa on December 16, 2010.

Congratulations to **Lewis** and **Anika Armistead** (SHS), on the birth of daughter, Macy Bradshaw, on July 9, 2010.

Nick Leftwich, son of **Jeff Leftwich** (SHS), made the 2010 Mid-South East Division All Academic Team as the

Quarterback for the UVA/Wise Cavaliers. Nick was also selected by his team mates as Captain for the 2010 season. Nick is a former SHS honor grad and athlete.

**Katie Reid** (SHS), was married on October 9, 2010 to Michael Lewis at the Virginia Western Arboretum. Their children, Luke Reid and Gabrielle Lewis, both students at West Salem Elementary, served as best man and maid of honor.

Congratulations to **Susan Price** (SHS), on the birth of her son, Keegan Banks Price, born on July 28, 2010.

Congratulations to **Jane Sandal** (SHS), on the birth of her eighth grandchild, Caitlyn Jane Akers, born on December 7, 2010.

Congratulations to **Melissa May** (GWC), on the birth of her son, Grayson Miller May, born on October 18, 2010.

Bradley Jewell, son of **Brenda Jewell** (WS), is engaged to Chinah Helmendollar. They will be married on May 21, 2010.

Congratulations to Tim and **Regina Norman** (WS), as they celebrate their 10<sup>th</sup> anniversary December 27, 2010 with a Disney cruise to the Caribbean.

Jessica Story, daughter of **Denise Storey** (WS), will be starting grad school at Elon to get her Doctorate in Physical Therapy in January 2011.



*Margie Wray's* (SS), Mother-in-Law passed away on November 28, 2010.

*Melanie Smith's* (SS), uncle passed away on November 30, 2010. Her grandfather passed away on December 07, 2010.

*Connie Akers'* (CO), brother passed away on November 23, 2010.

*Michelle Lemon's* (CO), grandmother passed away on November 06, 2010

## ALL FOR A GOOD CAUSE...

On September 26, 2010, **Alisa Burns, Gayle Jamison, and Erin Stenger** of the Salem High School Math Department walked in the Juvenile Diabetes Research Foundation Walk to Cure Diabetes, along with Several Friends and family members. The "Spartan Striders" enjoyed walking around downtown Roanoke and raised over \$2000! Thank you to those who made donations!



Also,



On the morning of November 24, 2010, Salem High School Ninth graders at finished up a month-long public service project by taking part in 90 minutes worth of fund raising activities on the school's athletic track.

The One Life to Make a Difference Walk is in its fourth year. In the first two years, Salem High Freshmen raised approximately \$5,000 to aid Children in Africa. The donations primarily supported emergency food and medicine as well providing clean water and aid for children who were orphaned by the AIDS epidemic.

For the past four weeks, the freshmen class has been raising money and getting donations to help those less fortunate in Africa and Haiti.



Teachers taking a pie to the face for a good cause.

### JUST FOR FUN..

**Beth Cook (SHS)** and her husband vacationed in the desert southwest. They hiked to the bottom of the Grand Canyon and jumped off a 40 foot waterfall on the Havasupai Indian Reservation, shown in this picture.



## What Instructional Coaches Can Do For You!

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Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods.

### Analyzing teachers' needs

Instructional coaches meet with teachers individually at a convenient time for the teacher (such as during a planning period or after school) to identify the teacher's most pressing needs and to discuss possible research-validated interventions that might help the teacher address those needs.

### Observing classes

Instructional coaches sit in on classes taught by the collaborating teacher to observe the overall progress of the class as well as behaviors related to specific issues raised during the individual coach-teacher conferences.

### Collaborating on interventions

Together, instructional coaches and teachers identify interventions that best address the teacher's greatest need. As an example, an instructional coach and teacher might determine that a graphic device could help the teacher clearly organize and communicate the standards and content for a unit. When necessary, instructional coaches and teachers collaborate to develop a plan for using the chosen instructional method.

### Preparing materials

The instructional coach's goal is to make it as easy as possible for a teacher to successfully use a new instructional method. To that end, instructional coaches try to alleviate the burden on teachers as much as possible by preparing handouts, assessments, overheads, and other materials that the teacher needs.

### Modeling

As teachers observe, instructional coaches teach their classes and demonstrate how the new instructional method or intervention should be taught. In some cases, instructional coaches provide checklists or some other form of observation tool so teachers know to watch for specific teaching behaviors.

### Observing

Instructional coaches observe teachers as they use the new intervention in class. Sometimes, the instructional coach uses a checklist or some other form of observation tool as a means of providing specific feedback to the teacher.

### Feedback-modeling-observing-feedback

The nature of the instructional coaching process allows for continuous communication between instructional coaches and teachers. After the first observation, instructional coaches meet with teachers to discuss how teachers used the intervention. Coaches provide plenty of validation along with suggestions for improvement. The communication continues, with instructional coaches modeling, observing classes, and providing more feedback, depending on the needs of the teacher.

### Building networks for change

Instructional coaches work with groups of teachers to establish teams or professional learning communities that pave the way for interventions to be taught consistently across classrooms and subjects. For example, an instructional coach might help a language arts team develop a scope and sequence for teaching writing strategies, or a grade-level team develop a plan for teaching the same behavioral expectations for students in all classes.

### Final Thoughts

Instructional coaches are professional collaborators who work with teachers to identify and overcome obstacles to student learning through the use of research based instructional strategies. They work with teachers in every phase of the process as a partner in order to ensure successful implementation. We hope you will take advantage of this opportunity and contact one of Salem's instructional coaches today!

### Instructional Coaches

Beth Swain [bswain@salem.k12.va.us](mailto:bswain@salem.k12.va.us)  
Terry LaRocco [tlarocco@salem.k12.va.us](mailto:tlarocco@salem.k12.va.us)

Margie Secor [msecor@salem.k12.va.us](mailto:msecor@salem.k12.va.us)  
John Bolte [jbolte@salem.k12.va.us](mailto:jbolte@salem.k12.va.us)

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## Social Studies

The Office of Assessment Development is seeking nominations for the 2011 Standards of Learning (SOL) Item and Test Review Committees. The committee meetings will be held in Richmond. Fifteen members are needed for each of the 34 committees and school divisions may nominate one or more representatives for each committee. All individuals who wish to serve on the 2011 committees, including those who have previously served, must submit an application through the Web-based process, Assessment Committee Application Processing System (ACAPS). The application will require a professional reference and division approval. The procedure for submitting the Web-based application is available at <https://p1pe.doe.virginia.gov/acaps/>. Completed applications are due to the Virginia Department of Education through the Web-based process by January 28, 2011.

## English

The Virginia Board of Education adopted the revised Curriculum Framework for the 2010 *English Standards of Learning* on November 18, 2010. The revised version reflects the changes for alignment to the 2010 Standards of Learning that were approved by the Board on January 14, 2010. Changes that went to the Board for first review in September 2010 are identified with single underlines and single strikethroughs. Double underlines and double strikethroughs were used for additional changes based on public comments and additional analysis of the Common Core State Standards for English Language Arts, and were included in the document that went to the Board for final review on November 18, 2010. The adopted Curriculum Framework for the 2010 *English Standards of Learning* can be found at: [http://www.doe.virginia.gov/testing/sol/standards\\_docs/english/review.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/english/review.shtml).

School divisions are expected to begin implementation of the 2010 *English Standards of Learning* by September 2011 and to fully implement the 2010 *English Standards of Learning* in the 2012-2013 academic year. Items measuring new content in the 2010 *English Standards of Learning* will be field tested in spring 2012. In spring 2013, all items on the *English Standards of Learning* assessments will be based on the 2010 *English Standards of Learning*.

Additionally, the Virginia Board of Education accepted the final analysis of Virginia's 2010 *English Standards of Learning* (SOL) as compared with the Common Core State Standards for English Language Arts (CCSS). The Comparison can be found at: [http://www.doe.virginia.gov/testing/sol/standards\\_docs/english/index.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/english/index.shtml).

## Science

The Virginia Board of Education adopted the revised Curriculum Framework for the 2010 *Science Standards of Learning* on November 18, 2010. Changes that went to the Board for first review in September 2010 are indicated with single underlines and single strikethroughs. Double underlines and double strikethroughs were used for additional changes based on public comments from September 24 through October 25, 2010. The adopted Curriculum Framework for the 2010 *Science Standards of Learning* can be found at [http://www.doe.virginia.gov/testing/sol/standards\\_docs/science/review.shtml](http://www.doe.virginia.gov/testing/sol/standards_docs/science/review.shtml).

School divisions are expected to begin implementation of the 2010 *Science Standards of Learning* by September 2011 and to fully implement the 2010 *Science Standards of Learning* in the 2012-2013 academic year. Items measuring new content in the 2010 *Science Standards of Learning* will be field tested in the spring of 2012. In spring 2013, all items on the *Science Standards of Learning* assessments will be based on the 2010 *Science Standards of Learning*.

## High School Science, Technology, Engineering, and Math Professional Development

Do you want to learn more about the latest scientific information about Mars from NASA scientists and engineers? Do you have a desire to incorporate real data from Mars rovers and orbiters into your lessons but have no idea where to begin? Have you found yourself wanting to find inquiry-based, engaging and hands-on NASA activities for your students but just don't have the time to mine all of the relevant sites or to try out the lessons before making your first class the test subjects? And do you want to infuse your teaching with podcasts and videos that you create using NASA multimedia resources and images?

If you answered "yes" to any of these questions, then we have the workshop for you!

The Virginia Space Grant Consortium and NASA Langley Research Center are offering a free Teacher Institute as part of the Virginia Aerospace Science and Technology Scholars (VASTS) program from February 20-24, 2011 for high school science, technology, engineering, or math (STEM) teachers in Virginia.

The Program provides the following:

- Lodging for ALL teachers
- Mileage reimbursement
- Substitute pay to your school because the VASTS Teacher Institute is during the week!
- Most meals
- Teacher Institute Resource Binder with NASA-developed activities, lessons, and data
- 8GB flash drive with software and programs needed for podcasting
- Opportunity to meet and share ideas with fellow STEM educators from across the state

The deadline for applying is Wednesday, January 19th!

For more information, visit [www.vasts.spacegrant.org](http://www.vasts.spacegrant.org)

### **Elementary Science Professional Development**

The **Virginia Initiative for Science Teaching and Achievement (VISTA)** partnership invites you to participate in the VISTA professional development program and evaluation for school teachers during the summer of 2011 and the 2011-12 school year. VISTA is a unique partnership among the Virginia Department of Education, school divisions, six universities, and SRI International to create an innovative community of support for sustained, intensive science teacher professional development. VISTA is dedicated to research-based reform of science instruction to meet the needs of diverse students, including students with disabilities and limited English proficiency students. **Participants will receive a \$4000 stipend.**

### **Elementary School Teacher Professional Development**

The support system includes a four-week summer institute June 27-July 22 and follow-up academic year support. Teachers participate for one summer and academic year. The summer institute for elementary teachers spends

- Week 1 on learning a particular area of science and how to conduct inquiry-based science teaching,
- Weeks 2 and 3 on collaboratively teaching inquiry-based science to high-needs students in a problem-based summer camp setting, and
- Week 4 on reflecting on their summer teaching experience and planning to implement inquiry-based teaching during the academic year.

An overarching theme of continuous improvement will permeate the institute (Akerson, Cullen, & Hanson, (2009). With the oversight of the STEM Leadership Team, science topics will be selected based on the lowest-scoring areas of science on state tests for students and a needs assessment of teachers. Teams of university science educators, scientists, and engineers, along with science classroom teachers and mathematics specialists, will co-plan and co-facilitate the summer learning experiences.

Principals and school district science coordinators will attend part of the training to become acculturated with the science teaching and inquiry process. During the academic year, the teachers will implement inquiry-based science in their classrooms and meet to share and analyze samples of student work. They will attend the Virginia Association of Science Teachers (VAST) annual conference to learn about science teaching, learning, and resources on a statewide basis and meet with VISTA teachers for further professional development. For more information visit <http://vista.gmu.edu/>

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## Elementary Science Institute Timeline

Elementary institute	Summer	Academic year	
Grade 4-6 teachers of science	4 week institute	3 follow-up sessions	
		Present VAST conference	
		Classroom Coaches - 3 visits	
Principals	1 day during institute	Newsletters	
Science Coordinators	2 days during institute	Attend VSELA conference	
Coaches – retired science teachers	5 days during institute	2 days coach training meetings	
Summer Dates	George Mason University	Virginia Commonwealth University	College of William and Mary
<b>2011</b>	June 27 – July 22	June 27 – July 22	June 27 – July 22



*Happy Holidays !!!*



