



CURRICULUM NEWSLETTER

March 2020



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Important Dates

March

- 6 Start of Early Benchmark Assessment Window
- 9 Curriculum Ad Staff 4:00 –6:00 PM @ PDC
Board of Ed Mtg 6:30 PM @ PDC
- 12 State Testing Building Coordinator Meeting 1:00 PM
- 18 Elementary Principals Networking @ LESA
- 19 Reading Support Meeting 12:30-3:30 PM @ HESSC
DLT Meeting 4:30 –6:00 PM @ PDC
- 24 Youth Appreciation Night 6:00 PM
- 25 Secondary Principals Networking @ LESA
- 26 District ICT Meeting 9:00 AM
- 30 Mar 30th – Apr 3rd Spring break -NO SCHOOL

PSAT/SAT/Work Keys

- PSAT 8th Grade - April 14
- PSAT 9/10th Grade - April 15
- SAT - April 14
- Work Keys - April 15

M-Step

5th, 8th & 11th Grade
April 13 - May 8

M-Step

3rd, 4th, 6th, 7th Grade
April 27 - May 22

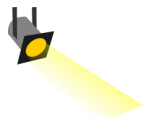
SRI
(optional windows)

3rd-6th grades
April 27 - May 8

7th-10th grades
May 11th - May 29th



Reading Support Meetings
3/19/20, 5/21/20
12:30 - 3:30 PM @
HESSC
Special Ed. Conf. Rm



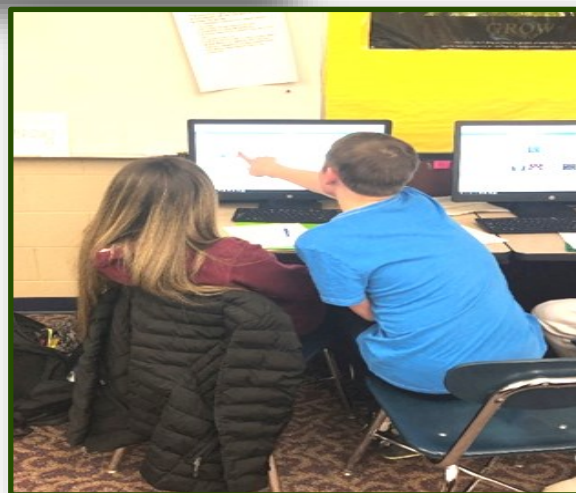
Curriculum Spotlight

by Anne Haaseld and Dave Minsker



High School “Introduction to Programming” Students Learn To Solve Real Life Problems for a Real Life Customer

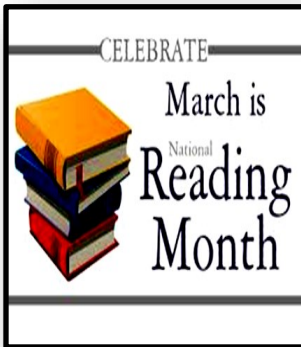
The big picture theme for the “Intro to Programming” class is solving real problems with technology. The goal is to use a variety of different tools to entice students and interest them in technology without it being too intimidating. The Design Process is one of those tools and protocols that are used in industry for identifying problems and building solutions. Intro to Programming teacher Anne Hasseld works with the Extended Resource Program teacher Lauren Depestel in creating a project to help teach these skills. Lauren provides her students reading level, math level, interests, and what the students need to work on to Anne. Programming students then research their customer, conduct a team interview with the customer, summarize their interviews as a team and identify the game that each student will make. Students then create the game using a drag and drop programming language called Scratch. Programming students then show their games to their customers and work on finding improvements or issues. The games are then turned over to the ERP students to use in their classroom or at home. The project is so successful because students recognize they are solving a REAL problem for a REAL customer, as well as providing a positive experience for our ERP students.





Superintendent's Corner

by Chuck Hughes



March is Reading Month, take time to read and create discussions of what you read with your own children and students regardless of age or content. Often, an understanding of difficult content or issues can only be achieved by reading, writing about, and discussing appropriate text.

Why do I say this? I just finished reading through the February 2020 Educational Leadership journal, which contains numerous articles on literacy and leadership around effective literacy teaching and learning.

One article, **For Reading Comprehension, Knowledge is Power**, by Kyle Redford (*February 2020, pp. 52-56*) shares that reading provides the prior content knowledge needed by students who might otherwise not be exposed to a wide variety of experiences, a place where they can gain this background for understanding. He shares research that indicates the need for all teachers (regardless of grade or content) to strategically teach “decoding” of text, because students who cannot decode well naturally, become our “reluctant” and ineffective readers, which can ultimately lead to being non-readers in life. He also makes a case for reading for deep learning, and shares that the strategy of “read-alouds” offer teachers an opportunity to engage students in the content text, because it requires teachers to stop and help students decode by discussing vocabulary, and explains the content. Finally, he makes a case for why science and social studies teachers must be literacy teachers if they want to ensure deep learning.

In **Let Them Read, Please**, by Penny Kittle (*February 2020, pp. 77-81*), the author makes a plea for schools to incorporate time during the school day to read. She shares how in the past she has had principals and others reading out loud to those students who are struggling to read independently during reading time. Ms. Kittle expresses the need to offer choice to students, as traditionally the teacher chooses and the students read that choice, which does not help to create active readers. She shares that reading really should not be pushed to the home, as too often teachers spend more time trying to collect reading logs and dish out rewards for reading, when the time could be better spent engaging in independent and intervention activities. She also shares her concern with how educators often take the fun out of reading by demanding things like “comprehension questions, journal responses, projects, or requirements for reading a set number of books”, and this should be avoided. Too often readers skim content text for the answer and learn nothing while they get good grades for doing this simplistic seek and search activity. She asks why doesn't it bother educators when we give students reading tasks and follow-up activities, while we know that most students never read the task assigned? A good question for all of us to think about. Finally, the author shares her opinion on the fact that way too many educators are not readers themselves because it is not a priority in their life outside of school. To this I would challenge all of us to prioritize reading a book or journal every so often (once a month, every two weeks, or whatever you are comfortable with) and try to apply our learning to how and what we teach and do in the district.

QUOTES

“The number of books a student reads is the most significant statistic of all; it represents and predicts so much about his [her] academic future.

~ Nancie Atwell

“The act of reading relieves stress and invites empathy. It can break through passivity and ignite curiosity, which drives deeper learning throughout the school day.”

~ Maryanne Wolf



Math Matters

by Annette Macfarlane

Essential Practices for Literacy-Math Emphasis

Formative assessments, common assessments and math vocabulary....oh my! I am so excited because essential practices #7 and #8 are my favorite.

Practice #7: Intentional efforts to build vocabulary, symbolic, and conceptual knowledge:

- Covers Common Core Mathematical Practices #1-3, 6.
[\(http://www.corestandards.org/Math/Practice/\)](http://www.corestandards.org/Math/Practice/)
- Teach vocabulary in context. Provide multiple opportunities for students to review and use the new vocabulary (*No more vocabulary worksheets!*)
- Connect mathematical symbols to language.
Means sum, more than, increase, altogether, total
- Model finding contextual clues
Read Draw Write
- Engage in morphemic analysis
Trinomial (tri=3, nomial=name or term)
- Using disciplinary texts discuss vocabulary found.
Read a newspaper article with a graph and discuss data analysis vocabulary

altitude any base combination compute and computer congruent and equivalent difference divide by and divide into dividend equal and equivalent example extreme factor fact	CONFUSING TERMS imaginary limit mean and median multiples number and numeral of and off operation or (exclusive) vs. or (inclusive) origin pi power prime product	radical range reflection regular relationship remainder (division) vs. remainder (subtraction) right angle and left angle similar sine and sign sum and some tangent variable
CONFUSING FORMATS analog and digital clocks angle rotation quadrant layout superscripts and subscripts various types of graphs	CONFUSING SYMBOLS $\sqrt{\quad}$ and $\sqrt{\quad}$ \bullet , \times , (\quad) , and $*$ $+$, $\sqrt{\quad}$, $!$, and $\frac{m}{n}$ $=$, \equiv , \sim , \approx , and \cong $<$ and $>$	

Picture taken from: <http://www.ascd.org/publications/books/105137/chapters/Mathematics-as-Language.aspx>

Practice #8: Ongoing observation and assessment of students' language and literacy development that informs their education:

- Covers Common Core Mathematical Practices #1-8.
[\(http://www.corestandards.org/Math/Practice/\)](http://www.corestandards.org/Math/Practice/)
- Prioritize student work as data for making instructional decisions
- Use assessments as a means to determine what additional instructional supports are needed.
Look at Illuminate data and determine if a learning target needs to be revisited
- Provide timely and specific formative feedback to drive student learning.
- Teach students to self assess, set goals and participate in peer assessment.

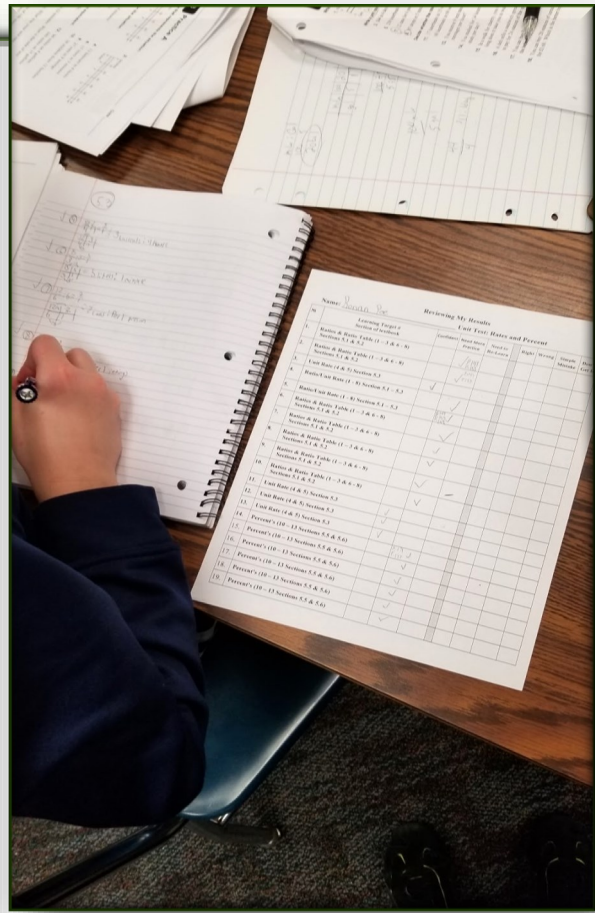
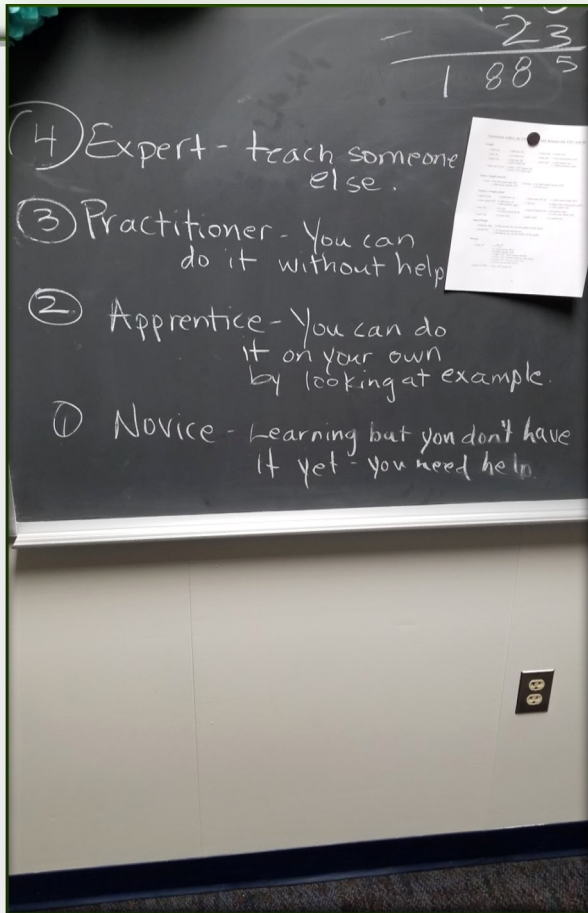


Math Matters (cont.)

Essential Practices for Literacy-Math Emphasis (cont.)

I got to participate with instructional rounds held in January at Farms Intermediate and we were able to focus on student self assessment. Ten teachers witnessed a 10 minute self assessment strategy in the 6th grade classrooms of Traci D'Arcy and Chris Anderson. D'Arcy assessed her students formatively, and then had them place their question slip in a **4 (Expert), 3 (Practitioner), 2 (Apprentice), or 1 (Novice)** location based on how they thought they did. For the next step, D'Arcy would anonymously show student work to the class and have a whole group discussion distinguishing positive math thinking and mathematical areas that could be strengthened.

Anderson had students documenting their learning target progress on a document that he created. Using this tool, students could then seek out additional practice to suit their individual needs. It was so exciting to see the different ways teachers are encouraging students to self assess in order to drive their learning! Big thanks to the Farms teachers for having me along for this. I encourage everyone to try something new this month to enhance your instruction and your students learning.



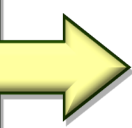


The Lit Bit

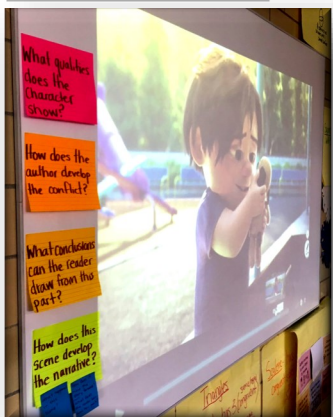
by Monique Alberts

Happy March! The end of winter is in sight, and so that means it's the beginning of M Step, PSAT, and SAT season! As we enter the weeks before, how do we help prepare our students for these tests? What are some strategies to help them do well, and remember all we have taught them? I have been doing some research around "test prep" tools and what preparing for these tests could/should look like. Here are some guiding thoughts around preparing for these test!

Thought #1:
When test prep goes too long, student engagement goes down.



2-3 weeks is an effective amount of time to prepare for these tests. Any longer and we lose student interest and therefore student learning. How do we create student engagement around "test prep"? You have students respond to short films and videos. This allows students to access complicated topics with a higher level of knowledge because it adds in the visual aspect while comprehending the text. Here are a few of my favorites...

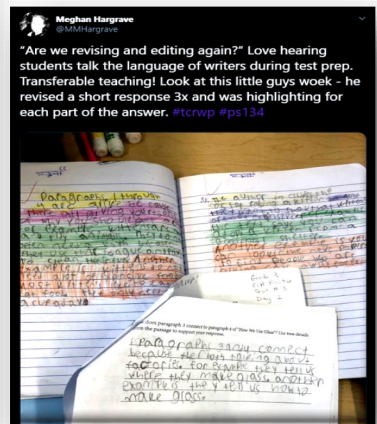
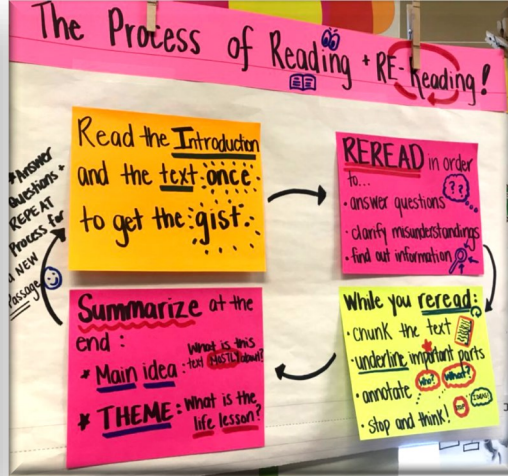
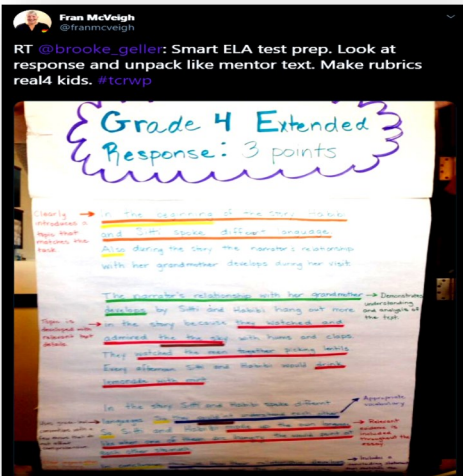


- LOU by Pixar**
<https://www.dailymotion.com/video/x6ci2hk>
- Hair Love by Sony Animation**
https://www.youtube.com/watch?v=kNw8V_Fkw28
- Wheels by Canadian Tire** (this company has the best commercials, but this one is my favorite. Just search "Canadian Tire commercials...you won't be disappointed!")
<https://www.youtube.com/watch?v=pFuwUiHo-WI>
- Baby Turtles Want Their Lake Back** by PBS (Deep Look series, many more great videos can be found here, especially for nonfiction!)
<https://www.pbs.org/video/deep-look-baby-turtles/>

Look back over reading and writing charts, checklists, mentor texts and tools. What strategies have we already taught that we need to bring back? Which charts could we transfer into preparing for the test? Can we create progressions around extended responses and essays for students to study? Here are some examples below!



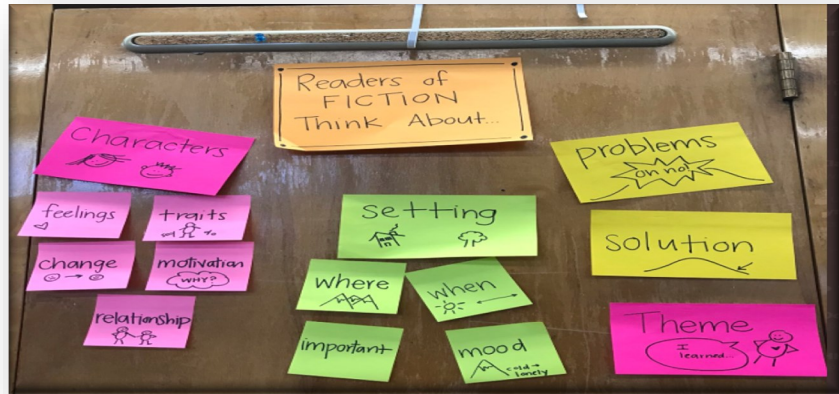
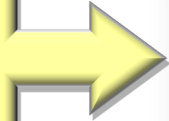
Thought #2:
For test prep we can't teach new. Instead, this time should be a unit on transference, not test prep.





The Lit Bit (cont.)

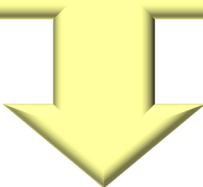
Thought #3:
Interactive read aloud, and independent reading with teacher feedback is test prep.



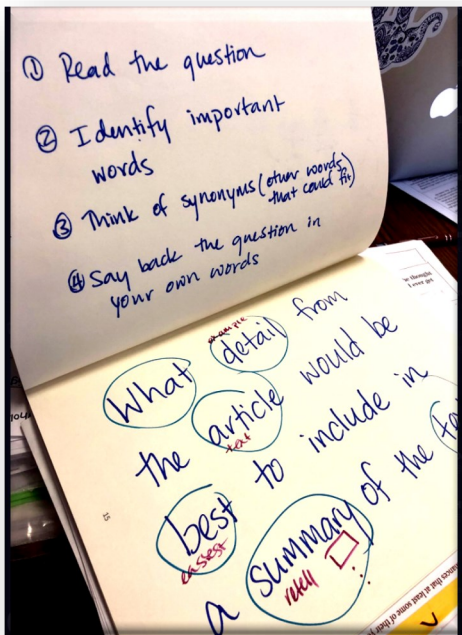
Don't minimize these important times to prepare for tests. Reading volume, reading stamina, and talking about books is test prep at its finest. Embed test like questions in your daily read alouds. Here are the stats on test proficiency and reading volume...

- Kids who on average read at least one and a half hours per week: **50% scored proficient**
- Kids who on average read at least one and a half hours per day: **68% scored proficient**
- Kids who on average read at least two and a half hours or more per day: **76% scored proficient**

Thought #4:
It is crucial to teach students a strategy for figuring out test questions. Remember that strategy can't be you...if you find yourself doing most of the explaining of what words and questions mean, pull back and try this strategy!



1. Read the question
2. Identify important words
3. Think of synonyms (other words that could fit)
4. Say back the question in your own words



Test takers understand the questions they are asked. One way to do this is to play the **Synonym Game!**

- 1) Read the prompt.
- 2) Come up with as many synonyms as you can for each word in the prompt.
- 3) Restate prompt, using your own words.



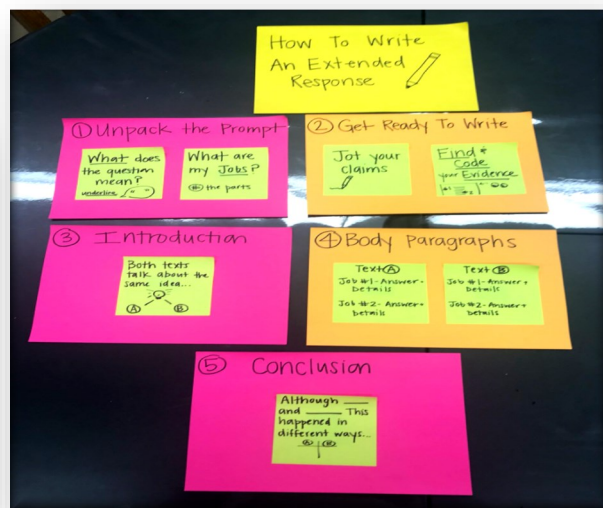
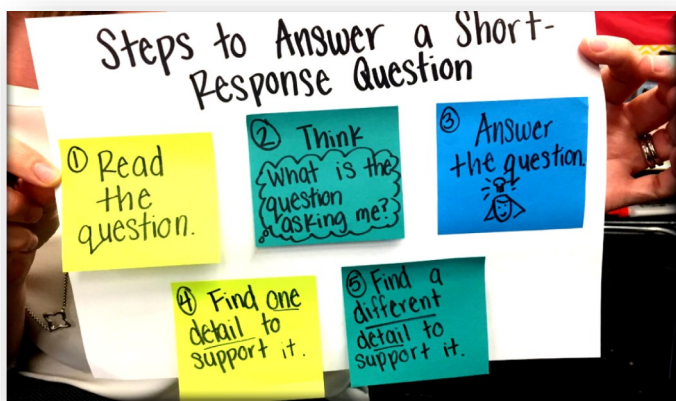
The Lit Bit (cont.)

Thought #5:

Adding in oral Rehearsal and shared writing when practicing extended response questions. These practices are great scaffolds for all learners.

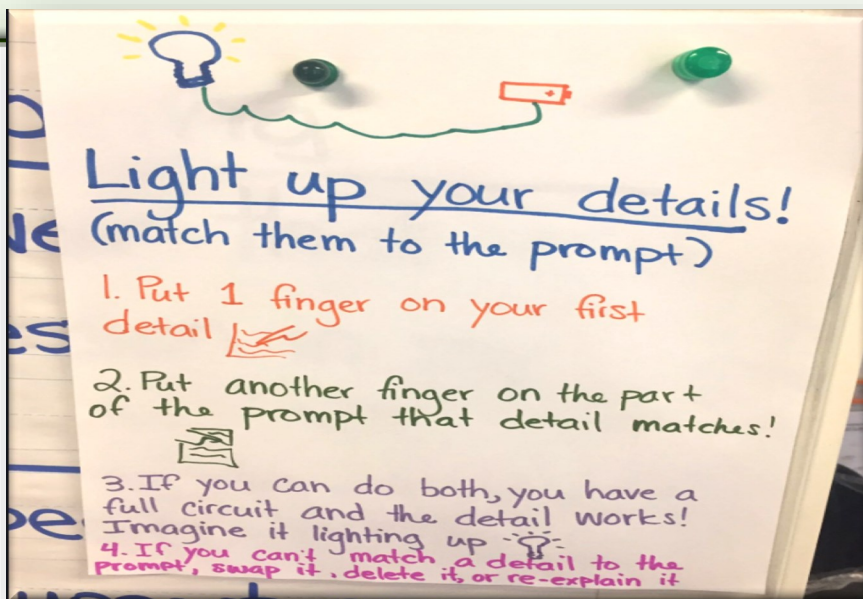


Try holding an extended response boot camp. Begin with writing in the air, and rehearsing together. Then have a go on your own. Use this as a quick formative assessment to form small groups around extended response.



In this upcoming month, sit down with your team, collaborate, decide how you will transfer student learning from across the school year. What is it that students often struggle with on the tests? Do you have a strategy and tool for that? Keep it engaging and short. And please don't hesitate to invite me in so I can support you during this time!

Happy Learning! ~ Monique





Technology

David Allward Computer Tech Collin Corrion Computer Tech	Glynn McHugh Network Admin/Tech Amanda Wright Grants Facilitator/ Tech	Scott Usher Director of Technology Dave Larson Network Engineer	Michele Astalos Data Tech Stacie Motz Data Tech	Karen Wilson Tech /Student Services Jen Grabowski Help Desk
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by Scott Usher

Cleaning Up Your Network Directories (Your "SAVE" folder has been created)

Everyone should have seen last month's article regarding our need to clean up our network file shares. This is your update and monthly reminder to begin saving files that are important to your instruction or support role at Hartland Schools.

We have now placed a "SAVE" folder in each of your home directories (H:). This folder is to be used by you to place anything in it that you want to KEEP. We are giving you until **Friday, June 12, 2020**, to complete this task. Over the summer, we will be moving the contents of the "SAVE" folder to a new home directory location and then discarding all the information that is not in an individual "SAVE" folder.

We will soon be placing a "SAVE" folder in each of the SHARED drives and will be asking everyone to go through the shared drives you have access to, selecting items that you feel need to be saved, and moving them to the "SAVE" folder. Simply moving those files to the "SAVE" folder will tell us those files are needed and we will happily copy them to the new file shares.

The reason we are asking you to do this is that it is taking too much time each evening and weekend for our servers to back-up all the data we are currently storing. It is taking so much time that soon we will not be able to complete a full backup of all our data over a weekend period. We have noticed employee's personal iTunes databases, personal photos and videos, and other files that we just don't have the resources to continue to back-up for everyone. If it is used for the education of students, of course, keep it. If it is something that you have not used in a long time or is of a personal nature, please don't keep it in your home directory. Our dwindling file server space and long back-up times are easily correctable, but we will all have to work together to accomplish this goal.

In general, if it is old and you know it has not been used in a really long time, and not part of some archive that we have to keep, let's get rid of it. If you are unsure about a file (especially one in your personal home directory), feel free to place it on an external hard drive or thumb drive for your own personal safekeeping and then you would not have to copy it into the "Save" folder.





Preventing and Addressing Behavioral Problems in the Classroom

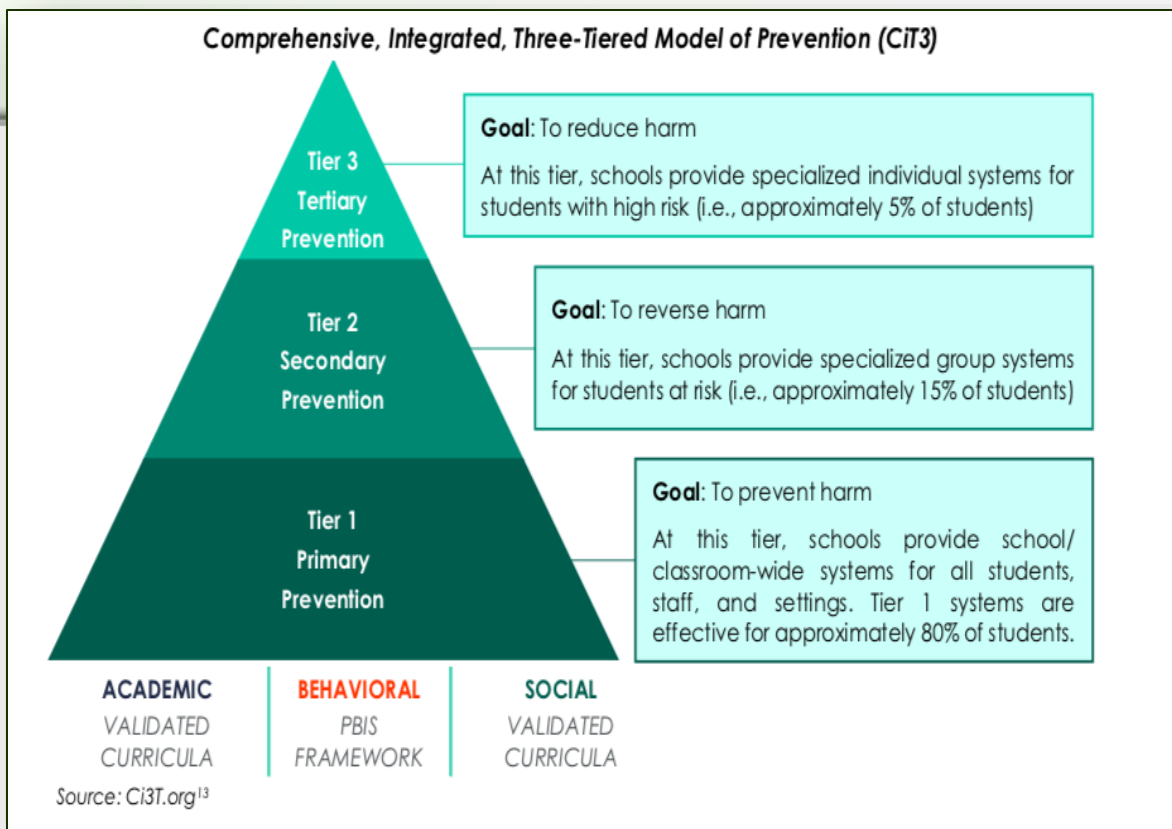
Hanover Research, July 2019

Summary By: Sue Pearson, Director of Special Education

Research establishes that teachers are *the* most important school-based factor in determining student success. The more time allotted to a content area, the higher the academic achievement students will have in that content area. Concurrent with improved teacher classroom management skills, teachers' embracement of effective Positive Behavioral Interventions & Supports (PBIS) promotion and implementation in their schools will help to reduce the wide variance in student engagement across classrooms, as well as bring school-wide improvements. While implementation fidelity is a challenge, schools that institute PBIS effectively have seen significant reductions in negative behaviors, improved social cultures, increased student achievement, and increases in instructional time.

Hartland's Multi-Tiered System of Support (MTSS) uses Instructional Consultation to ensure that the academic, social, behavioral match is being made for our students. The district uses a wide range of universal preventative measures, targeted support for *some* students, and intensive interventions for a *few* students.

One specific MTSS framework identified in the Hanover report is the Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention identifies tier 1 as Primary Prevention with the goal to *prevent* harm. Tier 2 is a secondary prevention with the goal to *reverse* harm. And, tier 3 is tertiary prevention to *reduce* harm.



Preventing and Addressing Behavioral Problems in the Classroom (cont.)

Quality classroom management plans are vital to a teacher's ability to instruct students and their student's ability to engage in rigorous and meaningful learning. Research shows that strong classroom and behavior management on teachers' part can dramatically improve students' achievement outcomes, while poor classroom management and high levels of behaviorally-driven instructional disruptions can adversely impact teachers and learning. By creating a classroom management plan, teachers can:

- Prevent many problem behaviors from occurring in the first place;
- Minimize and directly address disruptive behaviors that students do display; and
- Help students feel physically and emotionally safe.

Essentially, classroom management is an avenue used to model appropriate behavior for students and implement broader, research-based strategies to promote positive behaviors within the tier 1 preventative framework. A classroom behavior management plan is necessary to help teachers' gather data to hone in on key behavior management practices as well as determine which students require support at a tier 2 and 3 level.

Keys to Behavior Management



There are five interrelated essential keys to building an effective classroom behavior management plan. Each key is vital to consider and should be referenced as the year progresses. All five keys should be built directly into any classroom management plan a teacher creates.

If you would like more information about building an effective classroom behavior management plan, your building IC team is a great place to start. You can also check out the following resources:

- [Supporting & Responding to Behavior](#)
- [Preventing and Addressing Behavioral Problems in the Elementary Classroom Toolkit](#)