

CURRICULUM NEWSLETTER

March 2014



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IMPORTANT DATES

March 6:
Curriculum Ad Staff
9:30-11:30 am

March 7:
End of 4th marking period, HS

March 11:
K-4 Math PD
8:45-3:45 pm in the PDC

March 12:
5-12 Math PD
8:00-3:00 pm in the PDC

March 19:
Pilot District Curriculum Team
4:30-5:30 pm in the PDC

March 21:
Professional development, no school

March 25:
Parenting Workshop & Resource Fair
5:45 at the HS

March 27:
Kindergarten LA PD
8:45-3:45 pm in the PDC

March 28:
End of 3rd marking period, K-8

DISTRICT PROFESSIONAL DEVELOPMENT SCHEDULE FOR MARCH 21st

AM SCHEDULE

Writers Workshop 7- 8 (ELA staff) 8:00 to 12:00 PM
Special Ed. Conf. room @ C.O.
Laurie/Dotty/Steve/Chuck

ICT Team Training K-12 8:00 to 12:00 PM
PDC
Sue Pearson/Principals

Technology Integration (All Others) 8:00 to 12:00 PM
TBA
Scott Usher/Staff

PM SCHEDULE

No afternoon PD on March 21st

Check out MEAP Reading Growth Data

by Laurie Mayes

Interested in seeing how much growth your students made in the year you had them?

I have built a report in Data Director connecting the fall reading data for the year students started with you and the following fall reading data.

To view...simply go to "REPORTS" in Data Director. Half way down the page you will see "5 MOST RECENT SHARED REPORTS". Select 13-14 (your grade) MEAP Reading Growth Data.

I hope this report is helpful to you.

SRI WINDOW

SPRING: 3/3/14—5/9/14
(HS required)

Teachers Learn From Each Other

In many professions, individuals learn from each other by observing and discussing professional practice. Why is it that educators are so often isolated from their peers even if teaching right next door? Mr. Ben Mainka, HHS Principal, Mr. Steve Livingway, HMS Principal, and Mrs. Mikki Cheney, FIS Principal, have taken on the challenge of helping teachers learn from each other through a practice called “instructional rounds” or “rounds” for short.

The purpose of instructional rounds is to provide opportunities for teachers to observe the teaching of lessons by other staff members. In the process, teachers gather evidence on what students are doing as they look for patterns of meaningful work. After the lesson is observed, the teachers and administrators meet to debrief on these patterns through meaningful and thoughtful discussions about the teaching and learning process. These debrief times help all those involved to look at their craft through a different lens as they seek to improve teaching and learning in their classrooms.

Sometimes the process helps professional educators realize that they need to seek outside help with best practice principles, while other times it helps to affirm that what they are doing in the classroom is educationally sound. In the process, teachers learn to develop clear learning targets for students, connect what is being taught with the real-world, how to articulate what engaged learners look like, how to develop higher order thinking, and to create a positive culture of learning. This practice is in sync with the Board of Education Goal to “promote a positive educational experience that involves all stakeholders and encompasses the districts guiding principles”. The Hartland Consolidated School District Guiding Principles can be found at www.hartlandschools.us.

The teaching staff are encouraged to use an instructional model that incorporates the following lesson cycle:

- Direct Instruction (I Do, teacher led instruction)
- Guided Instruction (We Do, together with teacher help)
- Collaborative Learning (You Do, with help from everyone in the classroom)
- Independent Learning (You Do, students do on their own)



Jensyn Bradley, Zack Mixter, Jessica Hinkle, and Zach Brozowski, all part of Hartland DECA’s Executive Board, were chosen to represent Hartland High School and our excellent CTE programs.

Here they met with Representative Cindy Denby along with their DECA Advisor and HHS Teacher Mr. Jamie Riley.



Mrs. McLennan works with students at HMS on their Educational Development Plans, or EDP’s, as a means to help students begin to explore careers that might interest them.

“From the tone of our voice to our posture, from our responses to students’ jokes to the posters we hang in the hallways, everything is curriculum; every moment reinforces, expands, or contradicts everything that has come before it. We are always being watched for clues on how to be an adult.”

Jeffery Benson

Book Summary

by Chuck Hughes

A couple of weeks ago I attended an Instructional Consultation Team meeting. At the meeting I heard concerns that as a whole, we may not be addressing behavioral issues as separate issues that may be holding students back from meeting their potential. That same week I picked up a book written by Jeffery Benson called Hanging In: Strategies for Teaching the Students Who Challenge Us Most (ASCD, 2014).

The author structures the book in a case study format. He shares his experiences with challenging students he has worked with and how their behaviors often were the root cause of their academic struggles. He shares that teachers who work with challenging students have to constantly work to better understand where students are coming from. Mr. Benson also shares great advice like "If a doctor's credo is "Above all else, do no harm," an educator's is "Above all else, do not shame the student" and "Ensure that all students have a school adult or activity that connects them to their best possible selves." p. 3

I really connected with the following:

"For a handful of students – those challenged by sensory stimulation or by trauma, or by a learning disability – crossing each threshold is a risk, which they have to take over and over again. Few jobs for adults require us to switch work sites and supervisors every hour, to adjust to a shift in sound and seating and objects and tones so often." p. 20

Think about it, adults often get upset if we have to work with more than one supervisor at a time especially when one has different expectations than the other. Why is it standard practice to force students to work through this scenario? Why is it that at times students have four or five supervisors giving them extra work assignments or tests in the same day? Why is it that we put students in the situation of trying to figure out what it is that one supervisor wants while another wants something totally different and then the supervisors evaluate the student differently? Grading practices and the structure of the school day clearly controlled my thoughts as I read the book.

After each case study the author provides strategies for individual students, the adult team, and administrators who work with challenging students. I am going to recommend that Mr. Evenson and the staff at LEGACY engage in a book study around Hanging In as so many of their students are working through the challenges of life that simply distract them from a focus on learning.



TEACHING TOMORROWS ENGINEERS

For those of you who wish to better understand how engineering processes can be embedded into science education (big component of the Next Generation Science Standards and STEM education), there is an opportunity for you to participate in a FREE professional development series through the National Science Teachers Association. Visit http://learningcenter.nsta.org/products/online_courses/NEScourse.aspx to learn more about basic strategies for teaching science and engineering skills.

Participants can choose to complete Module 1 or both Module 1 and Module 2.

Module 1: Introduction to the Engineering Design Process (1.15 hours to complete)

Module 2: Implementing the Engineering Design Process in Your Classroom (2.15 hours to complete)



Chris Nelson (right) and Nicole Schingeck host 65 parents at the “10 Tips and Tools for Teens and Tweens” in February.