HARTLAND CONSOLIDATED SCHOOLS

CURRICULUM NEWSLETTER

April 2015

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IMPORTANT DATES

April 2:
Professional development

April 3-10:
Spring break, no school

April 15:
PDCT meeting
4:30-6:30 in the PDC

April 16:
Curriculum Ad Staff, 9:30-11:30,
Special Ed. conference room at C.O.

HP4K Computer Science night at the HS
6:30-8:00 pm

April 17:
7th & 8th grade LA
7:30-10:30 at the MS

April 20:
7th grade LA, 7:30-10:00 in the PDC

8th grade LA, 11:30-2:00 in the PDC

April 21:
CASL Training, Cohort 2 @ LESA

April 22:
Technology Curriculum Team Meeting
7:30-10:30, Special Ed. conference room

April 24:
End of fifth marking period, HS

April 28:
CASL Training, Cohort 1 @ LESA

April 30:
Kindergarten LA, 9:00-11:30,
Special Ed. conference room at C.O.

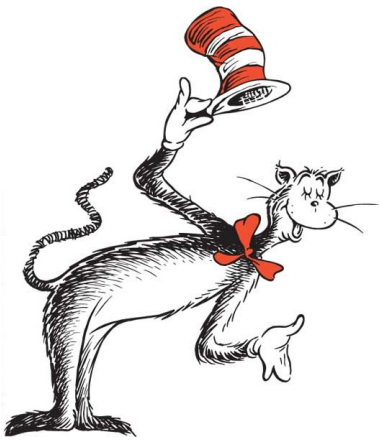
Students from Farms Intermediate, along with Mr. Anderson, share their Stock Market Game experiences with the Board of Education.

Lakes First Grade teacher Jenna Furr, and the Lakes Fourth Grade team (Chris Foster, Katie Culbert, and Teresa Bowen), share typical common core math lessons with parents.

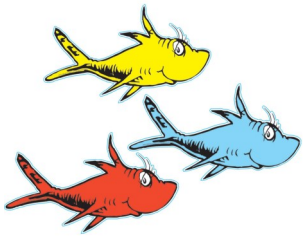
Celebrating March is Reading Month . . .

Amy Watters read to students during Round Elementary School's *Suessabration.*

Jon King from WHMI also visits and reads at Round Elementary.



Tony Howerton and Matt Conway read to Lakes Elementary students at Cromaine Library.



Farms Students Perform Well In Math Contest

Sumdog's Livingston County Math Contest is now over!
In total, 605 students answered 132,015 questions correctly. Great job!
The overall winners are the classes that scored highest throughout the contest. The top three classes are:

Position	Class	School	Score
1st	Mr. Anderson	Farms Intermediate	769
2nd	Mrs. Baker	Farms Intermediate	462
3rd	Mrs. Heatwole	St. Mary Catholic School	408

Thank you for your involvement Mr. Anderson and Mrs. Baker.

Farms sixth grade teacher Cindy Drafta and the Middle School's Katelyn Wallace (seventh grade), share common core math lessons with interested parents on March 26, 2015.

2014-15 SRI WINDOW

SPRING: 3/2/15 — 5/15/15
4th grade (must be done May 1st -15th) and HS required

DEEPER LEARNING

"Are You Working To Add Higher Order Depth of Knowledge (DOK) Tasks?"

District Professional Development has been delivered on our professional development days and during early-release Friday professional development. Are you attempting to move away from rote learning so that students are engaged in critical thinking, problem solving, working collaboratively in groups and on presentations, or even written work?

The hope is that our efforts to better align instructional practices with what we know about deeper learning naturally fits with what the state standards focus on, preparing students for college and career!

Together we can make a difference in the success of our graduates.

HELPFUL WEBSITES

http://www.readworks.org/rw/k-12-grade-articles-stem-topics-0?utm_source=Email&utm_medium=Email&utm_campaign=2.25.15%20stem
Informational text passages on Science, Technology, Engineering, and Math or STEM topics

https://www.mathsisfun.com/measure/index.html
Nice website for ideas on teaching math concepts Kindergarten – Calculus

https://www.learner.org/workshops/algebra/index.html
Great Algebra workshop videos on things like Mathematical Modeling with teaching strategies

https://plus.maths.org/content/
If you are looking for informational text pieces for math and science look no further. Many topics!

http://www.indiana.edu/~hmathmod/
Here you will find many lessons that can be used to support Math Modeling

http://www.nea.org/tools/lessons/56178.htm
This Understanding Science site has many resources to support science education

http://www.nea.org/tools/lessons/60532.htm
This Kids Health site provides resources for addressing all facets of a healthy lifestyle. Explore it!

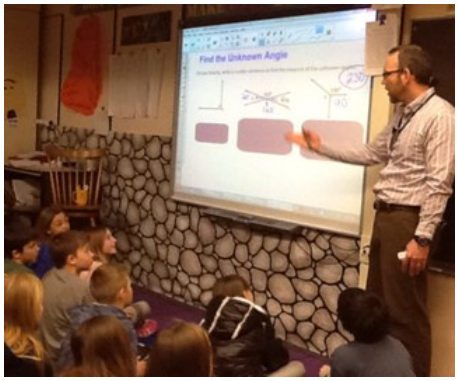
http://www.readworks.org/rw/k-8th-grade-social-studies-articles?utm_source=Email&utm_medium=Email&utm_campaign=3.5.15%20Social%20Studies
Social studies text on many topics K-12

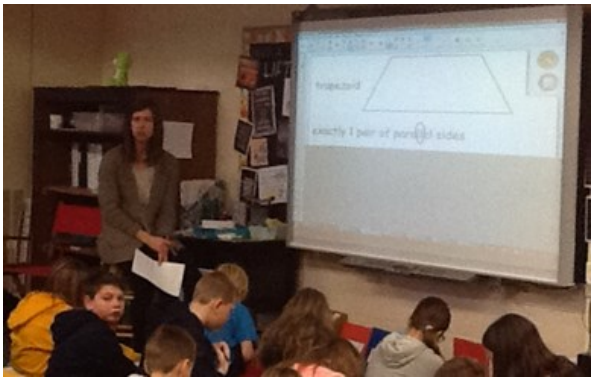
Instructional Rounds: What are they?

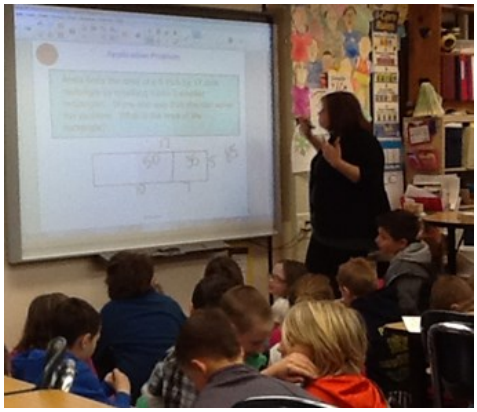
One of the Hartland Consolidated School District's School Improvement activities is to support Instructional Rounds within our buildings. This process involves teachers visiting other teachers for the purpose of observing specific instructional strategies that we have been working on through professional development that can then be taken back to their own classrooms.

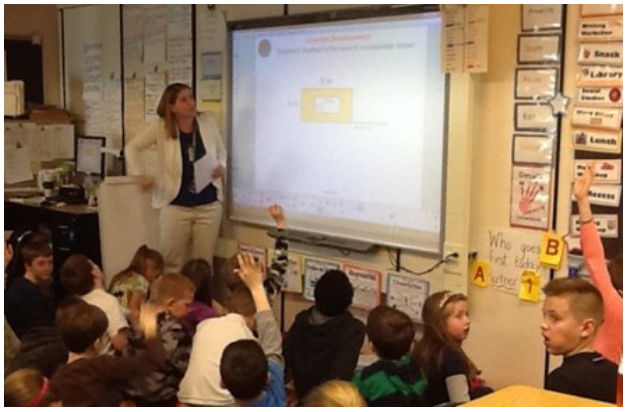
Each building manages this process differently with the expectation that there is a follow-up conversation between the teachers doing the observing and the teacher who is observed. We feel that professionals observing professionals is extremely valuable in helping to develop the teaching profession.

Hartland High School teachers share their Instructional Rounds observations on March 20, 2015.









Round Elementary teachers Mr. Kromer, Ms. Adkins, Ms. Delvero, and Ms. Way teach geometry lessons during the instructional round process.

Article Review

In the recent Phi Delta Kappan educational leadership journal, author Donna Pearson shared her thoughts about Career Technical Education (CTE) and the need to ensure that we are teaching math and English language arts standards (CTE and the Common Core can address the problem of silos, March 2005, pp. 12-16).

She shares the following quote to support her contention that if our goal is to ensure all students are college and career ready, then "literacy and mathematics skills … should not be the sole domain of the English language arts and mathematics departments but rather should be infused throughout education." She connects CTE education by expressing a concern that there is no better place to teach the application of these standards than in these classrooms.

The comment that stuck out to me was "we should not implement standards for the sake of the standards themselves. Rather, we ought to contemplate the application of the knowledge and skills reflected in the standards, embracing a future-oriented, contextualized lens on behalf of students." I think what she means is that CTE teachers have an opportunity to make the standards come alive in their classes by ensuring that learning targets are geared toward the ability to demonstrate the "real" value in being able to demonstrate the standard expectations (skills, knowledge, application, etc.). The author makes her position clear that for many students, academic achievement will increase when they have the opportunity to learn academics in the CTE courses they take.

"In nature we never see anything isolated, but everything in connection with something else which is before it, beside it, under it and over it."

Johann Wolfgang von Goethe

Which mindset do you have when looking at student data?

Blame the Rain

- Dismisses/Negates data
- Treats as specific to situation, based on variables outside control (home, effort, parental support)

If that student was not there it would have been better because there were unusual events today.

Seek Consistency

- Focus on what you can control
- Actively look for repetition in student data

Over Optimistic

- Dismisses complexity of the problem
- Lacks urgency – gift of time
- Minimizes issue

Next time it will be better.
Next time I will do what I had planned.

Reconsider

- Review priorities
- Give it a try – take risks

I Admit, I Can't

- Interprets data as personal – not able to change it
- Considers as own fault
- Nothing can be done about it

I am not able to do it, I don't know why.
I am kind of overwhelmed right now.
I know it was not good, it was kind of everything…

Move Step by Step

- Select issues to tackle
- Focus on change in student learning over time
- Build on student strengths

I Already Know What is Good

- Dismisses the issue
- Interprets the data as personal
- Uses experience as evidence even when it isn't working

I don't know what you are talking about, overall it was good…
I am trying to do something different from what you are suggesting…
You don't know my class dynamics; that was a special case…

Keep an Open Mind

- Consider different angles
- Bring personal and alternate perspectives to the mix
- Review and reflect on data, work samples, incidences, etc.

Reproduced from: https://gradedteachinglearning.wordpress.com/2014/07/14/teaching-with-student-data-growth-mindset-in-professional-dialogue/

High School DECA Continues To Roll!

The high school DECA program continues to perform at a high level. Teachers Jamie Riley, Nathan Oake, and Anne Hasseld simply do a fantastic job motivating our students to set high goals in their learning.

Re-cap of success:

- We had 186 students attend the state conference (an all-time high)
- 85 students made the stage as overall finalists
- 59 students were State Champions and are now eligible to attend the DECA International Conference in Orlando, Florida at the end of April
- 58 Students will be attending the International Conference (a new record for Hartland and also Michigan)

Hartland High School DECA State Champs!

DECA Sponsors Nathan Oake, Anne Hasseld, and Jamie Riley

Pilot District Curriculum Team Explores New Data Warehousing Software

Members and guests of the Pilot District Curriculum Team learn about Illuminate, a potential replacement for Data Director. This was the second presentation to show what Illuminate is capable of.

3rd Annual Parenting Workshop & Resource Fair

The 3rd Annual Parenting Workshop & Resource Fair took place at Hartland High School on March 25, 2015.
Thanks to Nicole Schingeck, our Student Assistance Coordinator, and The Hartland Moms.