



CURRICULUM NEWSLETTER

February 2016



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Important Dates in February

- 1:** 2nd Semester begins
- 4:** Lakes 2nd Grade Instructional Rounds, 9:00-11:30am
Lakes 4th Grade Instructional Rounds, 1:00-3:30pm
- 5:** 10th Grade LA PD, 7:30-10:00am at the HS
9th Grade LA PD, 11:30-2:00pm at the HS
- 8:** 1st Grade Math PD, 9:00-11:30am in the PDC
3rd Grade Math PD, 1:00-3:30pm in the PDC
- 9:** CASL Training, Cohort I @ WISD
- 11:** 7th Grade Math PD, 7:30-10:00am in the PDC
8th Grade Math PD, 11:30-2:00pm in the PDC
Round 3rd Grade Instructional Rounds, 9:00-11:30am
CASL Training, Cohort II @ WISD
- 12:** 5th Grade Math PD, 8:55-11:25am at Farms
6th Grade Math PD, 12:10-2:40pm at Farms
Reading Support Meeting, 9:00-11:30 at Farms
- 16:** Geometry PD, 11:30-2:00 at the HS
- 17:** Kindergarten Math PD, 9:00-11:30am in the PDC
Kindergarten LA PD, 1:00-3:30pm in the PDC
Lakes 1st grade Instructional Rounds, 9:00am-3:30pm
- 18:** CASL Training, Cohort III @ WISD
Curriculum Ad Staff, 9:30-11:30am
DCT Meeting, 4:30-6:00 in the PDC
- 23:** Farms Instructional Rounds, 9:00-3:30
- 24:** Science Workgroup @ WISD
- 25:** Algebra 2 PD, 7:30-10:00 in the PDC
Algebra 1 PD, 11:30-2:00 in the PDC

SRI WINDOW

WINTER:

December 1, 2015 - February 5, 2016
4th grade (by January 8th)
FIS & MS required

SPRING:

March 1, 2016 - June 3, 2016
4th grade (must be done between
April 11-April 29)
HS (9-12) required

TESTING SCHEDULE FOR 2015-16

* M-Step online testing window will not open prior to April 11, 2016 and end by May 27, 2016

* rSAT date is April 12, 2016
(11th grade only)
9th and 10th Grade PSAT

* WorkKeys date is April 13, 2016
(High School only)





The Lit Bit

by Jenna Furr



One of these hats will be returned...



and one will be going home with me!

My due date is quickly approaching which means you need to know who to contact with ELA questions and concerns while I am away. I will be returning from my maternity leave after spring break. If you have any questions or comments about language arts curriculum, please contact Dotty Selix and copy me on any communication. One of us will get back to you as soon as we can.

Thanks for a great first semester and for all of the well wishes with the new baby. I am so thankful for a great start to the year and for all of the new relationships that I have made in this role. I look forward to working with all of you again in the spring.



Students work on Writers Workshop in Mrs. Smith's class at Lakes.



Monique Alberts models Reading Workshop for Farms Teachers.





Math Corner

by Ethan Hawker



M-Step Update

The M-Step practice page (<https://wbte.drctdirect.com/MI/portals/mi/ott1>) for the state has been slightly updated... and I mean slightly. They now have the equation editor built into the answer box. They also have eliminated the option to go back to past questions. You should make time in class to acclimate students to these changes.

In addition, the state has announced that the test will be adaptive... I know they said the same thing last year and that didn't happen. I think this year will be different... you should expect each student's assessment to adjust based on their answers. New practice questions should be posted in February.

The following link explains the M-Step Assessments and Parent Reports:
<https://www.youtube.com/watch?v=AM55xZ-ZuNU&authuser=0>

Mathematical Practice #4: Use Appropriate Tools Strategically

"I can select and use the appropriate tools to help me solve problems."

This practice encourages students to make choices and to use different tools to solve problems. As teachers, we need to model how to use these different tools, encourage students to think about the proper tool to use for a given problem, and to expect students to justify their decisions.

Possible tools to choose from:

Counters, base 10 blocks, measuring tapes, paper and pencil, number lines, tape diagrams, calculators, chrome book apps, number bonds, protractors, and the list goes on.....

Couple of things to keep in mind....paper and pencil is considered a tool. Students should understand this as one of their tools but they should also understand that explaining their thought process and showing their work is an important part of the problem solving process. Secondly, I think the most powerful piece of this mathematical practice is the empowerment for students to, at times, select the most appropriate tool for a given problem and to justify their decision. This is the part of the practice that carries over to life-long learning for a student.

It's February and I know it's a tough time of the year....I just want to thank you for all that you do. I know how hard you all work and I see the passion that goes into what you do. Thank you! And please continue to challenge kids in your classroom.

Class of 2015 Senior Exit Survey

The district is excited to finally get our Senior Exit Survey results back from the Class of 2015. It is encouraging to see that 93% of our students “would recommend” Hartland High School to other students.

Some areas where Hartland High School Seniors answered more positively than other schools in Livingston County were:

- Teachers use several different strategies to aid in understanding when reading for school
- Scholastic club availability
- Treating people with respect
- Opportunity to select a wide variety of course options and electives

Additional information from the survey: 92% of graduates felt that teachers believe they could be successful learning math while 69% of the graduates reported that they were good at mathematics.

We also found that 82% of our graduates gave Hartland High School an A or B for preparing them for college and 88% felt that HHS helped them to learn how to treat people with respect.



Students from LEGACY help our daycare students make gingerbread houses for the holiday season.



Mrs. Butzier's 1st Grade class acts out a holiday book at a Board of Education Meeting.



Article Review

by Chuck Hughes

Those who CAN teach!

I was reading the School Administrator (Dec. 2015) and came across an article written by Mr. Kirk Lewis. You probably do not know Kirk, but I do as he was the Pasadena Independent School District Information Officer when I first started teaching in Pasadena, Texas back in 1991. He is currently the Superintendent overseeing 67 schools and almost 60,000 students. Kirk writes in response to the disrespectful way in which the media continues to portray teachers. In his article, he turns the negative into a positive by sharing the following:

- Those who can't abide ignorance in any form ... teach
- Those who can't accept that life of poverty is the inevitable outcome for children of poverty ... teach
- Those who can't stand to see any child disengage from learning ... teach
- Those who can't ignore the emotional and social needs of their students ... teach
- Those who can't look in a hurting child's eyes without feeling his or her pain ... teach
- Those who can't allow any child to do less than he or she is capable of doing ... teach
- Those who can't leave unspoken any word of encouragement ... teach
- Those who can't imagine any professional more personally fulfilling ... teach
- Those who can't help but see each child as a gift to the world ... teach

I don't know about you, but I refuse to watch television shows or movies that disrespect the profession of teaching and continue to believe that the role we play in shaping students' futures is vital to our quality of life and the world as a whole. After all, my future depends on the abilities of our past, current, and future graduates to creatively innovate and move the human race forward.





Hartland High School Advanced Placement Scores Consistent Over Time

Students taking Advanced Placement (AP) Courses continue to excel on the course exams. The staff and administration work hard to encourage all students to take at least one AP course in high school so that they better understand the rigor and pace of a college curriculum.

HHS Advanced Placement Longitudinal

	# of Exams	% Passing w/3 or better	Average Score
2011-12	551	75%	3.28
2012-13	556	67%	3.25
2013-14	545	64%	3.00
2014-15	618	67%	2.96



High School Counselors and the Post-Secondary Advisory Committee listen to Jodi Wilson’s presentation on why we need to encourage students to do well in school and to attend college prepared to be successful.



Hartland High School students graduate from Reaching Higher on December 3, 2015.



Hartland Once Again Applies for TRIG Funds

Once again, the State of Michigan has allocated funds through the Technology Readiness Infrastructure Grant (TRIG) Program this year titled TRIG 2016. Hartland Schools has been awarded funds each year we have applied. The intent of the TRIG money is to help school districts and ISDs become more prepared to take State required online tests (M-STEP). This year the State has allocated \$11,250,000 for local districts and an additional \$12,250,000 for what they call Statewide Activities.

Over the past three years, Hartland schools has received just over \$150,000 in TRIG funds and those funds have indeed been used to better prepare us for online testing; supplying the funds needed to purchase 12 Chromebook Carts that are used at the elementary buildings and Farms throughout the majority of the year, but transported building to building during the testing windows.

There are two steps to the application process: First, the district has to fill out an application. Second, the district must update information pertaining to all of our existing computers, testing locations, infrastructure, and Internet connectivity-including how much bandwidth we use building to building and to the Internet. I am happy to say that we have completed both of these steps and submitted the documentation necessary prior to the December 18, 2015 application deadline. Now we wait to see what, if any, funds will be granted to our district.



Websites of Interest



http://www.readworks.org/rw/american-museum-natural-history-passages-readworks-curriculum?utm_source=Email&utm_medium=Email&utm_campaign=12.7.15%20AMNH

Science sources

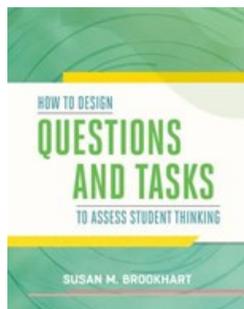
http://www.readworks.org/rw/longer-passages-build-stamina?utm_source=Email&utm_medium=Email&utm_campaign=1.4.16%20Stamina

Stamina, longer reading passages K-12



Book Review

by Chuck Hughes



Over the past two years we have spent an enormous amount of time and energy engaged in professional development and assessment redesign to ensure students are becoming capable of deeper thinking. Most of this work has been using Webb's Depth of Knowledge (DOK). All current common assessments require items to be attached to specific standards and DOK levels. Knowing this, I continue to look for additional resources to help us to continue learning and implementing best practice strategies for engaging students in higher order thinking (HOT questioning). I found Susan Brookhart's book *How to Design Questions and Tasks To Assess Student Thinking* (ASCD, 2014) extremely helpful in my quest to better understand what we should be looking for in quality HOT assessment. The author spends time defining HOT as interpretation, analysis, evaluation, inference, explanation, and self-regulation while sharing that in order to hit the higher order thinking process, educators must ensure that students are asked to use "knowledge to transform, and in the process, seeking evidence, reflecting, and generating new knowledge." If one compares this to Webb's DOK Wheel, they will see how the author's insight aligns with it.

Once the reader gets past Chapter 1, they will find example after example of how to create assessment questions and tasks that require HOT. What I really appreciated was Chapter 4 as it addresses the age old question, how do I create HOT assessment items on a multiple choice assessment. Once again, the author provides many examples for many different content areas. This chapter affirmed my practice of talking about how HOT questioning can be put into a multiple choice format; however it is difficult. This is why I continue to ask assessment teams to move out of the comfort zone of multiple choice and into the realm of open ended questioning, performance tasks, requiring multiple-step problem solving, and creativity-based assessment items.



"Optimism is not about being happy all the time;
it's about looking at a difficult situation realistically and figuring out which parts you own
and which parts you can do something about."

~Amy Lyons, 5th Grade Teacher



IDEA CORNER



Monique Alberts, 4th Grade Teacher at Lakes, has students write recommendations for other students.



Monique Alberts uses this chart to direct students where to go during reading time to avoid competition for prime reading locations. The clips have the student number on them and are moved to new locations regularly.



Farms Sixth Grade teachers participate in Instructional Rounds to learn from each other.

Ms. Haig taught a Writers Workshop lesson to her students while teachers watched and then participated in conferencing with students.

Mr. Anderson and Mr. Lusk look over the "anchor charts" that help inspire students when they get stuck with the writing process.