



# CURRICULUM NEWSLETTER

May 2016



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**Ethan Hawker**

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Administrative Assistant  
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## Important Dates in May

- 11:** 11th grade LA PD, 8:00-10:30am at the HS  
1st Grade LA PD, 1:00-3:30pm in the  
Special Ed Conference Room at C.O.
- 12:** 7th Grade Math PD, 7:30-2:00pm at the MS  
8th Grade Math PD, 7:30-2:00pm at the MS  
2nd Grade LA PD, 9:00am-3:30pm at Lakes
- 16:** Farms Assessment Training, 6th grade, 9:00am-3:30pm  
at Farms
- 17:** Farms Assessment Training, 5th grade, 9:00am-3:30pm  
at Farms  
Algebra 2 PD, 7:30-10:00am at the HS
- 19:** Kindergarten LA PD, 9:00am-3:30pm at Creekside  
Curriculum Ad Staff, 9:30-11:30am in the PDC  
Algebra 1 PD, 11:30-2:00pm at the HS
- 24:** Statistics Curriculum work, 7:30-10:00am at the HS  
JK Curriculum work, 9:00-3:30 in the PDC Computer lab
- 25:** Geometry PD, 7:30am-2:00pm at the HS  
DCT, 4:30-6:00pm in the PDC  
Legacy and HVA Graduation, 7:00pm in the  
Performing Arts Center
- 26:** 10th Grade LA PD, 7:30-10:00am at the HS  
9th Grade LA PD, 11:30am-2:00pm at the HS  
ICT District Meeting, Special Ed. Conference Room at C.O.

## Online Testing Available Using Illuminate

Jen Lhota, Data Tech, reports that high school teachers interested in utilizing the Illuminate online testing option are finding success with the process.

Some teachers at the high school are really utilizing this feature. At least one teacher at the middle school has asked for, and received, training to assess students online.

Thank you Matt Gutteridge and Nancy Spranger for piloting this work at the elementary level.

According to Jen, it seems that the teachers who have been online testing are finding it rather simple to execute and say that students embrace the instant feedback.

If you are interested in receiving training for assessing students online for classroom assessments or common assessments, please let your principal know so that we can plan additional training with this Illuminate option in 2016-17.





# Hartland Leadership Academy

During the year our Hartland Consolidated School District administrative team participated in a "Leadership Academy" developed by Jan Sifferman, Scott VanEpps, and Chuck Hughes. The team spent eighteen hours engaged in conversations and activities about what it means to be a leader in Hartland. After narrowing the focus to seven key traits, we developed and defined leadership characteristics that will provide interested leadership candidates with information essential to what the district is looking for in future leaders.



*HCS Leadership Academy completers. Not pictured Dotty Selix and George Waldrup.*

## "Defined Leadership Characteristics"

The following defined leadership characteristics are expectations for HCS administrators for effectively working with students, parents, staff, and the community:

**Role Model:** Hartland Consolidated School leaders believe a role model is someone who exhibits and embodies the characteristics needed to empower and inspire others toward excellence and continuous improvement. Through a consistent and positive presence, we recognize the responsibility and importance of leading by example.

**Trustworthy:** Leaders in Hartland make trust the foundation of relationships through consistent daily actions that model integrity, honesty, selflessness, and empathy. A decisive presence and a genuine commitment to all stakeholders will enable us to achieve more together than is possible individually.

**Common Vision:** A community of learners shaping successful tomorrows. Hartland Administrators possess these visionary driven qualities:

- |                                    |                      |           |
|------------------------------------|----------------------|-----------|
| Collaborative                      | Focus on whole child | Tradition |
| Forward Thinking                   | Unified Purpose      | Culture   |
| Transparency                       | Gratitude            | Our kids  |
| Risk Taking                        | Doing what is best   | Honesty   |
| Sustainable PD with direct results | Program Offerings    |           |



**Work Ethics:** The Hartland Administrative Team has determined that the following qualities are essential in a team member:

Effort	Integrity	Dedication	Selflessness
Team Work	Positive Attitude	Professionalism	Goal Focused
Perseverance	Detail Oriented	Determination	Character
Empathy	Ownership	Responsible	Disciplined
Mindfulness	Reflective	Passionate	Efficient
Presence	Industrious	Resilient	

**Strive for Excellence:** The HCS administrative team believes strongly in the leadership philosophy aligned with Jim Collins’ book, “Good to Great.” Within this leadership framework, high quality leadership characteristics are emphasized (Examples: Empowering, Catalyst, Developer, Multiplier, etc.).

**Positive Relationship Minded:** Leaders in HCS develop, nurture, and value positive relationships for the good of the whole while recognizing the needs of the individuals. We believe that positive relationships are the foundation for success in all of our goals.

**Positive Character:** Leaders in Hartland show good character through integrity, morality, reason, respect, and responsibility which guide action regardless of circumstances.



High school students meet to fill in their testing information prior to taking the SAT on April 12, 2016.



## Math Corner

by Ethan Hawker



# Mathematical Practice #8

## Look for and Express Regularity in Repeated Reasoning

***"I can find and use mathematical patterns to help me solve a problem"***

### WHAT ARE STUDENTS DOING?

- Looking for and identifying patterns in numbers.
- Selecting strategies for solving problems that look familiar.
- Discovering shortcuts or generalizations.

### WHAT ARE TEACHERS DOING?

- Asking students to observe for repetition or if they "see" any patterns.
- Asking students to think about how new problems are like previously solved problems.
- Asking students to explain their shortcuts or discoveries.

## InView and CogAT Testing

Thank you to all of the 1st and 2nd grade teachers (and proctor Ruth Darrah) who helped out with the testing of our 1st and 2nd grade students. Things went very smoothly thanks to you!

## 2016-17

Next year my job as instructional math coach will look very different than it did this year and I feel it's important to share with all of you what this means.

This year was spent meeting with whole groups to discuss big picture "stuff" like pacing, common assessments, consistency across the district, etc. Next year we will not be having these whole group/grade meetings, instead my conversations will be more focused on individual teachers and their needs in the classroom. My time with teachers will be non-evaluative and will give us all an opportunity to talk about what we do in the classroom and how we can try new things to help our students. I'm not there to "make" you do anything in the classroom...instead I see my job as someone that can listen to any frustrations you have, brainstorm some solutions, help you put them into action, and finally evaluate the results.

These discussions can start now...is there something that you want to work on for next year? Let's talk now and get the ball rolling!

Please feel free to let me know if you have any questions.



# The Lit Bit

by Jenna Furr



On February 11<sup>th</sup>, we welcomed a big and happy baby boy, Cameron into the world. I have enjoyed every second adjusting to life as a family of four. As hard as it is to pull away from my peanuts, I am happy to be back to work. It has been great seeing all of your faces again.

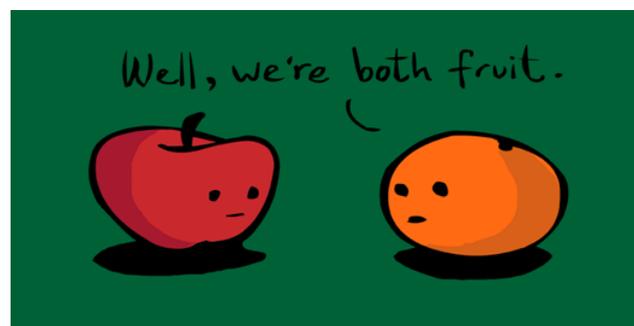
I would like to thank all of you who stepped in for me while I was snuggling my babies and to all of my language arts teachers for your patience while I was gone.

Please let me know how I can help you as we enter this final stage of the 2015-2016 school year.

I am already busy thinking about goals and professional development for the 2016-2017 school year and would love to hear your thoughts. Please contact me with your ideas so I can continue to add to my growing stack of professional books I will be reading this summer!

## Skill or Strategy?

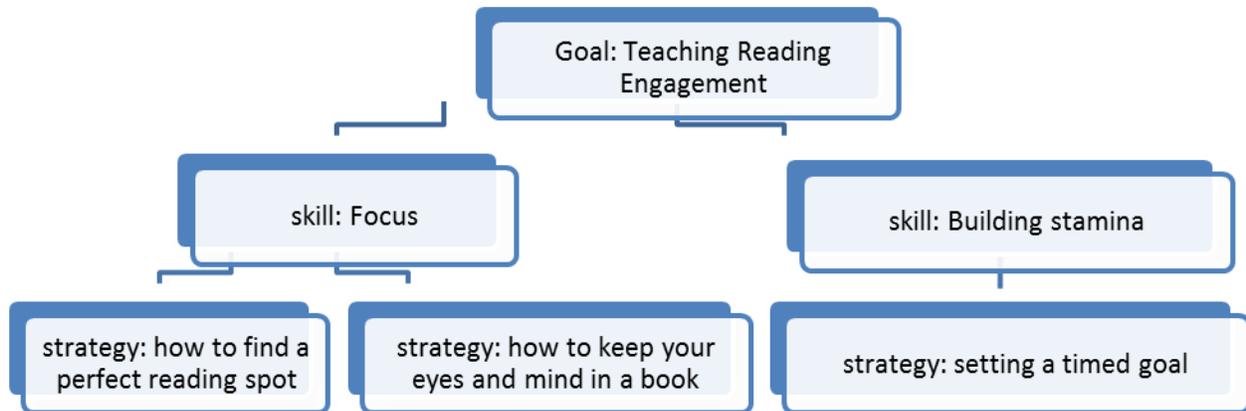
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In other news, at our April Reading Support Meeting, administrators and reading support teachers spent time tightening up our reading language. Through conversations with each other and our staff we have found that many educators use the words skills and strategies interchangeably when in fact they have two very different definitions. We worked as a team to come up with definitions to help us get on the same page when we talk about our readers.



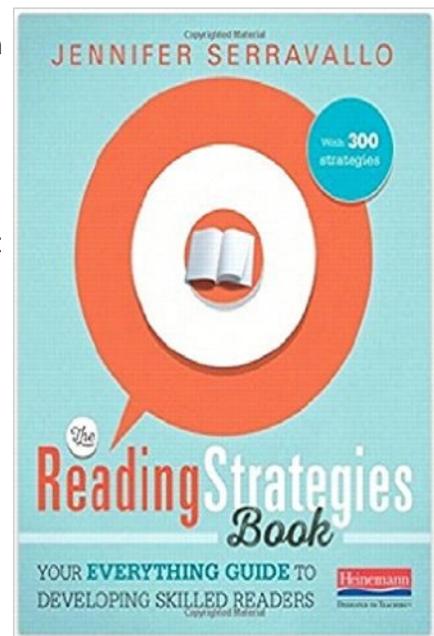
After some research and brainstorming, we decided that a **goal** is the focus for your ongoing work with a child. A goal for your student might be to work on reading engagement. Within each goal, there are multiple skills that a student would need to work on. A **skill** is what a student can do independently because strategies they have learned to use have become automatic. If your goal is reading engagement then a child might need to become skilled at focus or building stamina. **Strategies** are the procedures that we can teach students so that they can perform a skill. For each skill there are multiple strategies you could teach a child. I like to think of it like this, a skill is what a child can do independently. A strategy is a process or the “how to” that I can teach a child or small group to use in order to perform a skill. If I want a reader to become skilled at staying focused while reading I might teach a few strategies such as how to find a perfect reading spot, or steps for keeping your mind on what you are reading.



So often we find ourselves in conversations about what a child can or can't do independently (skills) and we need to be able to think about the strategies we can teach our students to become skilled.

Jennifer Serravallo's book, *The Reading Strategies Book*, has been an invaluable resource for teachers of reading this year. This book breaks down reading into chapters, which essentially are reading goals. Within each chapter are wonderful strategies that you can use with the whole group, in small groups, or individually with your readers. Keep in mind there are many strategies for any skill, not just what you will find in this book.

If you are interested in help with setting reading goals and learning more about strategies that you can use to help your students become more skilled readers, I highly recommend this book. I am always here for you and so are your reading support folks. Let us know how we can assist you or your readers.





# Teacher Support Continues as a Priority

Teachers in Hartland continue to ask for support with curriculum implementation and best practice instruction. The district is committed to providing this support as well as support for behavior intervention. As with any support system, the key to reaching goals and gaining learning is identifying the concern and asking for help. It is the Curriculum Department's hope that our instructional coaches and curriculum intern will positively impact student and teacher learning.

## **Curriculum Coordinator / Math Instructional Coach : Mr. Ethan Hawker**

Ethan returns in this position after a successful year of working with teachers to provide professional development for implementation of the new math curriculum and analysis of assessment data that guides our adjustment work. Ethan has also spent countless hours working one on one with teachers throughout the district to model lessons and best practice math instruction while working to realign our K-6 report cards.

## **ELA Instructional Coach: Mrs. Jenna Furr**

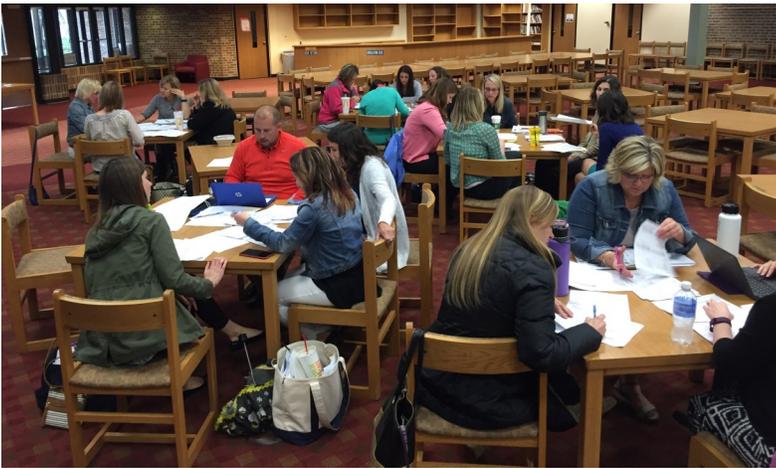
Jenna has been instrumental in working with teachers to adjust the ELA curriculum and pilot the new reading and writing kits that our curriculum is built from. Jenna has been leading instructional rounds to ensure that teachers have the opportunity to learn from others while also modeling best practice ELA instruction. Jenna has been working with Ethan Hawker to realign our K-6 report cards.

## **Village Elementary Intern: Mrs. Monique Alberts**

Since Mr. Cain will be taking on additional district duties overseeing the Alternative Education Program, we have provided Village Elementary with a Curriculum Intern. Monique has been teaching for 10 years, nine in Hartland at Lakes Elementary. She has studied Lucy Calkins Reader's and Writer's workshop at Columbia University Teachers College and has been offering her classroom as a model classroom lab for instructional rounds. The idea behind instructional rounds is to have teachers visit to observe and learn about best practice instruction. Monique has an excellent background with the math curriculum and has been involved with the report card alignment work and instructional consultation or IC.

## **District Behavioral Coach: Mr. Scott Storey**

Scott has been a teacher in Hartland for 13 years. He has worked at every building in the district in some capacity. The majority of Scott's time has been spent at Lakes Elementary, with the last few years spent supporting Village, Farms, and middle school teachers and students. Scott has been an Instructional Consultation Team member and a district Crisis Prevention Institute-Non-Violent Crisis Intervention Trainer. Scott is excited to have the opportunity to engage in more in-depth observation, collaboration and modeling as a tool for impacting student success. Scott will be responsible for collaborating with teachers and administrators to provide leadership for building behavioral strategies and school culture.



Ethan Hawker and Jenna Furr work with elementary teachers realigning report cards on April 21st.



Hartland LEGACY High School students place pinwheels for *Pinwheels for Prevention Month* sponsored by LACASA.



## THE OPTIMIST RESPECT FOR LAW BREAKFAST HONORS PASSION FOR “YOUTH” SERVICES

The following were individuals and organizations who received the 2015-16 Hartland Optimist Club's Respect for Law awards due to their passion for supporting youth services and programming in Livingston County.



Sheriff Bob Bezotte



United Way Nancy Rosso



Hartland's Toni Silsbe, Champion of Children

**OPTIMISM IS ESSENTIAL TO  
ACHIEVEMENT AND IT IS ALSO  
THE FOUNDATION OF COURAGE  
AND OF TRUE PROGRESS.**

**NICHOLAS MURRAY BUTLER**



## Student Teachers are Valued

The Hartland Consolidated School District continues to believe that our district is a wonderful environment for pre-service teachers to gain valuable experiences in the field of education. The district is currently working with Eastern Michigan University, Central Michigan University, and the University of Michigan-Flint to mentor future educators.

If teachers are interested in mentoring a pre-service teacher the process is as follows:

- A. The University Coordinator must contact the Curriculum Department to request placement.
- B. The Curriculum Department shares the applications with appropriate building principals to see if there are any teachers looking to mentor a pre-service teacher in the content area specified.
- C. The Curriculum Department documents the mentor teacher, pre-service teacher, and the school accepting the placement.
- D. The Curriculum Department notifies the University Coordinator that the placement has been accepted.

**Note:** Principals or teachers contacted directly by a potential pre-service teacher or University Coordinator must refer the inquiry to the Curriculum Department without committing to the placement.



## Websites of Interest



[http://www.readworks.org/rw/paired-texts-and-questions?utm\\_source=Email&utm\\_medium=Email&utm\\_campaign=3.16.16%20paired%20text](http://www.readworks.org/rw/paired-texts-and-questions?utm_source=Email&utm_medium=Email&utm_campaign=3.16.16%20paired%20text)

Paired Text Resources

[http://www.readworks.org/rw/k-12-paired-texts-questions?utm\\_source=Email&utm\\_medium=Email&utm\\_campaign=4.25.16](http://www.readworks.org/rw/k-12-paired-texts-questions?utm_source=Email&utm_medium=Email&utm_campaign=4.25.16)

Paired Text Resources

[http://www.readworks.org/rw/science-articles-k-12?utm\\_source=Email&utm\\_medium=Email&utm\\_campaign=3.31.16%20science](http://www.readworks.org/rw/science-articles-k-12?utm_source=Email&utm_medium=Email&utm_campaign=3.31.16%20science)

Building prior knowledge in science K-12

[www.Kappancommoncore.org](http://www.Kappancommoncore.org)

Wonderful resources for teaching common core in ELA, Math and other content areas



## Hartland High School Students Shine at UofM German Day

Frau Iden took 143 high school students to the University of Michigan in Ann Arbor on Friday, April 15th to compete at all levels in German. Congratulations!

### Level 1:

Commercials: 2<sup>nd</sup> Place: Isaacs Cazillis, Nathen Schick, Adam Korte, Jacob Klamo

### Level 2:

Commercials: 3<sup>rd</sup> Place: Jeremy Fedewa and Brandon Espinoza

Poetry Recitation: 1<sup>st</sup> Place: Lauren Kreeger

Conversation: 1<sup>st</sup> Place: Teddy Keranen, Honorable Mention: Spencer Quigley

Cold Reading: 3<sup>rd</sup> Place: Teddy Keranen

### Level 1 & 2:

Spelling Bee: 2<sup>nd</sup> Place: Maxim Nikitin, 3<sup>rd</sup> Place: Emma Smith

### Level 3:

Spelling Bee: (German 3, German 4 and AP Students together) 2<sup>nd</sup> Place: Justin Buda - German 3.

Videos (upper level): 3<sup>rd</sup> Place: Owain Kert, Corey Steinhauser, Nick Glover, Brendan Everett, Brett Furge

Skits: 3<sup>rd</sup> Place: Sarah Day, Andrew Snyder, Clark Rogman, Joey Livingway, Chris Gomoll

### Level 4:

Videos (upper level): 1<sup>st</sup> Place: Stew Oldford, Riley Mehki

### NO LEVEL Specified:

(All age/level students compete together )

Singing: 2<sup>nd</sup> Place: Kaylee Furge - German 2

## ILLUMINATE REMINDER

All current, up-to-date assessments can be found on Illuminate within the Assessment under Setup, Materials.

The screenshot shows the Illuminate Education dashboard. At the top, there is a search bar and navigation tabs for 'Students', 'Reports', and 'Assessments'. Below this, a breadcrumb trail shows '4th Grade Module 6 Mathematics CC Common...' with sub-tabs for 'Overview', 'Details', 'Setup', 'Administration', 'Reports', and 'Advanced'. The 'Setup' tab is active, displaying a dropdown menu with options: 'Information', 'Questions', 'Standards', 'Standards Alignment', and 'Materials'. On the right side, there is a section titled 'Overall Performance' featuring a pie chart. The chart shows three segments: a large blue segment representing 6 students (17.1%), a smaller green segment representing 1 student (2.9%), and a very thin yellow segment. At the bottom left of the dashboard, it says 'Created by Hawker, Ethan Michael' and 'Scope: District Benchmark'.