



HARTLAND CONSOLIDATED SCHOOLS

CURRICULUM NEWSLETTER

July/August 2016



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Important Dates in August

August

- 15:** All buildings reopen
- 17:** Ad staff meeting, 12:30-3:30pm in the PDC
- 23:** Teacher evaluation training for Administrators, 8:00am-12:00pm in the special ed. conference room
- 24:** Administrator science standards PD 8:00am-4:00pm @ WISD
- 30:** New teachers report

September

- 1:** District professional development



Curriculum Changes for 2016-17

As we move into the 2016-17 school year, there have been no major curriculum changes recorded. There have however, been a plethora of minor adjustments that teachers must take into account as the school year begins.

These adjustments cover the following content and all changes can be found in the curriculum documents located on the Curriculum Department shared drive (S:hcs\CURRICULUM DEPARTMENT\CURR-DOCS) and are also reflected in Illuminate within each assessment under Materials.

Please make sure that before giving an assessment, you have the most current version from one of these locations.

Math

All Grade Levels, K-Algebra II, saw minor adjustments as this was the first year of full implementation. Teachers worked with Ethan Hawker after each assessment to adjust the assessments and curriculum documents where needed.

English Language Arts

There were minor adjustments such as moving content around to ensure that the curriculum could be accomplished in a year's time. Jenna will be working with some teachers to pilot new Lucy Calkins units as they are being adjusted from the units we have been using.

Science

There were minor adjustments made for 6-12 courses to ensure that we are using our knowledge of student engagement and Classroom Assessment for Student Learning to help students learn. The biggest change can be seen in the work to re-order the high school biology units.

Social Studies

We saw minor changes in grades 5-12, such as realigning the standards and adding higher level Depth of Knowledge assessment items.

Please consult the curriculum documents and common assessments to ensure that all students, regardless of teacher, are being provided the same student learning objectives within the classroom.



Elementary teachers working on report card revisions



Amanda Raupp
has students
graphing quadratics
at the high school



Katie Butzier
working with
her 1st graders
at Village

Happy
Summer



September 1, 2016 * Professional Development Schedule

8:00 to 11:00 : Teachers meet with building administration to engage in Teacher Evaluation PD

11:00 to 12:00 : Lunch

12:00 to 3:00 :

CES: @ Creekside

- Updates - staffing, media para pros, etc.
- Creating Common Language for Social Emotional Development
- DRA data to inform intervention groups

LES: @ Lakes

- Updates - staffing, media para pros, etc.
- Creating Common Language for Social Emotional Development - Leader in Me
- DRA data to inform intervention groups

RES: @ Round

- Updates - staffing, media para pros, etc.
- Exploring SEL and CCSS, KIPP Schools, Seven Habits of Highly Effective People and Restorative Justice
- Share Findings and Create a SEL building team
- DRA data to inform intervention groups

VES: @ Village

- Updates - staffing, media para pros, etc.
- Conscious Discipline with a guest speaker
- DRA data to inform intervention groups

5-12 Science Teachers: @ Professional Development Center (assigned by Principal) with Chuck Hughes & Jaime Martin

- Introduction to Michigan Science Standards (MSS)
- Crosswalk Activity

5-12 Math Teachers: @ High School, rooms 205-207 with Ethan Hawker

5-12 ELA Teachers: @ High School, rooms 305-307 with Jenna Furr

5-12 Social Studies

and Elective Teachers: (Location and personnel determined by Principal)

WELCOME NEW DATA TECHNICIAN

By now most of you know that Jen Lhota will be teaching at the high school this year. After a thorough search, the Curriculum and Technology Department would like to welcome Mrs. Stacie Motz to our team.

Stacie earned her Masters of Arts in Teaching at Wayne State University. She has been working as a Title I Paraprofessional and Virtual Learning Paraprofessional in the Fowlerville Community School District for the past three years. Her experience with supporting classroom learning through the use of online applications and online testing should prove to be invaluable to our staff here in Hartland.



We know that Stacie will be a great addition to our Technology Department and the mission to ensure that end users are provided the support necessary to complete job assignments efficiently. During the past four years we have made this a priority and appreciate the support given by each and every technology end user in the district.



Math Corner

by Ethan Hawker



Math Summer PD Opportunities

Summer Math PD - does it get much better?

I'm sure sitting by the pool or seeing the Grand Canyon probably beats hanging out with me in August, but maybe you are in town and just maybe you want a little spark to help you re-think some of the things you do in your math classroom. I believe I have a handful of things that may be just that spark. Attendance is completely optional. Sorry, there is no \$ for these days but you can use these hours to help earn a comp day. Forms will be provided. Please let me know if you will be participating by filling out this online form

https://docs.google.com/a/hartlandschools.us/forms/d/e/1FAIpQLSdWtxOiHP6feNbG9DYgsMUGa-EJm7DvE8PkoXCP_T81WGOLA/viewform ...or just show up. **I promise it will be fun!**

DESMOS - INCREASING STUDENT INQUIRY

Date: Tuesday, August 23, 9 - 11 am, PDC
Grades: 5 - 12



Desmos.com is an online graphing calculator with an amazing new (and evolving) product called Classroom Activities. Desmos creates opportunities for students to experiment with math and to ask questions to promote learning. A great way to get kids thinking about the math that we teach. We will have Chromebooks available, but you may want to bring your own iPad or laptop. I promise you...this will make you re-think how you present and teach some of your lessons.

USING ILLUMINATE TO ENHANCE INSTRUCTION

Date: Wednesday, August 24, 9 - 11 am, PDC
Grades: K - 12
Teacher Leaders: Kathy Revenaugh and Ethan Hawker



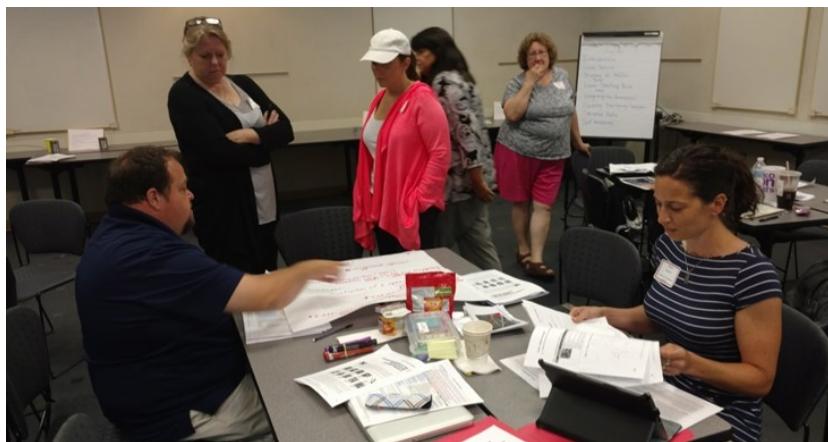
We know Illuminate. We can print out bubble sheets, scan our scores, etc. But can we use it to actually help our students learn? Can we use it to help direct the focus of instruction? We've found some pretty cool ways to use Illuminate (easily) to pinpoint weaknesses and enhance instruction.

DO YOUR STUDENTS TALK MATH? WAYS TO INCREASE DISCOURSE IN THE CLASSROOM

Date: Thursday, August 25, 9 - 11 am, PDC
Grades: 5 - 12

How do we get students talking math? What's the benefit? We will talk about ways to increase student discourse in the math classroom and how it helps student learning. I know...I can hear you now, "Sounds great but I don't have time". I hear ya...I hope that I can show you ways that take very little time and/or are worth the time. Really great stuff....I've seen it in action and it's amazing to watch kids talking.





Jim Storey, Janet Chodos, Kim Markby, and Jaime Martin participate in the Michigan Science Standards Foundation PD on June 20, 2016.

Not pictured: Sherrianne Smarch, Alice Lashbrook and Chuck Hughes.



Students receive awards for their mechanical computer aided drafting projects through MITES at a Board of Education meeting in June.

Teacher Jeremy Jarvinen is seen presenting an award while Dr. Matt Assenmacher shares their accomplishments (not pictured).



Hartland Teachers and administrators arrive in New York to attend the Teachers College Writing Workshop.

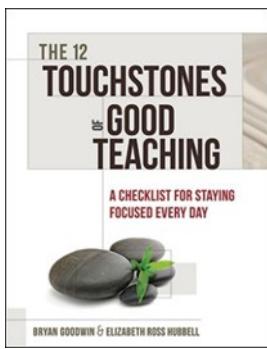
Thank you for seeking to learn so that students benefit from your expertise.





Book Review

by Chuck Hughes



As the district was engaging in the work of aligning our teacher evaluation process to the current legislation, I found myself gathering resources to bring to the table to support the team. This book by Bryan Goodwin and Elizabeth Ross Hubbell (ASCD 2013) was set aside for future reading. Recently, I had time to read the book and found it to be extremely supportive of our Framework for Highly Effective Teaching. The authors start the book by stating that “effective teachers do not operate on different school calendars or with longer class periods; they simply do things differently with the time they’re given”. What I hear in this statement is that effective teachers plan to use the entire time provided for instruction and maximize the use of instructional strategies to ensure that all learners are provided support based on their instructional needs. The authors share that they have used the meta-analysis approach to research and support the checklist provided in the book, which included over 1,000 studies.

The research provided clearly supports our work with Classroom Assessment for Student Learning (CASL), Instructional Consultation Teams (ICT), the use of higher level depth of knowledge (DOK) questions and performance tasks, and the instructional framework for “I Do/We Do/We Do Together/You Do”. The authors also touch on subjects such as challenging assessments and the “fixed mindset” (Carol Dweck) that we as educators often subscribe to. They reference the problem of replacing difficult assessment questions with easier ones instead of teaching with the end in mind and creating instruction that supports learning for success with more challenging expectations. While I think this is often true, I can honestly say that with our work on the math curriculum and with our instructional coaches’ guidance, there have been great conversations about assessments and not simply replacing difficult assessment items without first discussing how we are teaching and what may need to be reinforced to ensure student learning.

In the last Curriculum Newsletter I reviewed a book about “choice” in the classroom. The research in this book clearly supports choice in the classroom in order to maintain a high degree of student engagement. The key is to provide choice “but not too much”. The authors talk about this in section two.

The checklist is broken down into three broader checklists; Be Demanding, Be Supportive, and Be Intentional. Within each of these categories, the reader will find items such as “I Coach Students to Mastery”, “I Measure Understanding Against High Expectations”, and “I Engage Student Interest With Every Lesson”. Each of these categories comes with multiple strategies for being able to check the category off the checklist. I think this is a great read for anyone striving to be a master teacher who believes that we can and do influence student motivation and engagement in learning.



Duplicating Assessments in Illuminate

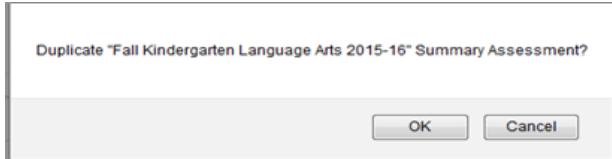
Click on the Assessments tab in the upper left portion of the screen.

Select ‘List Assessments’ from the drop down.

Once on the assessment list page, find the title of the assessment you wish to duplicate.

From this point there are two ways to start the duplication process:

1. You can click on the icon  within the *Duplicate column* and then select *OK* when the box below appears.



A copy will be added to the assessment list. It will have the same title as the assessment but with the word “Copy” in front of it. (Most likely it will be located at the bottom of the list)

Click on the new title to edit the duplicated assessment.

Or

2. Or you can click on the title of the Assessment and from the Overview page locate the Advanced tab all the way to the right.

Under the Advanced tab, Select *Duplicate Assessment or Duplicate Repository*.
(depending on the assessment type)

When a copy is made, a notification will appear across the top of the screen.

Click on the link to the ‘Copy of the Assessment’ to edit the new assessment.

Work Keys Pretest has been successfully duplicated as [Copy of Work Keys Pretest](#)

Editing Your New Assessment:

- Once the new assessment opens, click on the Setup tab and select *Information*.
(if this is a summary assessment it will have an *Information* tab)
- Change the title of the assessment by deleting the word “copy” and changing the academic year (if included in the title), give a brief description of the assessment, select the next academic year and appropriate grade levels for the assessment.
- Select District Benchmark.
- Select HCS Performance Band if not already selected.
- Click on the **save** button.

**Don’t forget to share the assessment with appropriate people. The share option is the last option located under the Setup tab.

Standards and materials attached to assessments will carry over to the duplicated assessment. If there is a new version, be sure to attach the newer version.



Duplicating Assessments in Illuminate (cont.)

Title *

Author Lhota, Jennifer
[Change Author](#)

Local Identifier (optional)

Description

First Date Administered

Academic Year

Subject

Scope

Grade Levels K 1 2 3 4 5 6 7 8 9 10 11 12

Lock Assessment
[Manage Lockdown Preference](#)

Show in Student and Parent Portal Yes No

Performance Band Set

Websites of Interest



<https://www.fattiretours.com/45-travel-themed-lesson-plans>

Explore the world without leaving the classroom

<https://www.redfin.com/blog/2015/08/the-educators-guide-to-real-estate-lesson-plans.html>

Using content area standards to explore real-estate themes, for example, Connections for Finance Math

http://www.practicalmoneyskills.com/foreducators/lesson_plans/

Money management at all grade levels

<http://www.funbrain.com/signs/index.html>

Fun with learning such as sign-language alphabet