



HARTLAND CONSOLIDATED SCHOOLS

CURRICULUM NEWSLETTER

October 2016



Chuck Hughes

Assistant Superintendent
810-626-2114

Renee Braden

Administrative Assistant
810-626-2107

Jenna Furr

ELA Instructional Coach
810-626-2125

Ethan Hawker

Curriculum Coordinator/
Instructional Math Coach
810-626-2112

Scott Storey

Social Emotional Learning Coach
810-626-2132

Important Dates in October

- 4:** Algebra 2 PD at the HS
11:30am-2:00pm
- 6:** ICT State Networking at LESA
- 12:** 5th & 6th Grade LA at Farms
 - 5th grade: 9:00-11:30am
 - 6th grade: 1:00-3:30pm
- 14:** Reading support meeting at VES
11:30am-1:00pm
- 18:** CASL Training, Cohort I at WISD
- 19:** 9th & 10th Grade LA at the HS
 - 10th grade: 7:30-10:00am
 - 9th grade: 11:30-2:00pm
- 20:** 5th & 6th Grade Math at FIS
 - 5th grade: 9:00-11:30am
 - 6th grade: 1:00-3:30pm
- 25:** CASL Training, Cohort II at WISD
- 26:** 7th Grade LA at the MS
7:30am-2:00pm
ICT District Meeting at C.O.
Special Ed. Conference room
8:00-10:00am
- 27:** Curriculum Ad Staff
9:30-11:00am in the PDC
DCT Meeting in the PDC
4:30-6:00pm



Hartland Administrators learn about the Michigan Science Standards and how science instruction should look and feel in the classroom.





TECHNOLOGY DEPARTMENT

TECH HELP IS A CLICK OR CALL AWAY

The school year is up and running but like any new year, when technology changes even a little, which happens all the time, things break or end-users have a learning curve to overcome in order to use the very technology that was supposed to make their lives easier.



Rest assured your tech team is working very hard each day to assist with, and fix, issues encountered by our end-users. In order to help us do that, please remember to submit a Tech Work Order or call Renee at our help desk and ask her to submit one on your behalf. That is the best way for us to prioritize and organize the work before us each day. If you don't see a TechHelp icon on your desktop, you can always reach the tech work order system by browsing to <http://helpdesk.hartlandschools.us>.



COPIER UPDATE

Our new copiers have now all been installed and from the sounds of the copier workrooms when I walk by, it appears that they are being well-used by our staff. Konica Minolta trainers have been making their way around to building offices to train office staff in the use of the equipment. Should you find yourself in need of some assistance with copiers, please inquire in your building offices and they will be able to help you or they will contact me so I can arrange the trainer to come back out to assist.

READING SUPPORT MEETINGS 2016/17 11:30am-1:00pm	10/14/16 @ Village
	12/9/16 @ Lakes
	2/3/17 @ Farms
	3/17/17 @ MS
	5/12/17 @ Round or the PDC





Illuminate Reminders

On an assessment, if the answer key choices are A or B, the bubble sheet/student response **must** be an A or B.

If the answer is a rubric question, a number must be entered in the student response.

**In the example below, the correct answer for Q1 is C.
Students who have a 1 for their response will be calculated as incorrect.**

The screenshot shows the Illuminate Education interface. At the top, there is a search bar and navigation tabs for 'Students', 'Reports', and 'Assessments'. Below this, a breadcrumb trail reads '2nd Grade Social Studies Unit 2 Where is... > Overview > Details > Setup > Administration > Reports > Advanced'. A yellow notification banner states: 'A new version of this feature is available. Try it out! All the cool kids are doing it. You can always switch back to this version later.' Below the notification, there are navigation links: 'Assessment Detail > Find Students > View Responses > Enter Responses by Column or by Student or Grid or Constructed Response'. A 'Save' button is visible next to 'or cancel'. The main content is a table with columns for 'ID', 'First Name', 'Last Name', 'Grade Level', 'Q1', and 'All'. The 'Q1' column contains input boxes with the following values: C, 1, C, C, 1, 1, C.

ID	First Name	Last Name	Grade Level	Q1	All	Filldown
	Bohdan	Abbey		C		
	Ethan	Aho		1		
	Adrian	Amador		C		
	Cole	Amstutz		C		
	Madison	Archer		1		
	Collin	Bachand		1		
	Arianna	Barone		C		

2016-17 SRI WINDOW

FALL: September 6, 2016 - November 11, 2016
4th grade (must be done by October 3, 2016), FIS, & MS required

WINTER: December 5, 2016 - February 3, 2017
4th grade (must be done by January 6, 2017), FIS, & MS required

SPRING: March 1, 2017 - June 2, 2017
4th grade (must be done between April 10–April 28) & HS (9-12) required



Math Corner

by Ethan Hawker



Making Number Talks Matter by Cathy Humphreys and Ruth Parker and Number Talks by Nancy Parrish

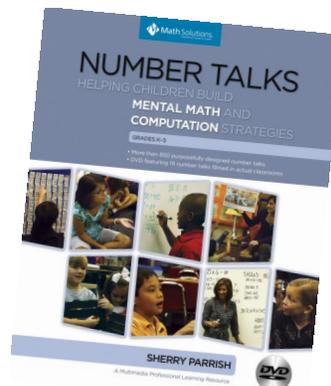
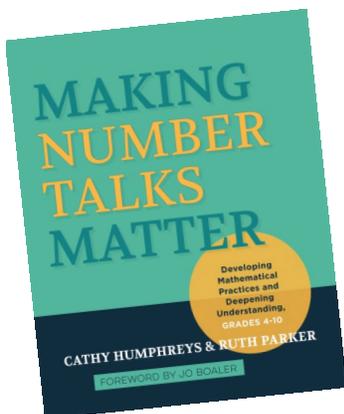
The number one complaint/frustration I heard last year from our math teachers was that our students are lacking in their basic skills and their number sense. Major frustrations from every single level. Of course the first thing we do as teachers is say, what are they doing “down there”? Well...it got me thinking last year. Maybe the question we should be asking is, “What can I do to make this situation better?”.

These books give teachers at all levels an excellent way to improve the number sense (and basic skills) of their students without taking up a ton of time. Number talks is an amazing way to promote number sense and to provide opportunities for students to see numbers used in different ways.

I have to be honest...I have participated and presented a bunch of number talks, and I am always surprised at how people’s brains work with numbers. We get stuck in the thought that “our” way is the only way to work with numbers. That is definitely not the case and you will learn so much about your students, how they think about numbers, and you will create opportunities for students to gain in their number sense. Number talks is really interesting and I think every teacher should spend some time getting to know what they are so that they can make an educated decision as to why they should or shouldn’t be included in their lessons.

I know it takes time. I know that we all feel the curriculum crunch. That being said....“what are we going to do personally to help alleviate the #1 math frustration here at Hartland Schools”?

Making Number Talks Matter is perfect for 5-12 students while **Number Talks** is geared more towards K-4. These are great books with very practical ways to increase number sense in our students.





It is hard to believe that September has come and gone! I hope that you all have had a great start to the new school year. Although September was a whirlwind, I am excited about all of the learning that we have accomplished so far.

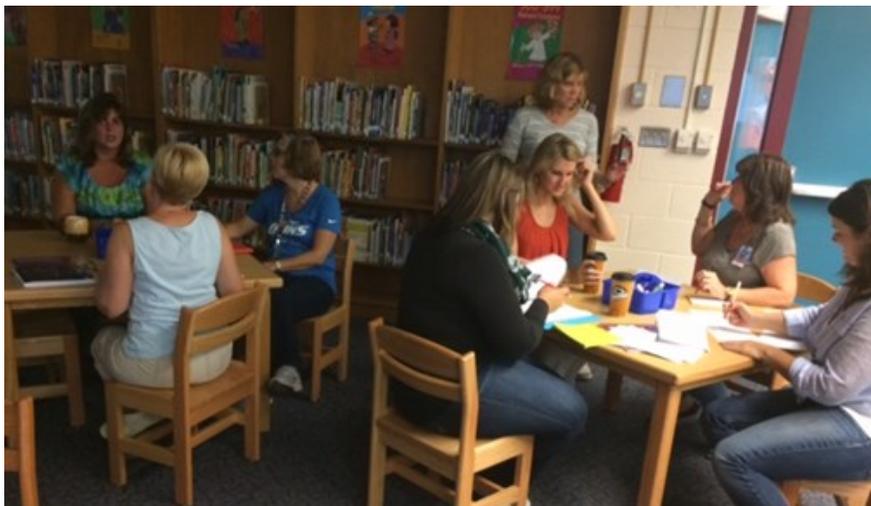
I wanted to share a special thank you to Elizabeth Millington, Rebecca Spiker, Patricia Kucharski, Brooke Saunders, Mary Jo Del Vero, Mindy Thering, Kristie Ross, Jacky Meier, Erin Your and Erika Briggs who have already invited me into their classrooms to teach lessons, problem solve and plan with them.

Please don't hesitate to contact me with questions that you have, or request support that you might need. I am here to support you.

The Lit Bit

**Jenna Furr
Literacy Coach**

Jenna's Fall hours:
Wednesdays
Thursdays (am)
Fridays



My BYOC (Bring your Own Coffee) optional professional development sessions are off to a great start!

Pictured above, Village teachers are looking at student work and planning small group table conferences.

Thank you to all teachers who have given up their time to learn with me.

*If you give people
a good book
to talk about,
you can build
a community
out of a
diverse group.*

*A common language
grows out of it.*

-Nancy Pearl

B.Y.O.C 

 October 5th @ VES • 8:15
October 6th @ RES • 8:15
October 13th @ CES • 8:15
October 14th @ LES • 8:15

Here's a look at what we've been up to...



3rd and 4th grade teachers are piloting new writing units this year. On September 21st, 3rd and 4th grade teachers met to plan the first unit together. 3rd grade teachers are pictured here planning their new narrative unit, Crafting True Stories.



Secondary teachers create some book buzz at our September 1st Professional Development.

Left: Rachel Bulszewicz sharing book buzz with Trista Erickson

Right: Elaine Bell sharing with Matt Turney



Social Emotional Learning

by Scott Storey

Nearly 35 million U.S. children have experienced one or more types of childhood trauma

National Survey of Children's Health

Psychological and emotional trauma can be influenced by several things, such as a single event, a violent attack, a horrifying accident, a natural disaster, a life-threatening disease, or even living with persistently high levels of stress. These types of circumstances can likely lead to trauma, especially if under these conditions:

- The event occurred in childhood
- The individual was unprepared for the event, or it occurred unexpectedly
- The individual felt defenseless or unable to prevent it
- The event occurred repeatedly

Trauma may also be caused by other situations that are more commonly overlooked. Such circumstances may be as follows:

- Sports injuries, or injuries that debilitate quality of life
- Divorce or break-ups in significant relationships
- The sudden death of a loved one
- Car accidents
- Falls
- Surgeries
- A humiliating or severely embarrassing situation

Traumatic events can vary depending on the individual encountering each specific situation. What may be identified as a traumatic event for one person may be entirely different for another person.

SOME SIMPLE YET POWERFUL THINGS TO REMEMBER!!!

- ◆ Windows of opportunity open at different times
- ◆ Relationships and Trust are KEY
- ◆ It's about creating opportunities/environments to be successful, not about controlling outcomes, measuring success/failure or fixing someone.
- ◆ Continually ask yourself/team---Who has the brain that is developed to change, learn, adapt the most (us or student)?

Upcoming Trainings

Secondary Paras: October 14, 2016 from 1:45-4:45 in the PDC

Elementary Paras: October 21, 2016 from 3:15-6:15 in the PDC

Initial Training: November 3, 2016 8:30-3:30 in the PDC

Refresher Course: January 12, 2017 from 12:30-3:30 in the PDC

Initial Training: February 2, 2017 8:30-3:30 in the PDC



DESIGNING FOR DEEP THINKING



The district is fortunate to have been invited to send two leaders to Dr. Ron Ritchhart’s workshop on “cultures of thinking.”

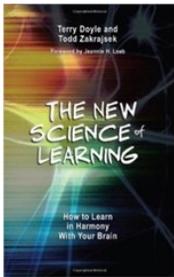
Dr. Ritchhart has been a researcher at Project Zero, Harvard Graduate School of Education since 1994. His research focuses on understanding how to develop, nurture, and sustain thoughtful learning environments for both students and teachers. His interest in “cultures of thinking” has led him to conduct research in such areas as intellectual character, mindfulness, thinking dispositions, teaching for understanding, creativity in teaching, and the development of communities of practice. His books, Creating Cultures of Thinking: the 8 Forces We Must Master to Truly Transform Our Schools, and Making Thinking Visible, explore how teachers around the world have been using Ron’s and his colleagues’ ideas to improve student learning, and will be the basis of the workshop process.

Kate Gregory, HS Assistant Principal, and Ethan Hawker, Math Instructional Coach, will be representing Hartland and bringing their learning back to us through Leadership Academy and their work with teachers and students.

NEW YORK TIMES REPORTS:

Scientists at Carnegie Mellon University made a breakthrough in decoding what the brain does when solving math problems. They identified the four strategies of creative problem-solving: encoding, planning, solving, and responding.

They learned from 80 men and women in the study that planning took more time than other stages when finding a clever solution (District Administrator, September 2016). The question we should ask from this study is, when planning math lessons or assessments that are looking to assess deep thinking, do we plan for large amounts of time for students to think, talk out their thinking with others, and then develop a plan for solving the problem presented?



Book Review

by Chuck Hughes

Doyle, T., and Zakrajsek, T., The New Science of Learning: How to Learn in Harmony With Your Brain, Stylus Publishing, 2013

I am not sure why I had this book on my list of must reads, I just did. The author's purpose for writing this book was to help college students better succeed in school. They share information and strategies that students should use to capitalize on learning, which I feel applies to all learners. Here are ten things the reader learns:

1. The more you engage with something that you are learning through listening, talking, reading, writing, reviewing, or thinking, the stronger the connections in your brain become and the more likely the new learning will become a more permanent memory.
2. You demonstrate learning by using new information to help you learn similar information or by applying the new information, which is called "transference."
3. Only when you practice, read, write, think, talk, collaborate, and reflect does your brain make permanent connections.
4. We typically need at least 7.5 hours of sleep to move short-term learning to long-term memory. You cannot shortchange the brain's process.
5. Humans function best with a good night sleep and an afternoon nap (about 8 hours after you awake). I love this as I can justify my weekend "me time" on the couch.
6. Most people think practice and effort are the two most important aspects of learning, but having your brain ready to learn is just as important.
7. Getting adequate exercise, especially aerobic exercise, is the "single most important thing a person can do to improve their learning" (Recess, Physical Education, Athletics).
8. Using a multisensory approach is one of the best ways to ensure that you can recall information you need when you need it (plan this approach in lessons).
9. The average human can only maintain "seven plus or minus two" chunks of information at a time (ICT informed professionals know this).
10. Mindset has a major impact on learning. Are you a "growth" or "fixed" mindset individual (we can teach students to become more growth minded)?

Websites of Interest



http://www.readworks.org/rw/countdown-election?utm_source=Email&utm_medium=Email&utm_campaign=9.19.16%20election
Election information and activities