



CURRICULUM NEWSLETTER

November 2016



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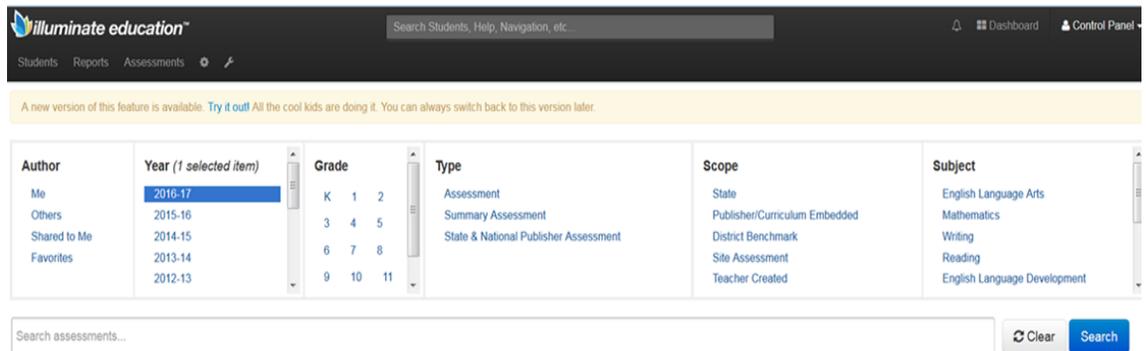
Important Dates in November

- 15:** CASL Training, Cohort IV at LESA
Algebra 2 PD at the HS
11:30am-2:00pm
- 16:** Math PD at the MS & HS
7:30am-2:00pm
- 17:** Curriculum Ad Staff
9:30-11:30am in the PDC
- 17-18:** Reading Recovery Conference
- 22:** CASL Training, Cohort III at LESA
- 23-25:** Thanksgiving break

ILLUMINATE REMINDERS

FINDING THE CORRECT ASSESSMENT

- ◆ When giving assessments, please make sure you are selecting the current 2016-17 assessment. The year is at the end of the assessment title and also at the end of the ID number.
- ◆ All assessment names and numbers are in the shared Google document: 2016-17 Illuminate CA ID #'s.
- ◆ If you clear the Search criteria, and select the Year 2016-17, only current assessments will be listed.



STUDENT RESPONSES

- ◆ If the correct answer on the answer key is A, the bubble sheet/student response in Illuminate **MUST** be A. If anything other than A is entered (1, T, F), the student will get zero points for that question.





TECHNOLOGY DEPARTMENT

Technology Work Order System Working for HCS



As this article is being written, there are only 36 open Technology Work Orders in our work order system. From the first day of school through October 24, we have had 644 work orders generated and closed. This, of course, does not count the number of issues we have addressed where a work order was not generated. (Please do generate tickets if you are having technology difficulty, it helps your tech team, you, and your colleagues receive more efficient service.) From September 6 to October 24, we have had 34 school days. That means your tech team has closed, on average, over 18 tickets per school day.

Dave, Glynn, David, Michele, Stacie, Karen and I are all interested in keeping you updated regarding your tickets and we are making every attempt to do so even if there has been little progress in solving particular issues. If ever you are not content with the amount of time it takes to hear from one of us on your particular tech issue, please log back into the ticketing system and **update your ticket** with a question or status update request. The tech team assigned to it will receive an email with your updated question or request. Opening a second ticket only slows down our process as we attempt to filter all the tickets and prioritize.

We are dedicated to closing your technology tickets as efficiently as possible because we know that means you can efficiently continue your jobs educating students, transporting students, paying the bills, etc. Lower ticket volumes also mean that your tech team can continue to work on long-term projects (updating servers, continuing our Illuminate education, website development, etc.) which are projects that are not entered into the ticketing system.



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



Asking Effective Questions in a Math Classroom

Teacher: "What's the answer to #12?"

Student: "That was easy, I got 24."

Teacher: "Great job!"

This sounds like a math teacher's dream...students offering correct answers to questions. Makes you feel good as a teacher...but are we missing out on potential learning? Are we stressing the solutions more than the process? Is math about the answers or is it about the problem solving skills necessary to get the answer?

These are some powerful questions that I've been thinking about a lot lately. I've watched some amazing teachers over the past 2 months ask students really tough/challenging questions beyond just, "what's the answer?" I've heard questions like, "how did you get that answer?", or, "tell me why that works", or, "give me another strategy". Very powerful questions that push the students to think about the math and the problem solving process rather than just getting an answer. I think we all know that the answer is just the icing on the cake for the problem solving process. Are we encouraging mathematics from our students? Or are we encouraging our students to be mathematicians?

Here is a great list of mathematical question prompts that you can use to encourage your students to think beyond just the answer. Try them out....pick one or two and use them throughout the day. See how it goes. Your students may be frustrated at first but over time the culture will shift. Students will eventually understand the explanation/justification is just as important as the answer. That's a skill that will take a student beyond school.

Here's a link to a great article with a lot of excellent examples to promote effective questioning in the math classroom.

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_AskingEffectiveQuestions.pdf

TO HELP STUDENTS RETELL

(and tell / list / recite / name / find / describe / explain / illustrate / summarize)

Questions to pose:

- How did you solve the problem?
- What did you do?
- What strategy did you use?
- What math words did you use or learn?
- What were the steps involved?
- What did you learn today?
- What do(es) _____ mean to you?

Prompts to use:

- I solved the problem by ...
- The math words I used were ...
- The steps I followed were ...
- My strategy was successful because ...
- Explain to a young child or someone that wasn't involved ...
- Draw a picture to show how you solved the problem.



MCTE Conference

On October 7th, I attended the Michigan Council of Teachers of English Conference in East Lansing with Steve Livingway, high school teachers Sarah Tabone, Elaine Bell, Natalie Russell and middle school teachers Joey Tripoli, Steve Silverston and Haley Johnston.

We were particularly fortunate to spend the morning with Nancie Atwell as she shared the story of a hard to teach student, Michael. We all have had, or have, “Michaels” in our classrooms that don't enjoy reading and writing and at times it feels as if we are pulling teeth to get them to open a book. Through student choice and a reading and writing workshop classroom, Nancie saw Michael morph into a student who loved reading and writing. Not only was Nancie's story uplifting, but it reaffirmed that the work we have been doing in Hartland, giving students time to read and write, giving them choice in what they read and write and giving them feedback, is in the best interest of all of our students.

The Hartland teachers in attendance were extremely appreciative that they had the opportunity to attend the conference. Sarah Tabone recently shared at a 9th grade meeting a few of the conference take-aways that she has already incorporated into her classroom. Nancie Atwell shared the importance of having students read and write poetry. This resonated with the 7th grade ELA teachers and they have found ways to incorporate more poetry into their classes.



Pictured (left to right): Jenna Furr, Nancie Atwell, Sarah Tabone and Natalie Russell

The Lit Bit

Jenna Furr
Literacy Coach

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

“Literacy blooms where students have choice, books and time”
-Nancie Atwell

B.Y.O.C. 

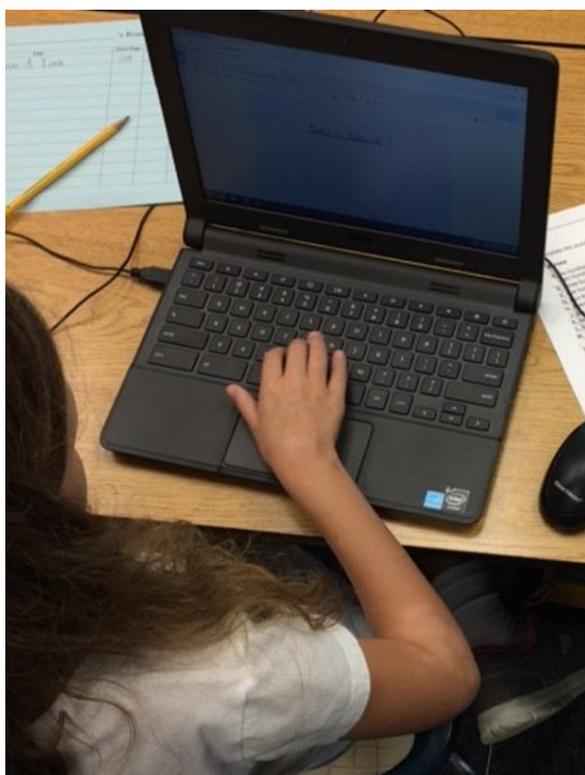
No dates scheduled in November due to conferences



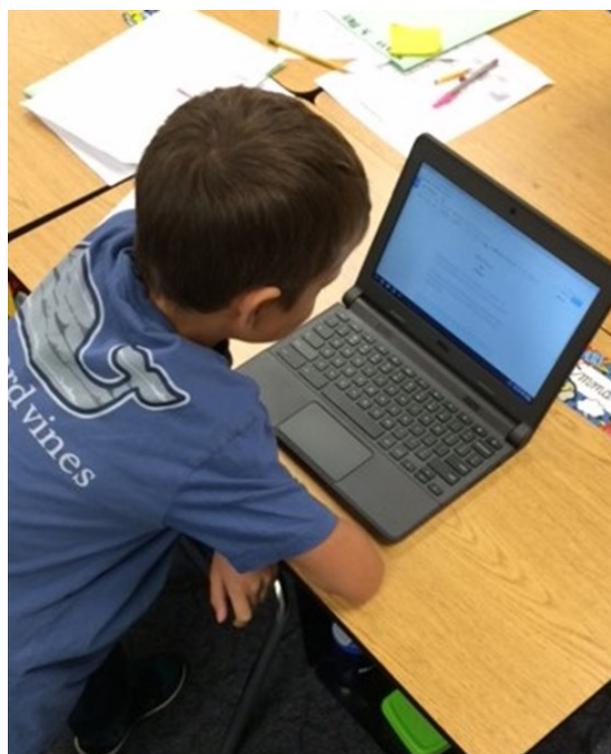
As we approach Parent Teacher Conference season, please let me know how I can support you and your students. I tried not to plan professional development in November so that teachers could avoid making sub plans and so that I can be in as many classrooms as possible.

Please don't hesitate to contact me.

This month I was able to push into several classrooms. I had the pleasure of joining Nancy Spranger's 4th grade classroom as they drafted their leads to their realistic fiction stories. At the end of the workshop, Nancy invited her students to leave their leads on their desks if they were open to sharing their work with others. The 4th graders circulated the room for the last 5 minutes of workshop reading the leads that their classmates had written. What a great way to create a classroom community that supports and celebrates each writer.



One of Nancy's 4th graders drafting her lead into a Chromebook.



A 4th grader from Nancy Spranger's classroom reads a lead that another student wrote.





Social Emotional Learning

by Scott Storey

So much happening in such a short time. Administration, staff, and students throughout the district are making significant strides in the area of social emotional learning.



A recent meta-analysis of research on programs focused on social and emotional learning (SEL) shows that a systematic process for promoting students' social and emotional development is the common element among schools that report an increase in academic success, improved quality of relationships between teachers and students, and a decrease in problem behavior.



Common Language Approach to consider when working with students and difficult situations



Empathy

Emotionally connecting with students, showing that we are aware of how they feel

Achievement

Helping students to identify a problem/goal and the importance of attaining it

Grit

Helping them to recall times that they were successful, no matter how small or infrequent

Link

Help them find the connection to their behavior, and next steps that need to take place

Empower

Instilling ownership in the student and providing opportunities to successfully move forward

Serve

Reminding them that they are part of something bigger and their ability to show and help others

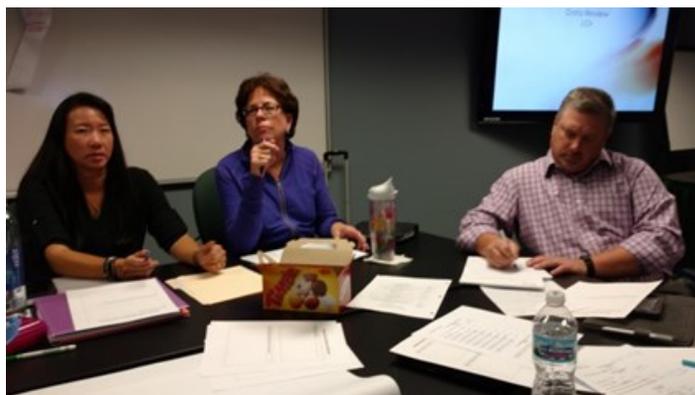
Other resources available in the Social Emotional Learning Folder

Upcoming Trainings
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



Teachers and Administrators Continue Instructional Consultation Team (ICT) Training

The Hartland Consolidated School District has continued to invest in early intervention for struggling students. Teachers and administrators took time to learn more about aligning school and district support services at the Fall ICT Regional Conference held at the Livingston Educational Service Agency. This work has proven to be powerful in helping our teachers create the match between students, instruction, and tasks in math, reading, writing, and behaviors.



There was much to think about at the ICT Regional Conference as you can tell by looking at the faces of our teachers and administrators.

Have the courage to say no. Have the courage to face the truth.
Do the right thing because it is right.
These are the magic keys to living your life with integrity.

-W. Clement Stone



Julie Bittner teaches a small group lesson in Shyrl Cone's 3rd grade writing workshop.



<p>READING SUPPORT MEETINGS 2016/17</p> <p>11:30am-1:00pm</p>	<p>12/9/16 @ Lakes</p> <p>2/3/17 @ Farms</p> <p>3/17/17 @ MS</p> <p>5/12/17 @ Round or the PDC</p>
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Michigan Science Standards Update

Hartland teachers have begun the process of getting to know the Michigan Science Standards that were adopted by the State Board of Education and the Michigan Department of Education. Teachers in grades seven through twelve have started comparing the old standards to the new standards so that we can realign content if we need to. The next steps will be to create progression of learning charts for grades 7-12 and then begin aligning common assessments, pacing guides, and the curriculum documents.

This process will take about four years from start to finish, with elementary teachers beginning the K-6 work during the 2017-18 school year. At this time, the teachers involved in the work are engaging in great conversations about the new standards so that when we are finished, the “Hartlandized” approach to teaching science will be thoughtful and deliberate.



Hartland Science teachers work to figure out where the new 6-8 science standards will be taught.

Websites of Interest



http://www.readworks.org/rw/k-12-geography-articles?utm_source=email&utm_content=9.28.16GeoCTMailing
Geography based reading resources.

http://www.readworks.org/rw/k-12-science-articles?utm_source=email&utm_content=9.30.16%2520science%2520articles
K-12 science informational text.

http://www.colorincolorado.org/sites/default/files/Engaging_ELL_Families_FINAL.pdf
Parent involvement strategies for ELL families which could be used for all families.

<http://tech.ed.gov/open-education/>
The GO OPEN website. This site shares open resources for educators and families.

<http://www.ck12.org/>
Awesome site to practice academic skills, simulations, etc. Definitely worth exploring.

<http://maeia-artsednetwork.org/model-assessments/>
The new Michigan Arts Assessment website for music, visual arts, dance, and theatre.



Board of Education Visits Schools



Michelle Hemeyer and Chris Costa visit with Mr. Jellison's science students studying native fish populations at the middle school.



Thom Dumond, Michelle Hemeyer, and Chris Costa are treated to a letter recognition activity at the 51 Building.



Mr. Pumford introduces Board of Education members and Mrs. Sifferman to Creekside Elementary students in Mrs. Single's classroom.



ARTICLE REVIEWS

by Chuck Hughes

As part of the 48th Annual PDK Poll, Joshua P. Starr has a small article entitled Navigating the American Divide (Phi Delta Kappan, September 2016). He shares that in this year's poll only 45% of respondents feel that the number one job schools are expected to complete is preparing students academically. The remaining respondents were split between preparing students to be good citizens or preparing students for the work world.

The most noteworthy piece of information shared by Mr. Starr was that where districts engage the community in the educational process, support for increasing taxes remained high. For the 15th consecutive year, respondents feel that a lack of funding is the number one problem confronting public education.



Susan E. Craig writes about how important it is to build relationships with students in The Trauma-Sensitive Teacher (Educational Leadership, September 2016). She shares statistics such as how roughly 26% of children will experience a traumatic experience before the age of four and how the stress of living in poverty is traumatic for the child and parent, who cannot always protect the children. The author goes on to share that when students are victims of trauma, their brain is altered creating a situation where attention, regulation of emotions, and the inability to form positive relationships are affected. The keys to building relationships with children of trauma are:

- Remaining calm in a moment of crisis
- Ensure that classroom routines are predictable and consistent
- Avoid spontaneous changes, but share with children that sometimes there will be changes
- Develop lessons around the same sequence of steps
- Incorporate movement and stretching into the lesson
- Incorporate music into the lesson
- Provide ample time for students to self-reflect on their work and behaviors

The author recommends that social emotional learning activities always address the effort to teach resilience and to help children of trauma in the process of rehabilitation.





College Application Week

Submitting a college application is no easy task, especially for students completing an application for the first time. The application can be long and some terminology used can be new to the student. After the application is finished, students must make sure the college also received a transcript and SAT or ACT test scores. Even after the application is finalized, the student still needs to consider how to finance their educational plan. During Hartland High School's College Application Week, seniors are given a dedicated time and space during the school day to complete their post-high school application(s). Throughout the process, high school counselors are available to advise students as they work to complete their applications.

In addition, the entire school is celebrating the idea of creating post-high school educational plans. Students and staff have been encouraged to wear college or military shirts all week long. Staff members discussed their own school experiences and donated money toward a scholarship that will be given out at Senior Honors Night in June. The Counseling Office decorated the hallways with banners, ran trivia contests and raffled off college-themed prizes. At the end of the week, the Counseling Office hosted a Financial Aid Assembly and a Senior Celebration. As a wonderful addition, the high school's programming has spread to a district-wide College Awareness Day that involves students in all schools, K-12.

