



HARTLAND CONSOLIDATED SCHOOLS

CURRICULUM NEWSLETTER

February/March 2024



Dave Minsker
Assistant Superintendent
810-626-2114

Scott Usher
Director of Technology
810-626-2119

Jennifer Grabowski
Administrative Assistant
810-626-2107

Monique Alberts
ELA Instructional Coach K-6
810-626-2125

Annette Macfarlane
Math Instructional Coach
810-626-2127

Sarah Demgen
ELA Instructional Coach 7-12
810-626-2147

Colin Costello
Science Instructional Coach
810-626-2167

Sara Rainwater
District MLL Coordinator
810-626-2273

February

- 1 ML County Network
- New Teacher Support PD
- 5 WIDA Testing Window Starts
- 6 Science Leaders County Network
- 8 Early Childhood County Network
- Math Leaders County Network
- 9-12 **Winter Break**
- 12 Cognitive Coaching County PD
- 15 District Leadership Team Meeting
- 22 SEL County Steering
- 28 Cultivating Leaders Network (Cohort 3)

March

- 5 Assistant Principal County Network
- 6 New Teacher Support PD
- 13 Cultivating Leaders County Network (Cohorts 1 & 2)
- 14 Math Leaders County Network
- District Leadership Team Meeting
- 19 Science Leaders County Network
- 20 County Principals Network
- 21 ML County Network
- 22 WIDA Testing Window Ends
- 25-29 **Spring Break**

Positivity

by Dave Minsker, Asst. Superintendent of Curriculum and Instruction

It is important to remember that we have the power to rise above negativity and maintain a positive outlook in everything that we do. Especially in the face of challenging circumstances, and we all know education can be challenging.

By embracing positivity, we can cultivate resilience, strengthen our mindset, and navigate through the presence of negative people with grace and confidence. Remember that we have the ability to control our reactions and choose how we allow others to affect us. Let these quotes serve as a reminder to never lose sight of what is important in your life so you can work towards personal growth and happiness. By embracing the positive and letting go of the negativity, you will become the best version of yourself, which in turn will give your students the best version of you as well.



“Stay away from negative people. They have a problem for every solution.”
– **Albert Einstein**

“People inspire you, or they drain you. Pick them wisely.”
– **Hans F. Hasen**

“Negative people need drama like oxygen. Stay positive, it will take their breath away.”
– **Tony Gaskins**

“Choose your friends wisely. Surround yourself with people who are positive and who actively contribute to your happiness.”
– **Amy Morin**

“Your environment matters. Surround yourself with those who inspire and support you, and distance yourself from negativity.”
– **Ritu Ghatourey**



Superintendent's Corner

by Chuck Hughes, Superintendent



Being a school district focused on challenging all children, it is essential that we remember that the greatest form of discrimination is setting low expectations. This reminds me of the research by Howard Gardner (*Theory of Multiple Intelligence*) and Daniel Goleman (*Emotional Intelligence*). Their combined research states that we are all gifted in some way, as shared below:

- ⇒ Visual-spatial
- ⇒ Linguistic-verbal
- ⇒ Logical-mathematical
- ⇒ Body-kinesthetic
- ⇒ Musical
- ⇒ Interpersonal
- ⇒ Intrapersonal
- ⇒ Naturalistic
- ⇒ Emotional

When I used to work with the Hartland Parents for Kids and the district's highly capable parents, I always started meetings by reviewing how mechanics, athletes, musicians, scientists, mathematicians, psychologists, etc. are highly capable as giftedness it is not just an academic characteristic.

Together we are regularly trying to find ways to support students in all areas of intelligence/giftedness. In the article **Gifted Education Advances School Integration and Equity**, by Scott J. Peeters, Matthew C. Makel, and James S. Carter III (*Kappan, November 2023*), the authors state that research clearly shows students in the top socioeconomic demographics are seven times more likely to be identified as gifted and receive services. The issue is that programs crafted for gifted students often do not consider all areas of giftedness; thus, limiting opportunity.

As I look at all the programs offered in the district, I cannot help but feel that we are doing a commendable job establishing outlets for all the children. Programs such as STEM, AP Courses, Online Learning, Athletics, Career Technology Courses (CAD, Cyber Security, Culinary Arts, Auto, Construction, etc.), Esports, Robotics, Art, Music, Dual Enrollment, etc. help to broaden the opportunities for all students to pursue their strengths or giftedness. Combine these programs with the regular effort at differentiating and challenging all children in the classroom K-12 and we have a recipe for meeting the needs of everyone. This does not mean that we cannot continue to expand opportunity, which I am confident we will.

Thank you for all that you do to ensure that our children are challenged with high expectations.

Quotes

"Anything that is worth teaching can be presented in many different ways. These multiple ways can make use of our multiple intelligences."

-Howard Gardner

"It isn't the challenge that defines you.
It's what you do with it"

-Sharon Pearson

"There is an old-fashioned word for the body of skills that emotional intelligence represents: character."

-Daniel Goleman



Multilingual Moment

by Sara Rainwater, ML Coordinator

WIDA Testing: Our Multilingual students' English proficiency and growth are tested annually by the WIDA ACCESS summative assessments. The district testing will start February 19 and continue through completion in March. The assessment will occur over multiple days to ensure the greatest opportunity for students to demonstrate what they know.

State Assessments Accommodations: Multilingual specific accommodations on the M-STEP and PSAT will be planned collaboratively with buildings and based on each ML students' accommodation needs.

Individualized Language Development and Accommodation Plans: Multilingual students will be required to have an individualized plan, which will include classroom accommodations. These plans will need documentation to ensure all state requirements are followed. The plans will include:

- Language development goals and accommodations specific to the student's English proficiency levels. The ML instructor and classroom teacher will collaborate on this.
- We have started team meetings with select students and will continue into fall 2024 with all ML students in the district. These plans will be updated annually.

Intervention / Special Education:

- Characteristics of language disabilities look very similar to the characteristics of language development in Multilingual Learners. For this reason, there are differentiated processes for ML students' special education evaluation (including the intentional comparison to "like multilingual peers").
- Reminder: English as a Second/Other Language (ESOL) Program services with Multilingual Learners (ML) is considered Tier 1 interventions and supports.

English Proficiency takes time. Here are some tidbits to help understanding ML student learning:

- Oral language development is a requisite for written language development. Most ML students benefit from "telling" what they are going to write (with support of oral language modeling) prior to writing.
- ML students often develop reading fluency before comprehension.
- Comprehension checks (for both oral language and reading) benefit most ML students. Rather than asking "do you understand?", teachers maximize learning opportunities by asking their ML student to tell him/her what s/he understands about it. "Now tell me in your own words what..." This subtle shift in how we approach comprehension checks not only provides us with clarification on what our student may need in re-explanation and/or repetition but it also allows us an opportunity for an oral language modeling that the student can practice.

Thank you for all your hard work supporting our multilingual learners!!!



A Moment of Science

by Colin Costello, Science Instructional Coach

Crosscutting Concept (CCC) #2: Cause & Effect

As we have rounded the corner into the second half of the school year and settled in with our students after break, have you given any thought to engaging with your science coach? This could be anything from quick 10-15 minute planning and/or reflection conversations where I serve as a facilitator of your thinking, like a sound board. It could be co-planning once a week to think through lessons together, share resources and instructional strategies, or problem solve together. Or maybe you want to engage in a [coaching cycle](#) before spring break. Feel free to reach out as you ponder your professional goals for growth this semester.

One thing we could focus on is integrating crosscutting concepts into our lessons by being more intentional about prompting students to engage in them. For instance, how do we teach **cause & effect**?

How does NGSS explain Cause & Effect?

Cause & effect is essentially about answering the question, “Why do things happen?” Engaging students in this CCC encourages thinking about causality. This is challenging because good causal reasoning is complex and nuanced, and consists of pitfalls if we are not careful. First, **cause & effect** builds on **patterns**, another CCC, because it addresses the “why” behind the **patterns**. **Cause & effect** also connects to **systems & systems models**, sparking questions like “Why did the system change?” or “How does this system work?”. Cause-and-effect relationships are used to answer these questions.

What does this look like with my students?

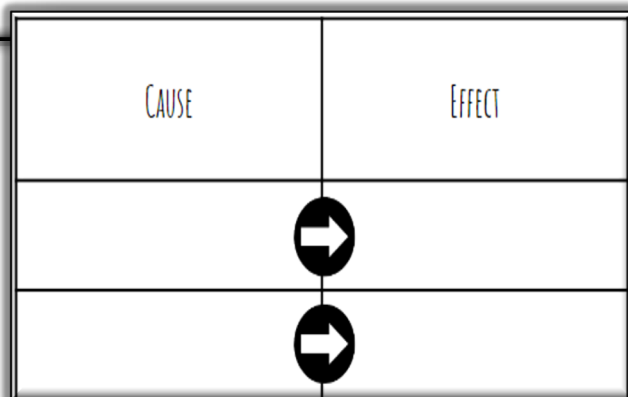
- **K-2:** Focus on observable patterns to help students develop skills of noticing and thinking about common connections between different events. Students can watch a video of a beaver chewing a tree to build a dam ([K-ESS2-2](#)). They see animal behavior and environmental change, but can suggest the cause.
- **3-5:** Cause and effect should be more routinely identified, but also used and tested to explain change. Observing plants with thorns not being eaten as often as a pattern. Students could test if thorns help plants not be eaten by observing thorny and non-thorny plants while counting which ones are eaten more ([3-LS4-2](#)).
- **6-8:** Some phenomena have more than one cause. Cause and effect also means students can use the relationship to make predictions. Some causes can only be distinguished statistically and not from direct observation. So, engaging students in cause-and-effect relationships requires more background knowledge and support skills to make sense of multiple patterns. An example of this could be students considering the effect of resource availability overtime for different populations, where they would graph data on populations and resources to make sense of the patterns and propose causes, rather than just looking at a single organism behavior.
- **9-12:** Students need to know empirical evidence is required to differentiate causation from correlation. Tests, experiments, simulations, and models are all needed to tease out cause-and-effect relationships at this level. Concepts are multifaceted and evidence has different levels of merit which must be determined. An example from [HS-LS2-8](#) requires students to find evidence of both group and individual behavior, as well as survival rates of both individuals and the group as a whole. In addition, teasing out which behaviors really lead to an increase/decrease in survival versus which ones had little to know impact requires consideration.

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Examples, Tools and Resources

- ⇒ Paul Anderson's [Wonder of Science website](#) offers this [template](#) for supporting students' cause & effect thinking
- ⇒ [STEM teaching tools plethora of CCC prompts](#) that can easily be integrated into lessons, warm ups, handouts, and more!



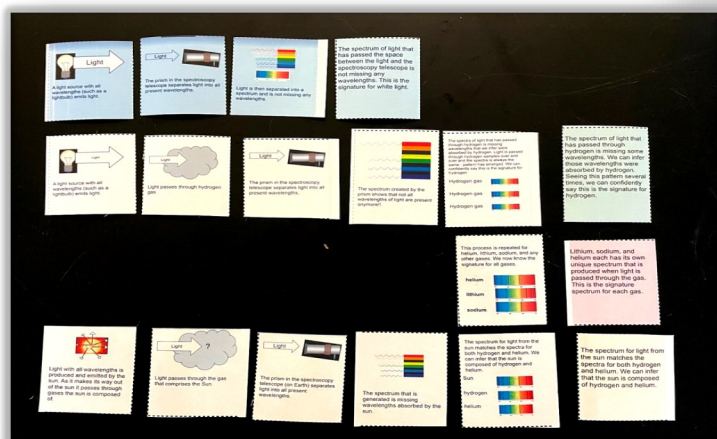
Our 5th grade teachers use this template to scaffold student cause & effect thinking around phenomena

Example of middle school prompt asking to use cause and effect to make predictions

1. What does our model predict would happen in the next generation for any of the populations we investigated? What does our model predict would happen in the next generations after that?

The next generation

The next generations after that



HS Earth science finalizing a cause & effect relationship of different emission spectra, using a card sort, after empirical investigations



Math Matters

by Annette Macfarlane, Math Instructional Coach

Desmos for All Ages: Unlocking the Digital Math Revolution

In the world of mathematics education, a digital change is underway, and Desmos Classroom is leading that change. More than just a tool, Desmos is a dynamic platform reshaping the way we teach and students learn. Let's delve into what makes Desmos Classroom a game-changer for educators across all grade levels.

Imagine, as a teacher, providing students with a sequence of screens, each serving as a canvas for diverse tasks, prompts, and questions. Desmos Classroom is this digital balance, offering a spectrum from simplicity to sophistication, accommodating the unique teaching styles of educators. Teachers can seamlessly track students' progress, review their work, and pause to address the entire class.

Teacher Dashboard

	1 Carbon ...	2 Half-Life	3 Half-Life	4 Half-Life	5 General ...	6 Specific ...	7 Half-Life	8 Generat...	9 Scatterpl...	10 Apply ...	11 Create ...
Jacqueline Ferrand	—	✓	✓	✓	—	—	✓	✓	•	✓	✗
Henri Poincaré	—	✓	✓	✓	—	—	✓	✓	•	✓	✓
James Maxwell	—	✓	✓	✓	—	—	✓	✓	•	✓	✓

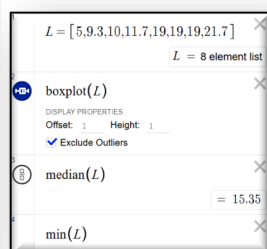
Correct Response

Not necessarily wrong; needs to be visually checked

Incorrect Response

Why Desmos Classroom?

- ⇒ **Engaging Content:** Tailor activities to your teaching style, creating captivating lessons that resonate with students. Choose from hundreds of pre-developed lessons and customize them to suit your preferences.
- ⇒ **Interactive Learning:** Foster participation through a user-friendly digital interface, making lessons dynamic and accessible. Pick from quick warm ups, individual activities, and games like **Guess Who** that pair students together digitally.
- ⇒ **Mission-Aligned:** Desmos is committed to making math enjoyable and accessible for every student, aligning seamlessly with educators' goals.



Desmos Classroom is not a one-size-fits-all solution; it's a companion for educators at every grade level. Whether introducing fundamental concepts or delving into advanced theories, Desmos adapts, providing an interactive and dynamic learning journey for all. Notably, Desmos is also the official calculator used in PSAT and SAT digital testing.

Are you ready to embark on this mathematical adventure? Embrace Desmos Classroom, and feel free to reach out if you'd like a tutorial.



Don't forget to check out the [Coaching Continuum](#) and see the different ways to use a coach!

~Annette



The Lit Bit K-6

by Monique Alberts, ELA Instructional Coach K-6



Happy February! I just wanted to start by saying thank you to all the Kindergarten through 4th grade staff who attended the Essential 9 professional development on our District PD day. It was so nice to have everyone in the same space, learning and collaborating together. I really appreciated your dedication to the work, your participation in the activities, and your kind feedback afterwards. Thank you for always being the VERY best colleagues. Please let me know if you are interested in doing any work around assessment this school year, I am always happy to support.

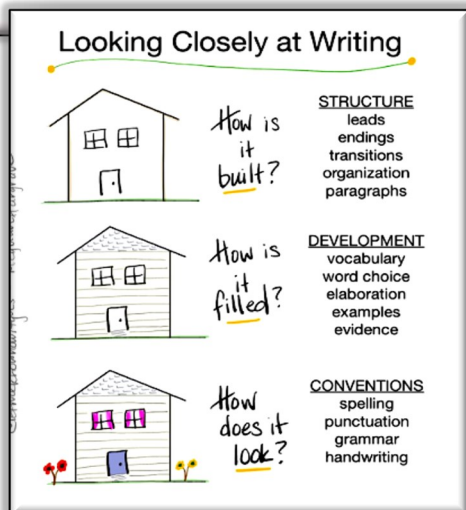
A friendly reminder as we continue to navigate the second half of the school year, please make sure you are staying close to the ELA pacing guide set for your grade level. While there is flexibility allowing for differentiation, units should be starting and ending by the months listed on the guide. I encourage grade level teams to reach out if you have any pacing guide questions, or would like to have a pacing guide conversation for next school year.

Finally, as March approaches I would love to talk about testing skills with your grade level team. Last year I shared with you documents from Teacher's College to support this work. If you would like to create a plan using these documents, I am more than happy to help you do that. Just let me know! ~Monique

Off the Charts!

This chart is from Meghan Hargrave's "Let Me Know How it Goes" Instagram. It is a great reminder of different ways we can study student's writing in broader categories. It is also a great tool to think through small groups. Which students need work in building their house, before we can focus on how it looks? Which students have built the house and are ready to fill it?

(Love the house analogy, can you tell??)



Follow This....

If you are like me, you follow lots of different teachers on Instagram, Twitter, and TikTok. I wanted to add a part to the newsletter that allows for us to share those hidden gems that we "follow" for teaching tips and ideas. Please share with me the different people you follow and I will pass them along!

I will go first...Check out **@teachertipsandtales** on Instagram! It is a great resource for new ideas around charts and tools that support the units of study.





Literary Lessons 7-12

by Sarah Demgen, ELA Instructional Coach 7-12



A few months ago, I had my baby boy, and my life has not been the same since then. I am enamored with his coos and smiles, his kicks, and the way I can see him learning new things. It's amazing how much babies learn and grow every single day! I often find myself wondering what he will learn in the next day, week, and month; I then can't help but fast forward to him being in school and reading books with him. A longtime dream of mine has been to sit with my child in my lap and share stories with him.

In the middle and high school world, I am often elbow-deep in chapter books, poetry, Shakespeare, the classics, etc. Lately, I have noticed how much children's books have to offer. Some of the great quotes about life and learning come from children's stories. So many of us can refer back to a favorite children's book that we remember reading in school or having read to us, and we think about those times fondly. As we grow older, not everyone has these same memories when it comes to reading and this is heartbreaking.

Part of our role as educators is to reignite that reading magic for our students. We need to talk about what **we** are reading, talk with students about what **they** are reading, and read aloud **together** engaging passages or poems. I challenge you to spend 15 minutes reading something you enjoy this week, with the hopes that you will be able to discuss it with a colleague and your students. ~ Sarah

"Setting out on an adventure is thrilling, but coming home is even better."

- *Where the Wild Things Are* by Maurice Sendak

THE SAT 2023 vs 2024	
Current SAT	New SAT
Through Dec 2023 (US)	Starting Mar 2024 (US)
Same questions for all test takers	Section adaptive: performance on first questions determines difficulty of next questions
Paper and pencil	Online with a laptop
3 hours, 4 sections	2 hours, 2 sections
Longer reading passages, 10-11 questions per passage	Shorter reading passages, 1 question per passage
Calculator not allowed for one of two math sections	Calculator allowed for entire math section
Seven times per year	More flexibility in scheduling
Results take weeks	Results take days

Everybody can feel the change in the air when testing season is right around the corner. There is a buzz in the hallways and teacher's lounge. Juniors are feeling it the most right now, but there is no ignoring the fact that our students across the district are sharpening their skills for the M-Step, PSAT, and SAT.

I have some resources that I'll be sharing over the next two months, and I am available to assist you in your classrooms. College Board, the M-Step state website, and BlueBook are your best online starting places for resources.

Tips for Reviewing Skills with Students:

- Make it colorful! Bust out the whiteboards, flashcards, and colored pens to make a grammar activity more engaging.
- Create a Kahoot! or Quizziz
- Ask your partner down the hall what they are doing and tag-team a lesson
- Utilize BlueBook for online practice



Technology

Jason Watkins
Network Admin /
Tech

David Allward
Network Admin/
Tech

Stacie Motz
Data Collection/
Submission, and
Instructional Data
Coordinator

Scott Usher
Director of Technology

by Scott Usher, Director of Technology

Dave Larson
Network Engineer

Cameron Montney
Network Admin /
Tech

**Ryan Fox /
Lucas Johnson**
System
Engineers

Jen Grabowski
Help Desk

Requesting Tech Help At HCS



If you are in need of Tech Help at HCS there are a number of easy ways you can obtain it and things you can do to make us more efficient and quick to respond to everyone's requests.

First, let's talk about the ways you can obtain Tech Help:

- ⇒ **QUICKEST WAY** - Submit a Technology Trouble Ticket through our trouble ticketing system. Using the icon on your desktop called "**Tech Help**" log in and provide as much information as you can.
- ⇒ **Second Quickest Way** - Call the Help Desk (*Jen Grabowski*) at x2107. If it is an emergency, Jen can put in a ticket for you or she will find someone to assist as soon as possible.
- ⇒ **Email or call one of us directly.** We do the best we can with emails and calls directly, but we are not as efficient with this method since voicemail and emails can get buried in our inboxes.
- ⇒ While you can submit a trouble ticket by simply emailing help@hartlandschools.us, it would not be our preferred method, but in a pinch is an option. The reason it is not our preferred method is when a ticket is created via an email to help@hartlandschools.us, the system has no way of knowing your contact information and thus your building, room number, and phone number are not included in the ticket. The Tech Team then needs to go into one of our other applications to find that information. With that being said, if you do find yourself needing to email our ticketing system please be sure to provide the building, room number and the best method of contact.

Second, let's talk about the trouble tickets themselves:

- ⇒ The best way to submit a ticket is to open the desktop icon (*pictured above*) and log into the ticketing system.
- ⇒ **The best person to submit a trouble ticket for your problem is you.** Asking a secretary to submit a work order is fine, but they can only submit the amount of detail you provide which is often not enough. Clearly, if you have no other method of submitting a ticket, having someone else submit one would be fine.
- ⇒ **Provide as much detail about what is going on as possible.** I cannot tell you how many times we get a ticket that in the subject line says "computer" and in the detail says "is broken". Giving us more detail pertaining to what is going on with it and in what way it is broken will help get the right person to your workstation who is most likely to be able to fix the problem. Help us help you by providing as much information as you can.
- ⇒ You are all the most polite and appreciative people with whom I've ever met and that is one of the reasons that I love doing what I do at Hartland. That being said, it is NOT necessary for you to thank us through the trouble ticket system. Once we have completed the work order and closed the ticket, responding to the email you receive, thanking us, only serves to reopen the ticket. Now, we love praise and appreciation, but reopening the ticket means we have to go into the ticket and close it again so it is not necessary.

Two-Factor Authentication on Your Personal Accounts



I know I've mentioned this before, but I cannot emphasize enough how important it is to secure your personal as well as your work accounts. I just had another person I know comment to me that their Facebook Account was hijacked. When I asked if they had two-factor authentication enabled on their Facebook account, of course the answer was no.

I also had a relative ask me for some assistance with their Gmail account and wanted me to get into it to fix something. They provided me with their userID and password, and I just logged right in without it asking me for that two-factor authentication. That is a GREAT way to get your personal account hijacked.

Please strongly re-consider this and my previous requests to secure your personal accounts with two-factor authentication if it is offered. It will save you quite the headache in the future. Let's all work together to keep bad-actors at bay by taking the time up-front to secure our data and be as safe as possible.

Tax Season Means Hijackers Are Out In Force

Be highly suspicious if you or a family member receives an email inviting you to click on a link or button to obtain/print your W-2 from an email. In all likelihood, the link will take you to a website that will ask you to type in some personally identifying information such as your SS Number as verification for you to get your W-2.

The next thing you know, a bad-actor has your SS Number, password, or other personal identification. Here at Hartland, be sure you obtain your W-2 through eVoucher.

Be safe and secure.

