



CLEARVIEW

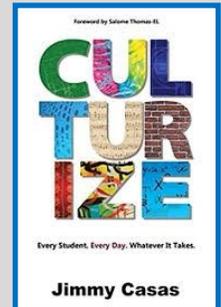
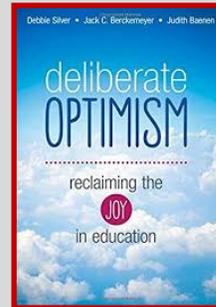
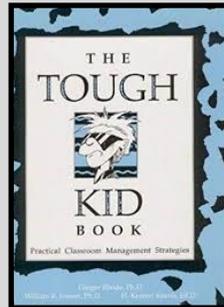
CURRICULUM CONNECTION

VOLUME 1; ISSUE 18 ~ JANUARY 11, 2019

Clearview Book Study PD Set to Start!

Teachers in the Clearview Schools will soon engage in building level book studies. It is not too late to join your building in this activity that seeks to build collegiality, build shared knowledge, and provide professional development. Participants should have received an email in regards to book purchase; please secure your book if you have not done so! Several participants will be seeking Ashland University credit. I will serve as the point person for any questions you may have in this regard - simply call or email me anytime. Cost is \$180 for one credit hour; this involves book study participation, a reflection paper, and an activity log that I will grade and monitor. Each building has a book study facilitator also! Thanks to **Noeleen Rothacker**, **Johnna Dimacchia**, and **Meagan Khandekar** for stepping up for this leadership role. Please see them for building specifics on the study groups. The books are listed to the right and I believe each one will provide valuable insight and inspiration for professional practice! If you have any further questions regarding the Book Study activity please let me know! Our 42 District Participants are listed below - Thank You and Happy Reading to all Taking Part!!

VES DMSCHS



Andrew Holland
Nancy Groboske
Jennifer Anderson
Stephanie Leonhardt
Sina Dryden
Carey Naro
Anne Schwartz
Stephanie Jones
Ann Stambol
Nick Guerrieri
Sally Roule

Andreana Sudano
Jamie Dodson
Tiffany Duke
Wendy Lachman
Patti Ritter
Lynne Stark
Denise Bevins
Judith Cummings
Meg Khandekar
Amy Jackson
Veronica Feicks

Andrew Hoch
Dustie Cooper
Dwayne Hoff
Kari Cooley
Johnna Dimacchia
Chrissy Foster
Jen Koehn
Laura Manning
Jenny McMahon
Kelly McMillion
Hillary Rios

Marci Southard
Karrie Stafford
Jennifer Thurston
Noeleen Rothaker
Hollie Sloboda
Alicia Howard
Danielle Long
Jacob Ward
Mike Newman

42 Participants!

Students work hardest for teachers they like and respect. When I'm asked, "How do I get the students to like and respect me?" My immediate response is, "Like and respect them first."

-Debbie Silver

Upcoming Dates:

- ◆ 1/11: 2nd Grade Period Ends
- ◆ 1/14: Teacher Records Day
- ◆ 1/31: DLT Mtg.
- ◆ 2/10: RRCNA Conference
- ◆ 2/13: MS Dr. Raj Math PD at ESC
- ◆ 2/14: HS Dr. Raj Math PD at ESC

Continued Literacy Instructional PD

Clearview Local Schools will be sending a team to the Reading Recovery and K-6 Literacy National Conference in Columbus, Ohio in February. An early elementary focused group representing K-2 and Title will attend along with Principal **Lynne Stark**. Teachers include **Cassidy Byham**, **Jennifer Anderson**, **Dalene Clark**, and **Erica Crawford**. Soon the district will develop a Literacy Plan that outlines this important instructional practice in our district. Such PD will assist! Reading at the foundation for all learning!

State Testing Update: Test Specifications

Each edition of the Curriculum Connection from this point forward through the spring will contain a section regarding state testing. I will include various details about test scheduling, test preparation, and test background. This is all in an effort to make connections with the exams. Staff and students are not defined by the state exams. Effective instruction will lead to increased test scores. We must have an attitude that active, engaged, and innovative instructional practice will overall benefit our students and in the process this will best prepare them for state exams. The first item I would like to share is included in the link below. This link provides test specifications and test blueprints that teachers can use as a reference. Basically, what standards make up the test and at what percentage? The specific **Depth of Knowledge** levels associated with the specifications are included in the link also. Depth of Knowledge will continue to be a key component to our instructional and assessment practice moving forward. This can serve as a valuable resource for teachers regarding state exams. An example snippet is included below of the **Grade 7 ELA Blueprint**. This is just a section of the blueprint; however, it gives you a specific idea of the content covered on the exam. Content and standards are covered of other tested areas also!!

<https://oh.portal.airast.org/resources/general-resources/>

Snippet of ... Ohio Grade 7 English Language Arts Blueprint

| Reporting Categories | Related Standards | Reporting Category Point Range |
|--------------------------------------------------|------------------------|--------------------------------|
| Reading Literary Text – Approximately 45% | | (16-20 points) |
| • Key Ideas and Details | RL.7.1, RL.7.2, RL.7.3 | |
| • Craft and Structure | RL.7.4, RL.7.5, RL.7.6 | |
| • Integration of Knowledge and Ideas | RL.7.7, RL.7.9 | |
| • Vocabulary | L.7.4, L.7.5 | |

Attention DLT Members!

The next scheduled DLT meeting will take place **January 31st**. In advance of this meeting BLTs will prepare and bring specific assessment data to share with the group. As a BLT identify and organize quarter/semester grade data, STAR Reading and Math mid-year benchmarks, AIR results, and Sub-group data. The DLT will assist in the intervention strategy plan to address students in need. I'll discuss this process with each BLT in advance.

BLT Assignment:

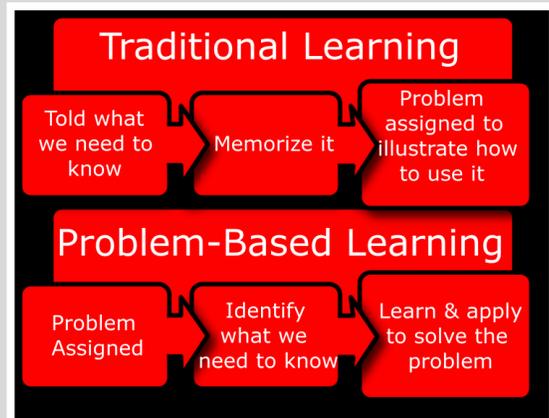
Prepare the following data to share at the January 31st DLT Meeting:

- 1. Quarter / Semester Grades**
- 2. STAR Reading / Math**
- 3. AIR Results (if applicable)**
- 4. Sub-group Data**

Research Based Instructional Strategies: Problem Based Learning / PBL

The OIP calls for the use of research based instructional strategies. In this issue I'm reviewing Problem Based Learning. PBL is a teaching method in which complex real-world problems are used as the vehicle to promote student learning of concepts and principles as opposed to direct presentation of facts and concepts. PBL promotes the development of critical thinking skills, problem-solving abilities, and communication skills. In traditional approach (right) students may memorize material but may not fully understand or be able to use it. Problem-based learning provides a structure for discovery that helps students internalize learning and leads to greater comprehension. Conducting a PBL activity? Let me know!

<https://www.youtube.com/watch?v=RGoJIQYGpYk>



Thinking of Setting Up Google Classroom? Start Now!!

As mentioned in prior bulletins we are in the process of creating a technology plan for the district; stay tuned. However, one aspect of the plan will be to increase digital applications for instructional practice. Google Classroom fits the bill as a basis for this goal. We have many teachers utilizing Google Classroom in Clearview and we have many more that are interested in starting. Where to find the time? Right?... **Jacob Ward** at CHS is quite skilled in this and has created a "how to" document that can help!! The link for the document is below! Thanks for sharing Jacob. A unique goal would be to have 100% participation for teacher google classroom use!! Future PD can be created to help support this goal. In the meantime, get set up, learn applications, and set the basis for increased digital instructional practice with this resource!

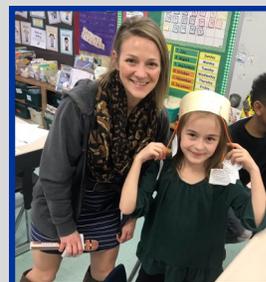
<https://drive.google.com/file/d/1jz-Pcd3MO2FtZFW2iNLWggYJslmVWd3Z/view?usp=sharing>

Active, Engaged, and Innovative Lesson Activity

Each issue of Curriculum Connection will include reports from our classrooms around the district. We want to do our best to promote active, engaged, and innovative lesson plan activity. What are your colleagues doing to engage Clearview students? The idea is to show appreciation for the hard work it takes to plan and develop such lessons. Please send invites! I enjoy visiting rooms and seeing the students and staff in action in each of the three buildings.

I had a fun visit to **Dalene Clark's** 2nd grade classroom this past week.

Dalene interestingly created a cross curricular activity combining a science unit with ELA - specifically units on dinosaurs and similes. Why the unique combo? As Dalene put it, "...for the kids the connections on the two topics are easy to make." She discussed, created, and posted a KWL chart on Dinosaurs then kids got creative and made a mobile of similes relevant to the topic. As 2nd graders will do the kids went a different route with the mobiles and used them as hats (?) ...oh well, you never know, so Dalene went with the class flow and soon enough all kids were wearing their work!!



Kellie Alston had a room full of engaged learners this past week at CHS! In her Family and Consumer Science classes she had her 9th graders engaged in the Pillow Project. Sewing is a state standard for FCS and kids were excited to use the sewing machines. Kellie did all of the prep work in getting this activity started in an organized and structured manner. All of the fabric was pre-cut and placed in plastic bags. She first taught kids how to utilize the machines and taught them details about the skill of sewing. No small task!! Kids had steady hands and lots of patience - more importantly so did Kellie! Kids were totally focused on doing the work properly and using the machines the right way. Kids were excited about their products!!



I made a visit to **Jason Christensen's** 8th Grade Social Studies class.

Jason was teaching a lesson on the French Indian War. French? Indians? British? Americans? All of these details needed to be explained. He utilized several resources to do so. He used BrainPOP, a group of educational websites with over 1,000 short animated movies for students in grades K-12 covering many subjects, including social studies! Kids enjoyed the animated explanation of the War and the story used. Jason then had students do a compare and contrast activity with the French and British War Interests (Marzano's top strategy list - see Curriculum Connection Issue 5!)



Erika Cole and **Stephanie Leonhardt** were busy this past week teaching their 2nd graders about contractions - Can't = Can not, but in this example these kids Can Do!! Erika created a puzzle where kids had to cut and paste and match the contractions. This created a visual representation for the kids that was fun and easy to follow. Erika and Stephanie had to monitor the students progress of their "puzzle" but more importantly they were able to quickly assess and give feedback as the kids were engaged!!

