



# CLEARVIEW

## CURRICULUM CONNECTION



VOLUME 1; ISSUE 17 ~ DECEMBER 20, 2018

### Happy Holidays!!

Wishing all Clearview Staff a wonderful and safe Holiday Break! I hope all get to relax and spend time with family and friends. Safe travels to all of those that will be taking holiday visits and trips. Return safely!!

Many positive initiatives and positive events have occurred in our district up to this point! From the curriculum and instruction standpoint our goals and initiatives are well in focus moving forward. The DLT has established very specific crucial initiatives that are aligned to meet building level goals. Much work in each building has been done in this regard. Staff must continue to be stewards to these initiatives and work toward academic progress.

The curriculum department focus is posted to the right as a reminder. I also listed in red some **examples** (just several) that have been conducted so far that connect to the focus. We have seen many strides in each of these areas of focus. Our Relationships First focus must drive how we conduct business. "No significant learning can take place without a significant relationship." Midyear it may be easy to forget this; the day to day work clouds that focus. However, with the holiday break let's return with this motto still in the forefront of our instructional practice. Kids deserve it.

Thank you for your efforts and for all you do for our students!! Enjoy the Holidays!!

**"The last day before winter break is a little taste of the last day of school – saying goodbye to your cherished students."**

~Betsy Weigle

### Upcoming Dates:

- ◆ 12/21: Winter Break Begins
- ◆ 1/4: Desmos Training ESC
- ◆ 1/11: 2nd Grade Period Ends
- ◆ 1/14: Teacher Records Day
- ◆ 1/31: DLT Mtg.

### Curriculum Focus

The initial focus from the curriculum and instruction standpoint is listed as a reminder:

#### Relationships First

- ◆ Promote strategies to place priority on building positive relationships with students - identify families, likes, dislikes, learning traits, strengths, and weaknesses. Build Rapport.
  - ◆ **YMHFA Training; PBIS Plans; Zones of Regulation; Morning Meeting; Social Events for Students; Daily Classroom Interaction First and Foremost**

#### Active, Engaged, and Innovative

- ◆ Identify and promote research based instructional strategies by continually sharing best practice and providing continual opportunities for professional development.
  - ◆ **Curriculum Connection; Class Visits; PD on 10/12, 10/26; 11/5; Mapping PD; Misc. ESC PD; Book Studies; Renaissance/Scholastic Support; DOK**
- ◆ Support and promote teachers in efforts to develop creative, active lesson plans to engage students in the learning process.
  - ◆ **Curriculum Connection Section; CLS Twitter Posts; CLS Website; VES Class Dojo; Class Visits**
- ◆ Establish a PLN, Personal Learning Network. Collaborate, connect, and share with colleagues in Clearview Schools and around the world. Staff utilization of Twitter for their PLN.
  - ◆ **Twitter; VES Dojo; Misc. PD Events**
- ◆ 21st Century Skills - Creativity, Collaboration, Critical Thinking, and Communication. Prepare students for the world of tomorrow.
  - ◆ **Breakout EDU; SOLE; Desmos; Curriculum Connection Sections**

#### Student Growth

- ◆ Identify and analyze assessment data to ensure students are making significant growth.
  - ◆ **Renaissance, STAR AR/AM; Scholastic Reading; Foundations; Just Words; DLT/BLT/TBT Data Review**
- ◆ Identify and implement intervention strategies to assist students that are not making growth.
  - ◆ **RTI Plan Development; CHS Connections Class; DMS Flex; Title Strategies; After School Tutoring; 3rd Grade Reading Intervention Groups**

### **Math Teachers 6-12 To Attend Desmos Training**

Desmos?!? What is it and why are our math teachers interested in it?? Desmos is a free online graphing and teaching tool for math. In addition to plotting equations, classroom activities are available to help



students learn about a variety of math concepts. For example, students can learn how to transform periodic functions by trying to slide marbles through points on a graph. Students can plug in their own equation and see what kind of graph pops up; sliders allow students to adjust values and see what happens. Users can also click directly on the graph to find the coordinates of points of intersection, maxima, and minima. Desmos encourages students to practice math skills as well as play with math to express their creativity. Kids can enter an unlimited number of mathematical expressions and instantly see results graphed on the page. A variety of colors and features make it possible to turn graphs into complex and realistic drawings (Common Sense Education 2018) These are the 21st Century Skill applications that we want our students to experience - Critical thinking, creativity for math! Desmos provides a visual for students in this regard. The visual process for graphing is innovative and creativity can be part of an inquiry based process. Our math teachers in Clearview will be attending an advanced training on using this tool on Friday, **January 4th** at the ESC in Elyria. Next we will want to see the benefits of the training with added student use and inquiry!! Those teachers attending include:

**Denise Lesh**

**Alex Ritter**

**Kari Cooley**

**Deb Molnar**

**Beth Katterle**

**Jennifer Falsey**

**Stephanie Stillwagon**

### **Planning for Next DLT**

Attention DLT and BLT members. The next scheduled DLT meeting will take place on **January 31st**. In advance of this meeting each BLT will prepare and bring specific assessment data to share with the group. Hence, this will be shared with the district in the Connection. As a BLT identify and organize quarter/semester grade data, STAR Reading and Math mid-year benchmarks, and AIR if applicable - tell your story!! How do the sub-groups look? The DLT will analyze and review then identify intervention strategies to address those students in need. Also as a reminder, DLT members must register for the ESC leadership series once again - the last ESC event for this.

**Data  
Prep  
For  
Next  
DLT**

### **Research Based Instructional Strategies: Response To Intervention**

The OIP calls for the use of research based instructional strategies. In this issue I'm reviewing one of John Hattie's top strategies: Response to Intervention or RTI. This comes in as one of the top influences at 1.29 effect size. This is why creating an RTI plan and structure is so important! This is a structured program designed to help at-risk students make enough progress and ideally achieve comparable results to their peers. There is plenty of literature and material to help schools use RTI, but basically, it involves screening students to see who is at risk, deciding whether supporting intervention will be given in class or out of class, using research-based teaching strategies within the chosen intervention setting, closely monitoring the progress, and adjusting the strategies being used when enough progress is not being made. While the program is designed for at-risk students, the principles behind it are the same advocated by John Hattie as being applicable for all students. Note - Response to Intervention (RTI) is increasingly being referred to as Multi-Tier System of Supports (MTSS). The two terms mean the same thing. (ASEBT 2017) As the CLS RTI committee continues to review, develop, and plan we will be sure to communicate out. For more check out this article regarding this Hattie top influence:

**<http://www.rtinetwork.org/learn>**

**RTI  
#5  
on  
Hattie  
List**

## Book Study Participants!

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

### 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.

CHS Art Teacher **Jacob Ward** recreated the old TV show Fear Factor for an interesting semester exam review session. Excitement, creativity, engagement, and fun added to a review of semester content. Students were called to the front of the class for a one-on-one review question. The first to hit the buzzer (a squeaky toy) answered. If correct their team received a point; if incorrect they were required to drink a blended mixture of tuna,



coffee grinds, etc...yuk. No worries when students signed their waiver they saw “The mixture is actually ice cream and Oreo’s; play it up to the class that it’s the disgusting mixture.” Kids were fooled, grossed out, but fully engaged in each question asked. The Tweet about it went viral and has been viewed by 6,500 and retweeted by ODE and *Teach Like a Pirate* author Dave Burgess!

Feedback is key according to popular Ed Researcher Robert Marzano. **Pat Bray** engaged his 5th grade math class at DMS with a strategy that was ideal for immediate feedback!! Pat was teaching a lesson on multiplying decimals. He led with some direct instruction and demonstrated how to solve such a problem. He then used a mnemonic device to help kids remember the rules for multiplying decimals, “walk it out; then walk it back in!” Meaning the number of decimal spaces you walk out—you walk back into the answer. When students practiced examples he had them write answers on a small whiteboard which they held up in the air. Pat was able to tell immediately which students had it and which students did not. He then assisted those holding up a whiteboard with an incorrect response!



**Jennifer Parker** this past week conducted a lesson on literary elements for her 5th grade ELA class. Typically one might project notes for students to dictate or review. However, Jennifer took it a 21st century route. She posted the notes on her google classroom page, reviewed with direct instruction, then to demonstrate learning kids had to “create a presentation with technology” of the literary elements with examples. This was much more fun for the kids and required 2 of the 4 c’s of 21st century skills: Creativity and communication. As you’d expect, kids spent time with fonts and colors and various pictures that they believed represented themselves and their creativity. The pictures matched their examples!! All of this posted through Jennifer’s google classroom!!



**I will leave you with this gem ...**

**The 12 Days of Christmas Vincent Style - <https://youtu.be/2A-rtJUT008>**