



CLEARVIEW

CURRICULUM CONNECTION

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Clearview K-2 Team Attending RRCNA This Weekend

Clearview Local Schools will be sending a team to the Reading Recovery and K-6 Literacy National Conference to be held in Columbus, Ohio, starting this weekend **February 10th - February 12th**. The RRCNA will be attended by over 2,200 educators throughout the country. The conference focuses on literacy instruction and covers research based practices in this regard. There will be many national literacy specialists serving as keynote speakers and session instructors. A K-2 focused group will be attending. Clearview participants include: **Lynne Stark, Cassidy Byham, Jennifer Anderson, Dalene Clark, and Erica Crawford**. The team goal of this professional development event will be to further identify best practices for literacy instruction and to communicate session information back to the elementary teams at Vincent. Overall, we will eventually create a Clearview Local Schools Literacy Plan that outlines our instructional practice and programs as it relates to Reading, Writing, Speaking, and Listening. This will be a K-12 plan; however, the RRCNA focus for Clearview will be to identify and establish strategies for our youngest Clippers to build a foundation for literacy in their first three formative years of education. We will relay follow-up information after the event!!



Clearview 6-12 Math Teacher PD Next Week

...and more PD! Clearview math teachers 6-12 will engage in specialized math professional development with Dr. Raj Shah next week on **February 13th** for grades 6-8 and **February 14th** for grades 9-12. The events focus on instructional best practices and motivation for students. Dr. Shah has provided PD in the past to positive reviews; his insight into strategies and working with math learners will be valuable for our teachers. Clearview participants include: **Alex Ritter, Denise Lesh, Kari Cooley, Beth Katterle, Hillary Rios, Stephanie Stillwagon, Jennifer Farley, Nick Dimacchia, and Deb Molnar**. Thanks to you all!



“You can’t take four showers on Monday hoping to make it last until Friday. The same is true with reading and writing instruction. Daily support and practice are vital for kids.”
-Jen Jones

Upcoming Dates:

- ◆ 2/10: RRCNA Conference
- ◆ 2/13: MS Dr. Raj Math PD
- ◆ 2/14: HS Dr. Raj Math PD
- ◆ 2/20: ACT Test CHS Juniors
- ◆ 2/20: Google Classroom PD CHS Staff

Clearview March 15th PD

So that teachers are aware in advance, **March 15th** will serve as our next district PD 1/2 day. We are very fortunate to have **Tom Rounds** from the ODE scheduled. Tom’s presentation and training revolve around Applying Depth of Knowledge to Instruction and Assessment Practice. We have discussed DOK in the Connection; VES even has DOK listed as a crucial initiative. Tom is the ideal presenter for this topic. Tom is a former teacher and he comes at this topic directly from the teacher perspective. More will follow.



State Testing Update: AIR Writing Rubrics

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. In this issue I am covering more on writing and the specific rubrics that teachers should have access to for review. How are the AIR writing tests scored? What does it measure? I shared a link a couple weeks ago that contained student writing examples. The link below goes strictly to the writing rubrics for grades 3-12. Two writing rubrics are available for grades 3 through 5: informative/explanatory and opinion. Two writing rubrics are available for grades 6-12: informative/explanatory and argumentation. Each rubric describes the score point characteristics across three domains. Share these rubrics with your students and paraphrase them so that the expectations are not an intimidating factor. Plan the pre-writing strategies that will address organization and rubric expectations. This will also give kids a starting point for their time and effort on this portion of the exam. Identify and share key writing expectations ...

<https://oh.portal.airast.org/resources/english-language-arts-spr/>

**REVIEW THE
AIR WRITING
RUBRICS
LINK
BELOW**

OTES Rubric Review: Assessment Data

As stated in prior Connections I will periodically review sections of the OTES rubric. This will be an effort to identify common language and expectations for teachers and evaluators. What is expected for Assessment Data? The key question is “Does the teacher use assessment data to inform their instruction?” What places a teacher in the Accomplished category is the following: Purposely plans assessments and differentiates assessment choices to match a full range of student needs, abilities, and learning styles...” Skilled identifies a demonstration of teacher “understanding” within the planning process. However, Accomplished goes to the demonstration of the “differentiation” of assessments. Also, the analysis is proven to be accurate. These aspects are to applied in the lesson planning process.

The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative and summative assessments into lesson plans.

21st Century Ideas: WriteReader; Kids Create and Share Books!!

WriteReader is a digital learning platform where kids ages 3–10 can learn to read by writing and publishing digital books. With the app a student takes pictures of family, friends, etc.. then writes about them in their actual level of written language. A teacher then “translates” the child's text to conventional writing and by comparing their own attempt to the edited version the student will step by step improve their writing and reading capabilities. Kids share books with friends and family thus serving as motivation for such skills -Hey I’m published!! That’s my book! Check the link below to try!!

<https://www.writereader.com/en/about-us/children-as-creators>

WriteReader

Research Based Instructional Strategies: Scaffolding Examples

The OIP calls for the use of research based instructional strategies. Scaffolding is a teaching method that enables a student to solve a problem, carry out a task, or achieve a goal through a gradual shedding of outside assistance. The teacher builds a “scaffold” of support eventually transferring responsibility over to the student who can demonstrate independence with the content. Hattie has this as a high yield strategy at 0.82. The link below reviews the examples listed right. What’s the opposite of scaffolding? Saying to students, “Read this nine-page science article, write a detailed essay on the topic it explores, and turn it in by Wednesday.” Yikes, no scaffolding.(Edutopia) For specific classroom ideas check link ...

<https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber>

- ◆ **SHOW AND TELL**
- ◆ **TAP INTO PRIOR KNOWLEDGE**
- ◆ **GIVE TIME TO TALK**
- ◆ **PRE-TEACH VOCABULARY**
- ◆ **USE VISUAL AIDS**
- ◆ **PAUSE, QUESTION, PAUSE, REVIEW**

Classified Staff Training in Youth Mental Health First Aid

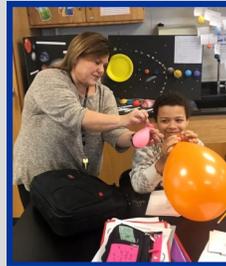
Earlier in the school year all teachers in Clearview received training and certification on Youth Mental Health First Aid. This training covers specifics about working with our students in crisis and emotional trauma situations. Just like other health situations call for first aid so does the mental health of our kids. This will mean that all staff working with kids in the district will have YMHFA certification. The district's proactive stance on getting this training speaks volumes about the commitment to our students beyond the classroom walls and Relationships First. On **March 15th** and **May 10th**, our two remaining PD days, our classified staff in the district will have an opportunity to receive this training; it must be broken down and administered in two sessions to serve this group. More details will follow as the date approaches.



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. Let's share ideas and build support!

There was lots of noise this week in **Molly Streater's** 5th grade science classroom! Molly was covering a unit on sound energy; therefore, she prepared lots of learning activities for the students regarding the standards associated sound and vibration! Molly conducted some vibration examples including paper whistling, rubber band strumming, balloon air escape, tuning forks splashing water ... many for kids to understand the science of how sound works!! This was very fun for the kids to learn and experience!!



Students in **Denise Lesh's** 6th grade math class received a lesson on shopping but more specifically a lesson on the conversion of decimal to percent and percent to decimal ...and much more! Denise utilized a unique instructional tool: a ton of newspaper ads! For this class lesson she had kids engage in a fun and interesting challenge: You are given \$100 dollars and must find at least three sale items in the ads that add up as close to \$100 as possible. Kids were scouring the ads, applying the sales tax, applying new sale prices based on percent off, calculating and converting numbers, and having fun in the process!! One student got to a final price of \$99.89 that I witnessed!!



Understanding and managing stress is an important life skill. This past week in **Dana Brownson's** Health class at CHS she engaged students in an activity to help them identify stress triggers, signs, and coping mechanisms. Dana had the students play a game of "Come on 6!" that requires students to think and act fast while competing with classmates; it mirrors stressful situations in a minor way. After play, Dana initiated discussion regarding handling stress. Dana got the idea from her Personal Learning Network of over 1,000 Health teachers she connects with on Facebook; together they share ideas, resources, and lesson plan activities!! That's a PLN!!



Reading motivation and practice can come in many forms! How about reading scripts and acting out plays?!? That worked for **Nancy Groboske** and her 1st graders! This past week these young thespians conducted four plays in front of their peers. The plays came complete with costumes, set designs, and plenty of smiles. Kids read their lines, learned new vocabulary, and acted out their parts. This is a creative strategy titled Readers Theater to get kids to read aloud!! Entertaining and educational as well!!

