

# Fairfield's C&I Update

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## The FCSD Instructional Toolbox – YOUR Toolbox

As you and your family get your home ready for the holidays, I am sure you are involved in decorating – the tree, the outside lights, the cookies, the mantel, the dinner table, etc. There is a ton to do! As you complete these tasks, you use ribbons, bows, scissors, tape, Command strips, and maybe even a hammer. In order to get ready for the holidays, you have to use a variety of different tools to get everything finished.

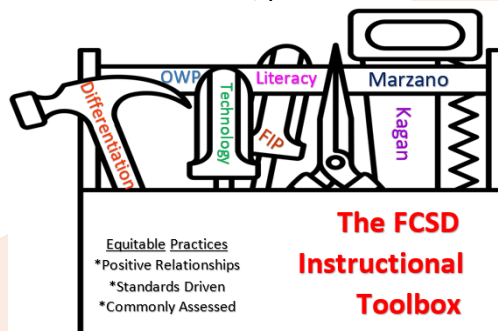
Teaching is a lot like getting ready for the holidays. There is always a ton to do, and you need to have a variety of tools available to get the job done. The Fairfield City School District works to ensure that our teachers have a solid toolbox available to help ensure students' growth and success. Just like your holiday preparations, you probably will not use every tool in the FCSD Instructional Toolbox every day. It is more likely that you plan for your students by thinking about the standards which need to be taught and make decisions about which tool(s) are most appropriate for that time.

We are lucky to have so many opportunities to add to and improve our instructional toolbox. Each time we add to our toolbox, we ensure one more student's success. Each time we improve our current tools, we are making sure another student has an opportunity to learn and grow. Our toolbox is continuously expanding throughout our careers, so we can meet the needs of the students who are in our classrooms every day.

If you have any questions or would like more information about any of the FCSD instructional tools, please feel free to ask your building administrators

or any member of the Office of C&I. We are here to help you help our kids.

Wishing you a wonderful holiday!



*Lani*

## Literacy Lowdown

“Literacy is a fundamental life skill, one that serves as a portal to knowledge and a lifetime of opportunity.” – Story Shares

Thank you to all of the middle, freshman, and high school teachers who attended the literacy sessions during our November In-service! We hope you have been able to incorporate these strategies in your classrooms. Below are some tips to continue using them:

**Tips:**

- These strategies are not something additional you need to do – think about the standards or

topics you are already covering...is there a way to incorporate one of the strategies?

- For example – If students are already going to read an article about Roman history, have them pick a line from the text to do *Messing with a Quote*. If you are already teaching vocabulary, have the kids try to put three words into a *Vocabulary Association Triangle*.

- If your students would have trouble filling out a *Say, Mean, Matter* chart, try filling out the *Say* part for them; or model an example for each column.
- Remember – incorporating more literacy can impact a student's performance in all areas and help improve all test scores!

Please feel free to email Jen Lewis or Lauren Sweeney for more ideas and resources!

## Attention GradeBook Teachers

Try the new marks screen and grade book grid. The new screens have all of the same features as the existing screens, but now include **AUTO SAVE**. The new marks

screen also includes new import features for importing marks from third party software. The new import screens include the ability to map the columns from your source document to the student number or the student name.

If you want to check it out, click on ‘Gradebook Grid’. Then click ‘Try New Gradebook Grid’ in the upper right corner. Take a look and see what you think! You can change it back for now, but eventually this will be the default view.

Try New GradeBook Grid

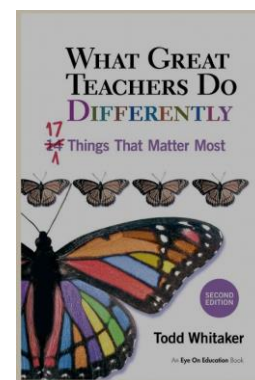
The screenshot shows the 'GradeBook Grid' interface. At the top, there's a navigation bar with 'Home | GradeBook | Principal | Guidance | Clerical | Curriculum | Food | Attendance | PA Admin' and a user profile icon. Below that, a filter bar shows 'Class: ALGEBRA I: 1', 'Period: Q2', 'View: Dated Assignments', and 'Type: All'. There are also checkboxes for 'Comment', 'Excluded as Lowest', 'Excluded & Post', 'Excluded as Lowest & Post', 'Late', 'Missing', and 'Indicators: Basic All'. A 'Notification Read' and 'Notification Sent' section is also present. The main table has columns for dates (10/26/2018, 10/28/2018, 10/31/2018, 11/1/2018, 11/7/2018, 11/8/2018, 11/9/2018) and assignment types (test, cw, hw). The rows list students with their marks and status indicators.

| Student  | 10/26/2018 | 10/28/2018 | 10/31/2018 | 11/1/2018 | 11/7/2018 | 11/8/2018 | 11/9/2018 |
|----------|------------|------------|------------|-----------|-----------|-----------|-----------|
| Perfect  | 40         | 10         | 5          | 10        | 8         | 10        | 10        |
| Eliza    | 40         | 10         | 5          | 10        | 10        | 10        | 10        |
| Camryn   | 27         | 10         | 5          | excluded  | 10        | 10        | 10        |
| Laurel   | 42         | 10         | 5          | excluded  | 8         | 10        | 10        |
| Kevin    | 40         | 10         | 5          | 10        | 10        | 10        | 10        |
| Spencer  | 38         | 10         | 5          | 10        | 8         | 8         | 10        |
| Emma     | 42         | 10         | 5          | 10        | 10        | 10        | 10        |
| William  | 42         | 10         | 5          | excluded  | 10        | 8         | 10        |
| Benjamin | 36         | 10         | 5          | 10        | 10        | 5         | 10        |

## What Great Teachers Do Differently: 17 Things That Matter Most

– Todd Whitaker

1. Great teachers never forget that it is people, not programs, which determine the quality of a school.
2. Great teachers establish clear expectations at the start of the year and follow them consistently as the year progresses.
3. Great teachers manage their classrooms thoughtfully. When they say something, they mean it.
4. When a student misbehaves, great teachers have one goal: to keep that behavior from happening again.
5. Great teachers have high expectations for students, but have even higher expectations for themselves.
6. Great teachers know that they are the variable in the classroom. Good teachers consistently strive to improve, and they focus on something they can control: their own performance.
7. Great teachers focus on students first, with a broad vision that keeps everything in perspective.
8. Great teachers create a positive atmosphere in their classrooms and schools. They treat every person with respect. In particular, they understand the power of praise.
9. Great teachers consistently filter out the negatives that do not matter and share a positive attitude.
10. Great teachers work hard to keep their relationships in good repair to avoid personal hurt and to repair any possible damage.
11. Great teachers have the ability to ignore trivial disturbances and the ability to respond to inappropriate behavior without escalating the situation.
12. Great teachers have a plan and purpose for everything they do. If plans don't work out the way they had envisioned, they reflect on what they could have done differently and adjust accordingly.
13. Before making any decision or attempting to bring about any change, great teachers ask themselves one central question: What will the best people think?
14. Great teachers continually ask themselves who is most comfortable and who is least comfortable with each decision they make. They treat everyone as if they were good.
15. Great teachers have empathy for students and clarity about how others see them.
16. Great teachers keep standardized testing in perspective. They focus on the real issue of student learning.
17. Great teachers care about their students. They understand that behaviors and beliefs are tied to emotion, and they understand the power of emotion to jump-start change.



## I wish my teacher knew ...

Several 12<sup>th</sup> grade students who serve on our district's Equity Leadership Team were asked to respond to the prompt, "I wish my teacher knew..." Below are the words from one of our students.

### I wish my teacher knew...

How much I appreciated her being welcoming and appreciative of all cultures. My high school chemistry teacher is the only African-American teacher I have had at the high school. She was welcoming and understanding of all students; and, more specifically, she was able to relate to race issues with minority students. She and other minority students were able to discuss race-related issues, and she was the only teacher who I feel I can talk about issues like this. She tried to be very inclusive and even shared her own African heritage in an attempt to make all students feel like she was more than a person, that she was also a person with differences and similarities. I think if more teachers did that then students would feel more welcomed and would be more appreciative of all different cultures, especially when it comes from an authority figure.

### I also wish my teacher knew...

It can hurt when a teacher does not take action against a racist student. When I was younger, a student would consistently make racist remarks and generalizations. I'm sure the teacher heard and saw that many of the students were upset, but she did not take action. This kept on happening; and a few days later, some students confronted the student who was making the statements. It turned into a dispute, and the teacher was forced to intervene. The student making the statements eventually got an in-school detention. This teacher is a really great person, but I think she did not know how to react to this type of situation. I hope more teachers are taught how to quickly shut down any person who is being racist. When that doesn't happen, it can feel like they don't care or the school doesn't care. I think it also empowers the racist students. I also think people who behave this way needed to be punished a little bit more harshly; otherwise, they just continue to do it.

## Around the District..

