

Office of Curriculum & Instruction

2ND QUARTER NEWSLETTER

MANDY'S MESSAGE

It's scary how quickly the first quarter flew by! As a teacher, I had a love/hate relationship with the second quarter. I loved that I knew my students so much better by this point in the year. I loved that feeling of being in a good rhythm with instruction as the weeks passed in September and October. But then there are the weeks between Thanksgiving and winter breaks that are so challenging. Although I love that time of year, it comes with a lot of distractions and interruptions. This means we have to use every "normal" day to the fullest. As Todd Whittaker wrote in *What Great Teachers Do Differently*, "Great teachers have a plan and purpose for everything they do." This is especially important as we prepare for the next 9 weeks. YOU are a great teacher! You know how to get the most out of every school day. YOU'VE GOT THIS...even in the midst of holidays, breaks...and maybe even a few snow days.

We hope you find valuable information related to your content area in the sections below. For those of you who are digging into the OTES 2.0 rubric, you might find some valuable resources, especially related to the "Focus for Learning" Domain.

Have a great 2nd quarter!
Mandy

WELCOME TO THE LITERACY LOCALE!

This second newsletter publication focuses on links to **Instructional Strategies**, which work for most every grade and content area.

Office 365/SharePoint/Office of Curriculum & Instruction/
[Instructional Resources Fairfield City Schools 0365](#)

- Marzano Strategies (Marzano's 9 High Yield Instructional Strategies)
- Engagement/Marcia Tate 20 Strategies/Tate Strategies # - # (If you want to SEE the strategies being used in OUR K-12 classrooms, open each of the "Tate Strategies" links.)

You will find information and short clips of our FCSD staff and students.)

[Literacy Strategies Fairfield City Schools O365](#)

Other Inspirational Strategies:

- *15 Meaningful Vocabulary Activities That Work In Person or Online*
www.weareteachers.com/vocabulary-activities/
- *4 Reading Strategies to Retire this Year (Plus 6 to Try Out!)*
www.edutopia.org/article/4-reading-strategies-retire-year-plus-6-try-out
- *Which Reading Strategies to Try and Which to Ditch*
www.edutopia.org/video/which-reading-strategies-try-and-which-ditch

VOCABULARY INSTRUCTION CHOICE BOARD

Role-play the meaning of the word	Design a banner or flag for the word.	Sell the word by writing an advertisement for it.
Make a mnemonic to remember the word and its meaning.	Make a word puzzle or a game.	Contrast the word with something else.
Write a poem with the word, its meaning, and facts about the word. Illustrate it.	Tell a story using the word three times in the plot.	Teach the word and its meaning in a memorable way to a classmate or family member.
Explain how the word is used in the text.	Divide the word into syllables. Chant and tap the syllables.	Create a song, poem, cheer, or rap using the word as the topic.
Connect the word with something in your world and discuss it.	Locate the word in the text and read the paragraph to get context meaning.	Create a design that depicts the meaning of the word.

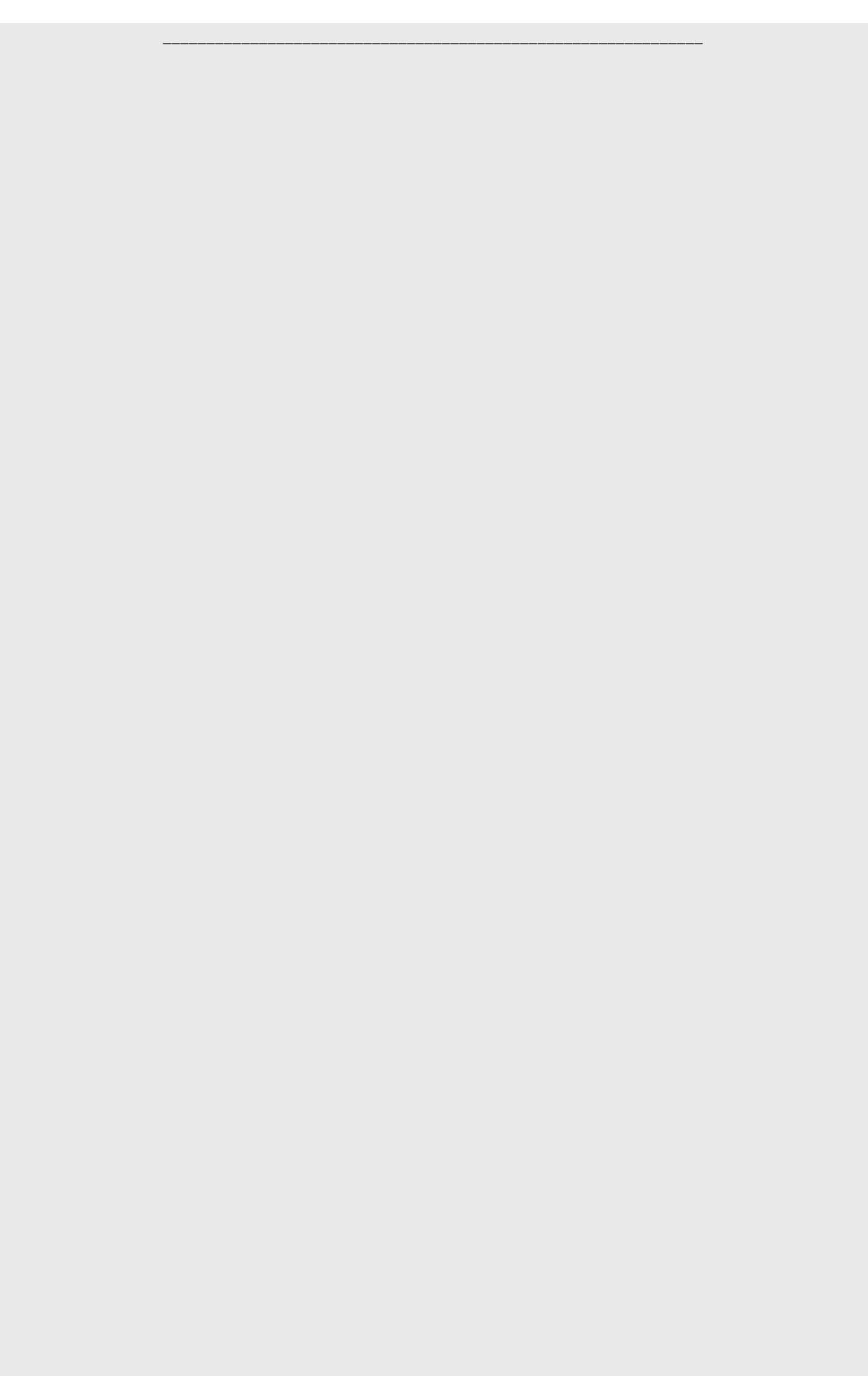
“Remember: the strategy is not the goal; constructing meaning is the goal. Each strategy you teach in guided reading should be put in the context of comprehending text. As soon as you teach a lesson, always explain how the strategy students are learning helps them understand what they read.”

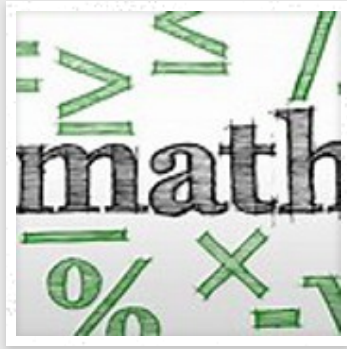
The Next Step in Guided Reading by Jan Richardson, page 182

“Disciplinary Literacy, argue Lent and Voigt, is a process rather than a product. You don’t check disciplinary literacy off your to-do list—you engage in it daily, pursuing its paths toward the long-term flourishing of all of our kids.”

~Dave Stuart Jr.

“It’s imperative for every teacher to have a tool bag of strategies to use in their instruction throughout the day.”





MATH MINUTE

Visuals! Visuals! Visuals! That is the message I keep seeing repeated in all of the math webinars and articles I have been viewing lately. Whether they are hands-on manipulatives, digital manipulatives, diagrams, drawings, ten/five frames, etc., use them! They will do more to enhance conceptual understanding and fluency than any other strategy.

Visuals are appropriate for any grade level. Just make sure that the visual enhances the mathematics. Cute pictures of pumpkins, apples, toys, etc. that are used to decorate a page should be kept to a minimum unless they actively add to the mathematics at hand. No, I am not saying that every decoration should be taken off. Just be sure that the decorations on the page do not overwhelm and detract from the math.

We need to give our students every opportunity to make meaning of the math, and this is such an easy transition to make if it is not already a natural part of your practice.

[Debi Freimuth](#)

Instructional Specialist
Math and Social Studies



FCSD SCIENCE SCOOP

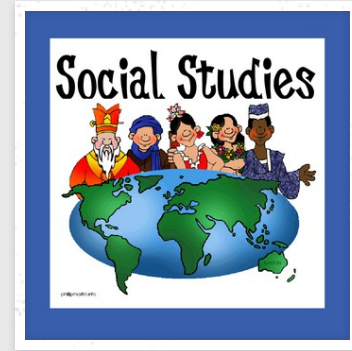
Click [HERE](#) for the latest updates from the fall State Science Leaders meeting. This link includes news from ODE, SECO/NSTA, Ohio Academy of Science, and more!

Don't forget to visit the [FCSD Science HUB](#) often! New things are added almost daily – especially in the Current News and Professional Development sections. There are lots of opportunities for you and your students!

As always, I am available and eager to support you. Request an appointment [HERE](#) or contact me via email.

[Lori Wegman](#)

Instructional Specialist
Technology and Science



SOCIAL STUDIES SIGNIFICANTS

Ohio's National Parks Offer Educator Resources

Ohio is home to eight national parks, including historical parks and monuments. Several of these parks offer educator resources that can support social studies standards across kindergarten-grade 12. Here are the educator pages for these national parks:

- [Charles Young Buffalo Soldiers National Park \(Xenia, Ohio\)](#)
- [Dayton Aviation Heritage National Historical Park \(Dayton, Ohio\)](#)
- [First Ladies National Historic Site \(Canton, Ohio\)](#)
- [Hopewell Culture National Historic Park \(Chillicothe, Ohio\)](#)
- [James A. Garfield National Historic Site \(Mentor, Ohio\)](#)
- [Lewis & Clark National Historic Trail](#)
- [Perry's Victory and International Peace Memorial \(Put-in-Bay, Ohio\)](#)
- [William Howard Taft National Historic Site \(Cincinnati, Ohio\)](#)

DID YOU KNOW?

Positive teacher–student relationships are important. Students must feel physically safe and emotionally secure before they can focus on curriculum (Sousa & Tomlinson, 2011, 2018). The hierarchy of response to sensory input (Sousa & Tomlinson, 2011, 2018) demonstrates that data from new learning falls behind both data that generates emotion and data affecting survival. If a brain's job is to survive, one can assume that if the person or student does not feel safe, then it's likely that data from new academic learning will not take high priority. This is just one reason why creating a safe and positive learning environment is so important.

Getting to know your students' personal interests and study habits, both in and out of the classroom, and also providing opportunities for them to take ownership in their learning all promote a safe and positive learning environment.

If you are interested in learning more about strategies to create this type of environment, please do not hesitate to reach out.

[Rob Beidelman](#)

Instructional Specialist
& Map Coordinator



HELLO, WORLD LANGUAGES!

We continue our work in the first year of our adoption. We are so proud of the work that you have been doing as you work to collect data, transform your instruction, and create and implement common assessments.

This November, we will continue our work with Comprehensible Input. The feedback regarding our September professional development was overwhelmingly positive. We are looking forward to hosting Angela Gardner again this November with some more strategies.

I also know that many of you have been working hard to collect data and use that data to impact your instruction. I am so proud of you for this.

Below are some resources that can help you in the work that you are doing:

- [Resources of OTES 2.0/HQSD](#)
- [Screencastify Submit](#) (Think of it to assess students speaking/expressive performance in the classroom. I know that many of you have been using tools like FlipGrid and/or Google Voice).

As always, let me know if you have any questions. I have loved getting to visit your classrooms and seeing/supporting the amazing work that you are all doing!

[Rico Calles](#)

Instructional Specialist
Technology and World Languages

ENGLISH LEARNERS – WAY TO GROW!

OELPS screening is complete, and we have added 375 new students preschool through 12th grade. That brings our total number of identified English Learners to 1341. Our total population percentage in the district is 13%. This is over a 200% increase since 2008. We have also added three new teachers and fourteen new tutors to provide support for our students.

New Teachers:

- Compass Elementary - Corinne Dorst
- North Elementary - Megan James
- West Elementary - Katie Tewell

New Tutors:

- Central Elementary - Ashley Mears, Sarah Robson, Bethany Shropshire
- East Elementary - Rachelle Newlin
- Creekside Middle School - Liza Cabello, Lisa Nimmo, Tracy Payne
- Crossroads Middle School - Nathaniel Bell
- Freshman School - Tosha Duritsch
- Fairfield High School - Cheryl Graham, Shashi Khanna, Norbert Levans, Rachel Thomas, Kristine Gregston

Dictionary Resource: Word to word dictionaries are a great tool for supporting bilingual students in class and on district/state assessments. This [link](#) has a collection of content specific, printable dictionaries.

Did you know...

Did you know that students in Fairfield represent at least 31 different languages? Those languages include: Akan, Albanian, Amharic, Arabic, Bosnian, Central Khmer, Chinese/Mandarin, Ewe, Filipino, French, Fulah, Gujarati, Hebrew, Igbo, Korean, Krio, Laotian, Nepali, Panjabi, Portuguese, Russian, Spanish, Swahili, Tagalog, Twi, Ukrainian, Urdu, Uzbek, Vietnamese, Wolof, and Yoruba!

[Amber Heis](#)

Instructional Specialist

English Learners

Class Profile (Beta)

MAP MOMENTS

Are you a classroom teacher responsible for Language Arts, Math, Science, or Social Studies? A teacher of a special area, such as Art, Music, or PE? An intervention specialist or EL teacher, perhaps? If so and you are looking for a strategy to flexibly group your classes based on academic performance, then the MAP Class Profile could just be your ticket to success! The Class Profile, NWEA's newest student data report, allows the user to quickly analyze and interact with student data one class at a time to make instructional decisions. This includes flexible grouping, providing intervention support, and enrichment.

If you would like to learn more about how the Class Profile can work for you, please contact [Rob Beidelman](#) for support!



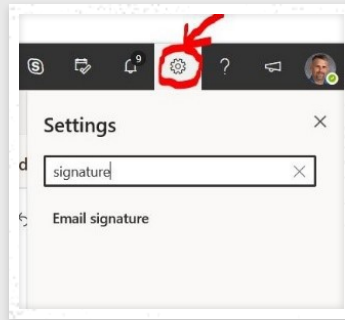
HOW TO SET YOUR EMAIL SIGNATURE

When sending email correspondence, it is important for you to include some basic information to expedite a response. This information can (and should) be included in each email. The easiest way to include it is with a 'Signature' that appears on every email you generate.

Your signature should include:

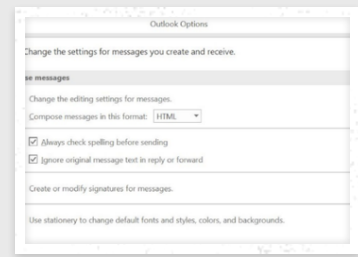
- your name
- your position
- your building
- building phone number (optional)
- social media tags associated with your position (optional)

Also, please keep in mind that when using the Outlook App (not the browser version) your signature is DEVICE SPECIFIC. This means you must set your signature on each device. It needs to be set on your: laptop, tablet, and/or phone.



IN THE OUTLOOK BROWSER

- Click the Outlook icon.
- Click settings.
- Type Signature in the search bar - click 'email signature'.
- Use the editor to set your signature.



IN THE OUTLOOK CLIENT

- Open Outlook.
- Click 'File'.
- Click 'Options'.
- Click 'Mail'.
- Click 'Signatures'.
- Use the editor to set your signature.

This information can also be found on the Staff Tech Hub [here](#).



LOOKING FOR SOMETHING DIFFERENT?

The Office of Curriculum and Instruction has 12 Breakout kits that can be checked out for your activity or meeting. These kits are customizable to all content and grade levels. We prep the locks, deliver your kits, and then pick them up when you are finished! We also have resources and personnel to help you plan your game.

To see kit contents, click [HERE](#)

To reserve your kits, click [HERE](#)

To learn more about BreakoutEDU, click [HERE](#)



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