Office of Curriculum & Instruction

3rd Quarter Newsletter

Mandy's Message

It is really hard to believe that we are now halfway through another school year. It has been quite the year and certainly not the year we expected back in July and August. But, here we are in January already - we are doing it - we are making things happen! These great things are happening because you show up every day and give your best to our kids. Thank you!

I'm wishing all of you a great 3rd quarter. Here's to hoping for a few well-timed snow days!

Mandy

SAVE THE DATE FOR HIGH AIMS SUMMER INSTITUTE

High Aims Summer Institute Call for Proposals

We are now accepting proposals for presenters at our 2022 Summer Institute. Please fill out this form to indicate your interest. You will be notified in early April if you are selected to present. If you have any questions, please contact jthompson.highaims@gmail.com

Math Mindfulness

We are all crunched for time when teaching the many standards required in a year. So, we tend to take shortcuts to help students remember procedures in math. https://nixthetricks.com/ has a free downloadable book that will help teachers to nix the tricks and get to true mathematical understanding. This flowchart is a visual of what is meant by tricks:
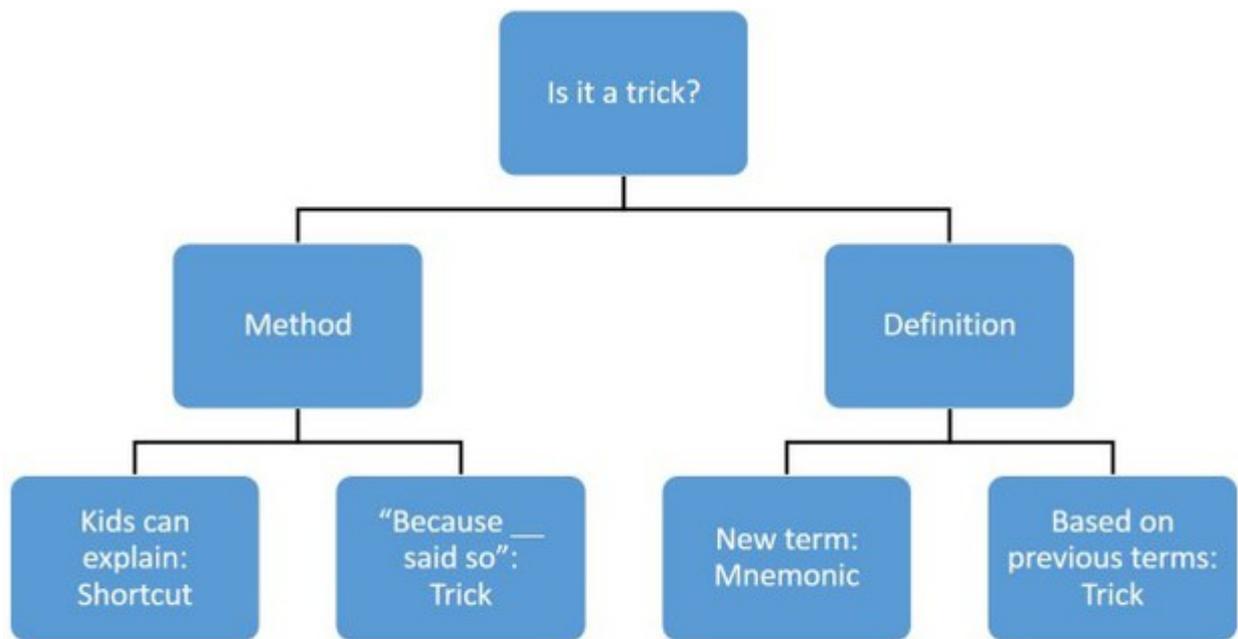
A trick is magic; something kids understand is a shortcut or rule. If they can explain the process it loses trick status – not all shortcuts are bad. The book's subtitle is key: "A guide to avoiding shortcuts that cut out math concept development." When in doubt, check for student understanding.

The table of contents of *Nix the Tricks* will help you hone in on specific methods. Take a look and see if there are alternative ways of teaching. More tools in our toolbox is always a good thing.

Speaking of another tool…The Math Learning Center created a new free app that lets you create and use 100s charts in different ways. This is especially helpful when you need a chart that has a different orientation, such as beginning the chart with a 0 rather than 1. Check out this Math Learning Center Number Chart and let me know what you think.

Debi Freimuth
Instructional Specialist
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The Science Scoop

SECO has two opportunities coming up this winter for science teachers to earn CEU's and/or grade credit:

1. Science in the City Book Study
2. Grid Method PD

Of course, SECO membership gives you access to the Grow with SECO Google Classroom to earn CEU's anytime, anywhere.

For more information on these opportunities or other science/STEM related events across the state, visit SECO's event calendar or read their latest newsletter here.

All this information and more can be found on the [FCSD Science Hub](#) via the links page (under "Curriculum" at the bottom of the Links page!)

[Lori Wegman](#)
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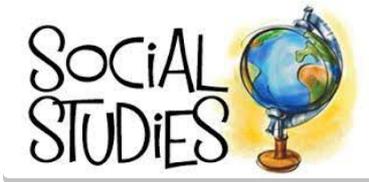
Social Studies Snippets

ODE has completed a review and posted draft versions of the instructional strategies and supports that Ohio educators vetted before the pandemic. These are not meant to be "must do items" but rather helps for teachers with ideas and examples. The *Instructional Strategies and Supports* documents are available on INFOhio:

- [American History](#)
- [American Government](#)
- [Modern World History](#)
- [Contemporary World Issues](#)
- [Economics and Financial Literacy](#)
- [World Geography](#)
- [Grade 8](#)
- [Grade 7](#)
- [Grade 6](#)
- [Grade 5](#)
- [Grade 4](#)
- [Grade 3](#)
- [Grade 2](#)
- [Grade 1](#)
- [Kindergarten](#)

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Literacy Locale #3 of 2021-22 …

VOCABULARY! Are you needing some new ideas to re-energize your vocabulary lessons? Below are some resources to do just that!

THE 3 TIERS OF VOCABULARY

TIER 3
low-frequency words that are content specific

TIER 2
robust, high-frequency words that students encounter across the content areas and topics. Tier 2 words often have multiple meanings and are referred to as academic vocabulary words.

TIER 1
basic, familiar words that are commonly used by most students in everyday conversation
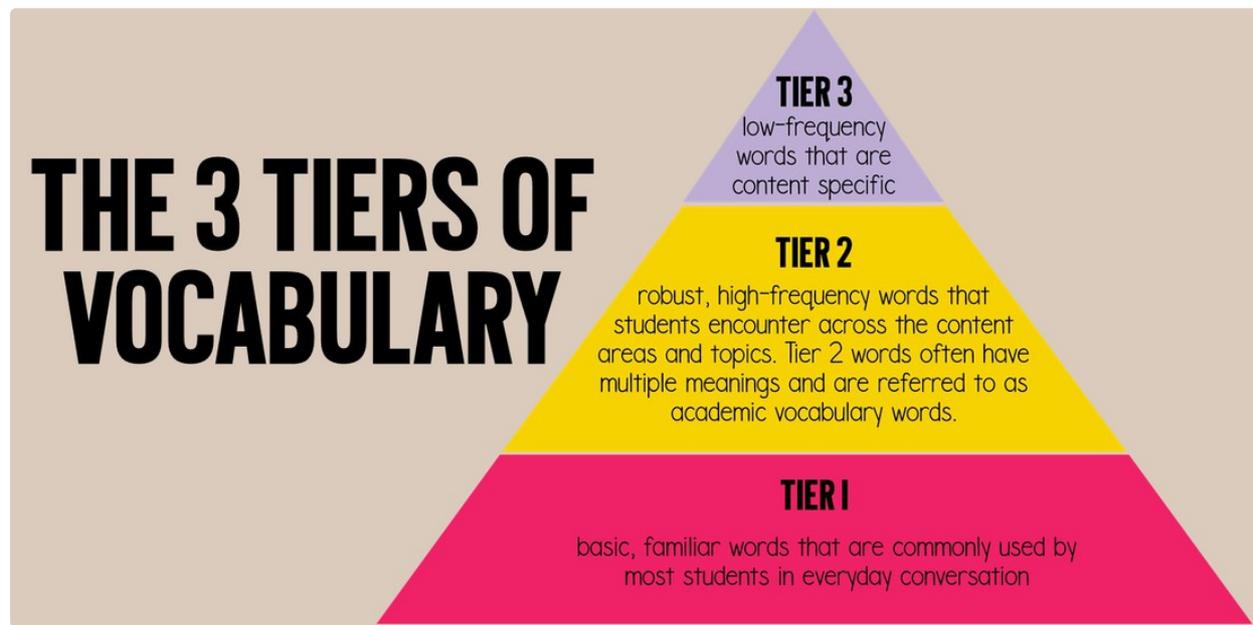
Vocabulary Reminder: Focus on Tier 2 Words

Tier 2 Words are high-frequency words that appear across several content areas and have certain characteristics: usually have multiple meanings, used in a variety of subject areas, necessary for reading comprehension, characteristic of a mature language user, descriptive words that add detail.

- The Three Tiers of Vocabulary for Classroom Instruction
- The 29 Critical Verbs for Common Core also need to be embedded into your daily teaching; words such as: recognize, analogy, conclusion, determine, connections, classify, explicitly, support, etc.
- A book PDF that I have found very useful is *Teaching the Critical Vocabulary of the Common Core: 55 Words that Make or Break Student Understanding* by Marilee Sprenger. It is a great resource with vocabulary pedagogy, research, lists of critical words, how to choose words, teaching ideas, and templates.
- How To Build Academic Vocabulary Using Marzano's 6-Step Process
- Teaching Strategies: 5 Ideas for Instructing Vocabulary
- 5 Brain-Based Vocabulary Activities for the Secondary Classroom

The Best Children's Books of 2021
- This *School Library Journal* feature lists editors' picks for picture, chapter, middle-grade, young adult, nonfiction, poetry, graphic novels, audio, and manga books, and also editors' favorite quotes and personal reads.

OST Writing Updates
(Change in language in the instructions to the writing prompts)
- Old: Write a multi-paragraph response…
- New: In your own words, write a multi-paragraph response…
- Also using: "controlling idea"
- Comparison of Old/New Writing Prompts

ODE ELA Updates
- Instructional Materials: Ohio Materials Matter
- The entire Teaching in Uncertain Times professional learning series

Laura Griffin

Happy New Year, World Languages!

I am so thankful for all of you. I hope that you had a relaxing break and that you got to do some things you truly enjoy! I know it never feels like it is long enough. It is crazy to think that we are past the halfway point of the school year. It sure does fly by.

I have enjoyed getting to be in many of your classrooms this school year and seeing all the amazing things that your students are doing. The technology usage is unbelievable. I am so proud of all of you. As I write this... I picture classrooms in which I have seen Boom Cards, Quizlet, Kahoot, Canva, Flipgrid, Instagram, Sr. Wooly, online textbooks, Google Forms, Google Classroom... the list goes on and on in action. What I love most about this is that many are using these technology tools to get students creating and producing, which is ultimately what we want. We want our students to take charge of their own learning. However, one can never undermine the power of pencil and paper. It is so awesome walking around and peeking into classes and seeing students working on something individually or in groups and then a few days later presenting to their peers about it. How cool! Thank you for being so wonderful. As always, please do not hesitate to reach out if there is anything that I can do to help.

Below is a section from the OFLA Technology Integration Committee on the SAMR model. I thought it was cool because it provides specific examples for each part. I would say that all our department is way past the Substitution and the Augmentation portions. This has come because of everyone being so willing to adapt technology into the classroom. We are surely on our way to redefining daily what technology in the classroom looks like!

Basics of SAMR - What Is It?!

You have probably heard the buzzing about SAMR this year. But what is it? I like to think of SAMR as a philosophy about classroom technology. SAMR does not advocate w*hich* technologies to use, but rather *how* to use them. SAMR allows us to examine exactly what benefits technology is able to add to our curriculum. SAMR is an acronym, so let's go over what each letter means.

S - SUBSTITUTION. You are in substitution mode if you are simply using technology to complete an activity that could've been done in a tech-free way. An example would be having students type an assignment out on a Google Doc rather than writing it on paper. The Google Doc is simply substituting for the paper, but it's not really adding anything to the way the students are able to complete the assignment.

A - AUGMENTATION. Augmentation happens when students use technology as a substitute for a non-tech activity, but there is some type of improvement or change. Maybe students enjoy taking a quiz on Kahoot better than taking multiple choice quiz on paper, because Kahoot allows students to see their results in real time and keep track of their score. This is an augmented activity - it would be possible without technology, but technology improves the activity.

M - MODIFICATION. Modification mode includes the "significant redesign" of tasks. For me, an example of this would be educational games like Blooket, Gimkit, or Charlala. These games could be done without technology by using paper, whiteboards, or other manipulatives; but these tech-based

R - REDEFINITION. This mode describes activities that would not be possible in any other way without technology. An example would be Skyping with native speakers in another country. There would be no way to implement this activity without the use of technology.

If you have not yet been able to research SAMR, I hope this introduction helps! Again, SAMR is not necessarily about which technologies you use. If you love using Google Suite, Kahoot, Quizizz, Nearpod, Flipgrid, or any of the other dozens of educational technologies that are available, you can continue to do so! SAMR is just a way to encourage us to use technology in a way that adds to student learning in a meaningful way.

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English Learners
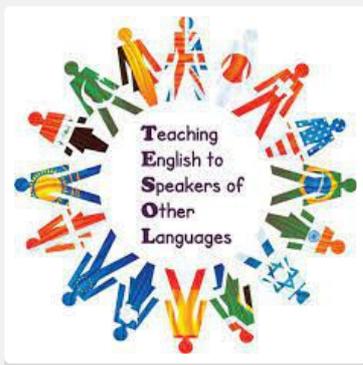
Endorsement Opportunities

Miami University is offering a discounted rate for current teachers to add a TESOL (teaching English to speakers of other languages) endorsement to their current teaching license. The program duration is 15 months. Course work is completed mostly online. The tuition is discounted 50% through the Ohio teacher grant. For more information, click here.

A partnership between Hamilton County ESC, Miami University, and Cincinnati Public Schools is offering a grant for in-service teachers as well as paraprofessionals that serve English Learners to earn their TESOL endorsement and/or an initial teaching license. The Preparing English Learner Educational Allies (PELEA) grant will give special consideration to applicants with culturally, linguistically, and experientially diverse backgrounds. Details have not been finalized. However, more information can be found here. If you are interested in the grant, you are encouraged to complete the information on bit.ly/PELEA-Grant-21-22

OELPA Testing

The window for OELPA (Ohio English Language Proficiency Assessment) testing opens on January 31st. All students identified as English Learners in Ohio will complete four domain assessments: listening, speaking, reading, and writing. The OELPA provides important language development data that drives student support and schedules. Results will be ready sometime mid-May.

As we do with all state assessments, please encourage your students to do their best. Thank you in advance to all of our EL teachers and tutors for all of your hard work on ensuring the best possible testing environment for all of our 1,372 ELs!

Telephonic Interpretation

Staff members can use either of our telephonic interpreting services, Affordable Languages and/or Catholic Charities of Southwestern Ohio (Accuracy Now). Both offer 3-way calling, which allows for conversation between all parties. Phone calls should **NOT** replace face-to-face interpretation unless necessary. **After your phone call, please email the EL secretary your name and building, along with the language, date, and approximate length of call.** See page 35 of the ELL Procedures Manual for complete instructions.

Affordable Languages:
1. Dial 1-866-978-8378, enter PIN# 5053302.
2. Select language, top languages are listed. If you need another language, dial 0 and speak the name of any language.
3. Answer all automated questions.
4. Select your building.
5. The interpreter can make a 3-way call for you when on the line.

Accuracy Now:

[Amber Heis](#)
Instructional Specialist
FCSD ext. 7140

1. Dial **1-800-514-9237** and enter code **64258**.
2. Provide your full name, building, and the name of the student/parent.
3. Inform them you need a third-party dial-out and provide the phone number.

One Stop Shop MAP Instructional Resources for FCSD Staff

Happy New Year, Esteemed FCSD Colleagues! I hope this message finds you and your family in good health and well relaxed after what was hopefully a very enjoyable winter break.

With a new year comes new resolutions. If you are like me, you have both personal and professional resolutions. *Unlike me, hopefully you follow through on every resolution.* Perhaps one of your professional resolutions is to use data in new ways to aid in making instructional decisions. Did you know that MAP is a fantastic program to help achieve this goal?

Although MAP is a great tool for guiding instruction and making a variety of instructional decisions in general, it is a relatively expansive program and knowing how to use the data and knowing what reports to use, depending on one's goals, can be overwhelming. I often receive questions from our colleagues that are specific to MAP. While I enjoy supporting you and enjoy the challenge of solving problems and answering a variety of questions, I want to also be able to provide solid support when I am not immediately available.

Introducing the MAP One Stop Shop for Instructional Resources! Through the red buttons below, you will be connected to a MAP Growth Padlet I created that contains pretty much everything the MAP user will need… and then some! I hope you find this product useful. Some of the content has even helped me! This product will continue to be updated and improved over time.

As always, please do not hesitate to reach out if you have questions or need support!

[Rob Beidelman](#)
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NWEA MAP Ohio Resources for FSCD

Google Sharing Issues

You can't open a file...

From time to time you may find that you don't have access to a Google file that has been shared with you. More times than not this is an issue with your Chrome profile.

When accessing a file using Chrome as your web browser you need to make sure you are signed in to your FCSD Google Profile and not your personal Google account.

You can verify this by hovering over the Profile icon in the top right of Chrome. When you hover there a popup should appear listing the account being used for that profile. If it doesn't end with @fairfieldcityschools.com, you will not have access to files.
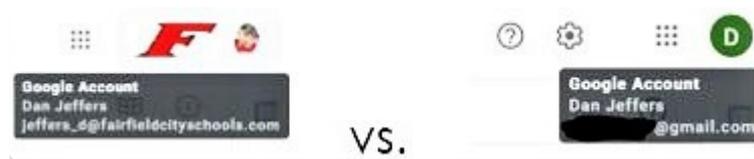
Someone can't open a file you shared with them...

Sometimes you share a file with someone within the district, and they can't open it. Our Google Instance shows 2 accounts for staff that started with FCSD within the last 3 years. One has their name as the address and one has their number.
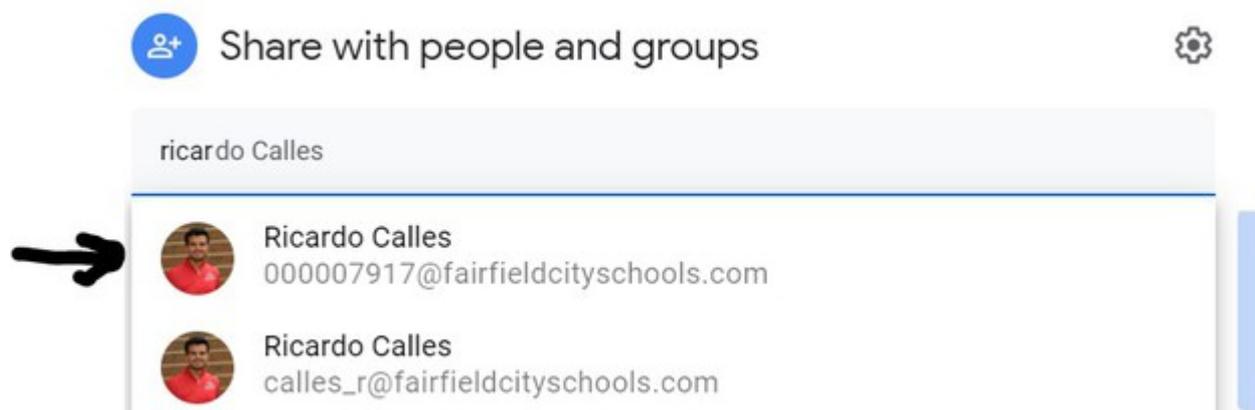
It is important that you share the file with the NUMBER address of the staff member (the other profile is an 'alias' account).

To check:

- Go to your Google file, and click the share button.
- Verify the shared with name of the person lists the NUMBER email underneath.

As always, reach out to us if you have an issue that you are unable to resolve.

#TogetherWeCan

Office of Curriculum & Instruction

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