



Educator Update - December, 2019

Keeping Huron County Educators Informed

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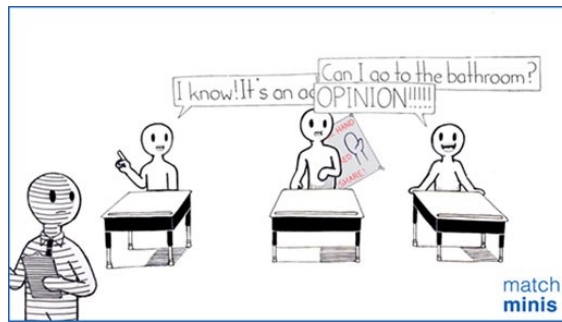
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1. **How to Make the Most of Your First Days Back** copied from www.matchminis.org!

Students fear it. Teachers dread it. Let's face it: nobody looks forward to going back to school after the holidays. Classrooms are filled with cranky, overstimulated students who seem to have forgotten the most basic tenets of learning — and that can be a big demotivator for teachers. But we think that's the wrong way to look at it. The first day back can be a chore, sure, but it's also an opportunity. Here's how you can take advantage of it.

Reset Expectations for Students

Despite your best efforts, some of your carefully-selected classroom guidelines probably ended up falling by the wayside over the course of the last few months. It happens gradually: at first, you insist that every student raise their hand before speaking out loud and answering in complete sentences. But little by little, you make small exceptions to the rule, and by the end of the semester your classroom is a talking free-for-all.



The first day back in school is the perfect opportunity to set things straight. From the outset, make it clear to your students that you won't be tolerating calling out in the new year. It's important to do this before students' muscle memories set back in so don't give them a chance to fall back into their old habits.

Be Extra-Clear with Your Students

Because of allowances that were made during the first half of the year, your students might not be thrilled about having to follow what they perceive as a new set of rules. To nip any discontent in the bud, make sure to acknowledge the fact that you let some misbehavior slide in the past, but that you won't be making any exceptions anymore. Don't forget to run through the consequences of disobeying classroom rules, so that they know exactly what to expect!

Start Out with Some Fun

Just because the first day back is an ideal time to reset expectations doesn't mean you can't have fun with it! One way to get your students excited for the new semester is to run an investment lesson. While less rigorous than our usual curriculum, investment lessons allow teachers to generate anticipation about the upcoming material by, say, staging a mini in-class production of Hamlet — starring the school principal.

Looking for more proactive classroom management tips? Check out our full [First Day Back From Vacation](#) video, and many more bite-sized tips for teachers, on www.matchminis.org!

2. MASSP Oppositional of and MASA Conditional Support of Proposed Changes to MMC

As you may have heard, Senate Bill 600 proposes significant changes to the Michigan Merit Curriculum (MMC) which dictates what students need to graduate in Michigan. The big attention getter is elimination of the Algebra II requirement, but the bill makes changes that go far beyond math.

Michigan Association of Secondary School Principals have stated:

MASSP has been getting a number of questions about our opposition to SB 600, both from Principals and other educators. Briefly, MASSP opposes SB 600 because we believe it would erode both the existing flexibility and students' access to a guaranteed and viable curriculum. To be successful, the

delivery of our state standards will vary district-to-district and MASSP is open to revisiting the MMC holistically with statewide stakeholder input. However, after a number of meetings with the bill sponsor to resolve concerns, we believe SB 600 is a move in the wrong direction.

Specifically, we would like to highlight the following concerns:

- Without a requirement to cover the state standards in English language arts, mathematics, science, and social studies, SB 600 fails to ensure that every student, regardless of where they go to school, has access to the same rigorous content.
- Course names and credits do not equate to a coherent curriculum. By listing course titles without a requirement to cover the state standards, SB 600 perpetuates a focus on teaching what's in a textbook rather than building courses that cover the knowledge and skills students need in a way that works for a local district.
- Health and physical education courses provide students with crucial mental and physical skills they will need as adults and citizens in our communities. In light of the issues our state is facing with regard to childhood obesity, student mental health, prescription opioid addiction, and vaping – to name a few – the health and physical education requirements of the MMC are more, rather than less, imperative for students.
- Eliminating the personal curriculum removes the opportunity to individualize the rigor and relevance of the educational experience.

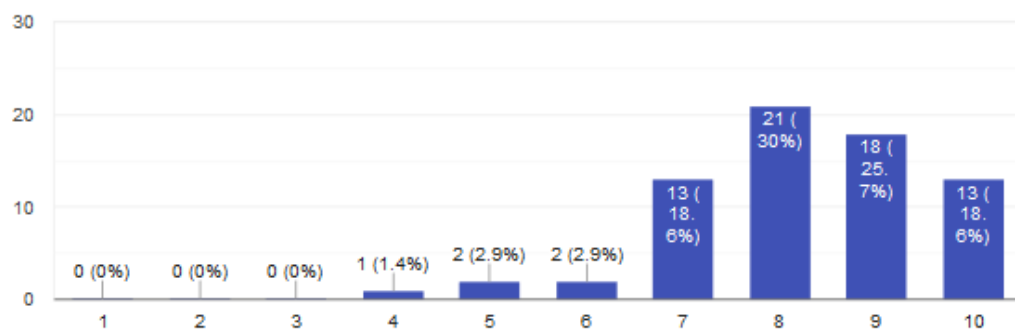
The Michigan Association of School Administrators came out with conditional support of the bill. Their concerns center around three issues. First, they want to maintain the Personal Curriculum option, particularly Subsection K for students with identified special needs. Second they would like to the Health Credit requirement to be continued, and lastly, they are concerned that the bill will remove local control. When or if the bill is passed into law, we will share the news with you.

3. Educator Feedback for the HISD

Many thanks to each local school educator who completed our recent survey. We recognize that asking for email addresses made some uncomfortable replying and that likely accounts for the limited responses we received. We will return to anonymous surveys in the future. If you made a comment or suggestion, please know that we are reading and considering it carefully. Below is a quick summary of how the 70 responders think we are doing overall.

As a whole, how well are we achieving our mission?

70 responses



4. HISD Detailed Staff Directory – Coming Soon

Do you ever wonder who you should contact at the HISD? Are you unsure of who can help you or what various HISD staff do? Based on feedback from local school educators, we are creating a more detailed HISD Staff Directory that includes a picture of each staff member, their contact information, and an explanation of their role. Look for copies in the shared spaces at your school including the office and lounge areas.

For now, this is a quick guide. Remember, you can also find the email address and phone number of **any** HISD or Huron County educator on the Area Directory tab of our website, www.huronisd.org. Of course, you can always just call Vicky Erdman at (989) 269-6406 and she will happily help you find someone who can help you!

Topic	Who Can Help	Email	Phone
Board Newsletter, Head of District	Mr. Joseph Murphy	jmurphy@huronisd.org	(989) 269-3461
Certificate Renewal Questions	Karen Currie	curriekm@huronisd.org	(989) 269-6406
Early Childhood Questions	Becky Gettel	rebeccal@huronisd.org	(989) 269-6406
Fingerprinting	Julie Toner	jtoner@huronisd.org	(989) 269-3467
Huron Area Technical Center Programs	Lane Walker, Theresa Hessling	lwalker@huronisd.org thessling@huronisd.org	(989) 269-9284
Huron Learning Center Programs	Katie VanConant Jeff Guza	kkolar@huronisd.org jguza@huronisd.org	(989) 269-9274
Illuminate Issues	Kim Siemen	ksiemer@huronisd.org	(989) 269-9216
MOECS Access	Vicky Erdman	vicky@huronisd.org	(989) 269-6406
Parapro Testing	Vicky Erdman	vicky@huronisd.org	(989) 269-6406
Personal Curriculums	Karen Currie Geraldyn Kolar	curriekm@huronisd.org gkolar@huronisd.org	(989) 269-6406 (989) 269-3464
Preschool Enrollment Across County	Becky Gettel	rebeccal@huronisd.org	(989) 269-3465
Professional Development Sign up	Vicky Erdman	vicky@huronisd.org	(989) 269-6406
SCECH Applications	Vicky Erdman	vicky@huronisd.org	(989) 269-6406
Special Education Services	Carol Brown Geraldyn Kolar	cbrown@huronisd.org gkolar@huronisd.org	(989) 269-3474 (989) 269-33464
STEPS Program Enrollment	Katie VanConant	kkolar@huronisd.org	(989) 269-9274
Supervision of HISD Staff:			
Gen Ed Consultants - Karen	Carol Brown	cbrown@huronisd.org	(989) 269-3474
Inclusion Parapro – Jeff	Karen Currie	curriekm@huronisd.org	(989) 269-3465
Occupational Therapists – Carol	Jeff Guza	jguza@huronisd.org	(989) 269-3453
Physical Therapists – Carol	Geraldyn Kolar	gkolar@huronisd.org	(989) 269-3464
School Psychologists – Geraldyn			
School Social Workers – Geraldyn			
Speech Pathologists – Carol			
Teacher Consultants – Geraldyn			
Technology	Tom Kuras	tkuras@huronisd.org	(989) 269-3433
Truancy	Donna Gliniecki	donnag@huronisd.org	(989) 269-3461

5. **Validity of Assessments** – This page, copied from the MDE Assessment Spotlight, is a quick reminder of the importance of creating valid assessments in your classroom.

Spotlight on Student Assessment and Accountability

Validity: the most important concept in educational testing

Validity refers to the degree that an assessment measures what it purports to measure. For this reason, many consider it the most important concept in educational testing.

No test is valid for all purposes, and there is no such thing as a valid or invalid test. Validity does not refer to the quality of the test, but to the quality of the evidence-based argument made about the test. We must be confident that the test will capture the evidence we need (for example, student knowledge about grade 5 social studies academic standards) and will support the inferences we make about student learning (for example, the degree to which 5th grade students have learned the grade 5 social studies academic standards) that are consistent with the purpose of the test. A test may be valid for one purpose, such as a measure of student achievement, but not if used for another purpose, such as making instructional decisions.

To examine the validity of an evidence-based argument, we should ask these questions:

1. Does the assessment appropriately sample the content?
2. Does the assessment measure what it is intended to measure?
3. Does the assessment accurately reflect a students' knowledge of the content that is being measured?
4. Are the results easily and accurately interpreted and used in a way that is appropriate and aligned to the purpose of the assessment?

In addition, how assessment results will be used should be considered before the selection or development of a performance task or an assessment instrument. Since establishing validity is dependent on the purpose of the assessment, educators should clearly state what they hope to learn about their students (the purpose) and how the students will display these proficiencies (the objectives). The educator should then use the stated purpose and objectives to guide the development or selection of the assessment.

Next month, we will explore the second of the three concepts that support the quality of an assessment: reliability.

Resources

[Reliability and Validity: How Do These Concepts Influence Accurate Student Assessment?](#)

This article from the Michigan Assessment Consortium explores two of the concepts that support the quality of an assessment.

[Scoring rubric development: Validity and Reliability](#)

This article explains the importance of considering validity and reliability when developing a scoring rubric.

Put Into Practice

Consider an assessment you use in your classroom or that your school uses as a measure of student achievement. After applying the questions in the article to the assessment, what conclusions can you make about the validity of the evidence-based argument about the assessment?

Would you be able to defend the validity of the argument? Why or why not?

Formative

Interim

Summative

Focus on Assessment Literacy

Call Center: 877-560-8378 (select appropriate option) for assistance with assessment or accountability issues

Check out our website at www.huronisd.org. Submit suggestions and feedback to curriekm@huronisd.org.