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Educator Update - October, 2018

Keeping Huron County Educators Informed

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1. HISD Website Quick Tip – Professional Learning Opportunities

From the HISD Homepage, click Professional Development to see the current offerings. At the top of the page are the blank logs teachers should complete each year, unless your district provides another form for you to use. The listing for each session includes a link to the actual flyer as well as the link to register.

In case you are wondering, experienced teachers may register for New Teacher Academy sessions and New Teachers will frequently find that “New Teachers” are listed in the Audience section of many PD flyers so you may count those hours towards the 90 hours of New Teacher training you need in your first three years of teaching. Here are some of the currently available PD sessions:

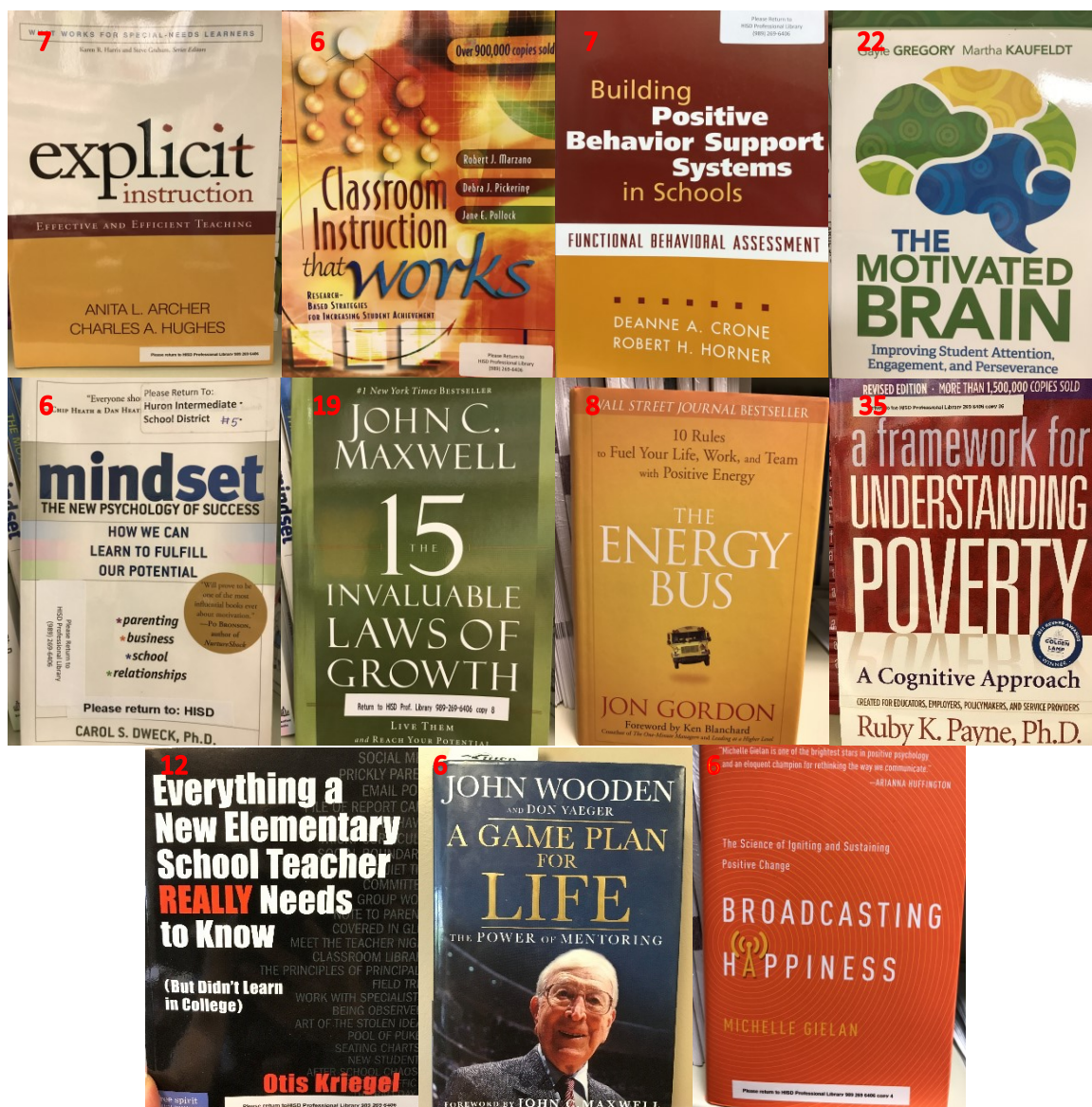
HISD Area Directory Contact Us					
Professional Development Offerings:					
Go to WisdomWhere					
Keep track of your PD with these forms from MDE:					
District Provided PD Log Experienced Teacher PD Log Beginning Teacher (first three years) PD Log					
You can now pay using a personal or the school's credit card . It's safe and easy.					
Session	Presenter	Date of Session	Deadline to Register		
CDA - Child Development Associate Credential Preparation Class	Kelly Jaworski, M.Ed.	9/20/2018 9/27/2018 10/4/2018 10/18/2018 10/20/2018 10/25/2018 11/1/2018 11/8/2018 11/10/2018 11/15/2018	9/13/2018	Flyer	Registration
New Special Education Teacher/Itinerant Training	Geralyn Kolar	9/26/2018	9/19/2018	Flyer	Registration
VEX Robotics IQ and VRC	Mike Martus and VEX Coding Staff	10/3/2018	09/21/2018	Flyer	Registration
Supporting Students with ASD	Stephanie Dyer	10/8/2018	10/1/2018	Flyer	Registration
Formative Assessment to Increase Learning	New Teacher Academy	10/10/2018	10/3/2018	Flyer	Registration
Summarizing and Responding to Text (Gr. 2-12)	New Teacher Academy	10/10/2018	10/3/2018	Flyer	Registration
MI School Data for Teachers - Data to Drive Instruction	New Teacher Academy	10/16/2018	10/9/2018	Flyer	Registration
Vocabulary Instruction Strategies	New Teacher Academy	10/16/2018	10/9/2018	Flyer	Registration
Huron County Science Leaders PLC	Scott Whipple	10/30/2018 1/22/2019 3/13/2019 5/9/2019	One week prior to session	Flyer	Registration
Structuring an Elementary Reading Block Using a Basal Series	New Teacher Academy	10/30/2018	10/23/2018	Flyer	Registration
Strategies to Support Engagement	New Teacher Academy	10/30/2018	10/23/2018	Flyer	Registration
Extended School Year (ESY) Training	Geralyn Kolar	11/8/2018 (Only HISD Staff)	11/1/2018	Flyer	Registration
Extended School Year (ESY) Training	Geralyn Kolar	11/9/2018 or 11/12/2018	11/1/2018	Flyer	Registration
Making Math Magical Through Math Talks	New Teacher Academy	11/13/2018	11/6/2018	Flyer	Registration
What Great Teachers Do Differently	New Teacher Academy	11/13/2018	11/6/2018	Flyer	Registration
Break Out Boxes in Teaching	New Teacher Academy	12/4/2018	11/27/2018	Flyer	Registration

2. Educator Effectiveness Ratings Data Appeals Information from the MDE Memos

The Educator Effectiveness Ratings Data Appeals window is open this year from **September 1st to December 1st, 2018**. Public Act 173 of 2015 links teacher certification progressions to educator evaluation data for the most recent five-year period. It is important to ensure that educators have accurate data considered in their certification process. The Data Appeals Window will allow authorized personnel from school districts to make updates to inaccurate ratings from the five most recent years in the Registry of Educational Personnel (REP). Check YOUR rating for accuracy before the window closes. Want more information? Click the link: http://www.michigan.gov/documents/mde/Ed_Effectiveness_631222_7.pdf

3. Book Sets Available for Loan from HISD Professional Library

Did you know the HISD Professional Library has sets of books available for your use? Here are a few of the titles we have that are great for staff or department book studies. To borrow books, contact any Teacher Consultant or make a request to Vicky Erdman (989.269.6406) or Tracy Gehring (989.269.3435). The number in red in each upper left-hand corner indicates how many copies we have.



In addition to books for staff, we have student book sets for check out from the Professional Library. Most are elementary chapter books. Some of the student books come with Teacher Guides. Most book titles come in sets of five books.



4. What Makes an Authentic Performance Task? From the 8/29/18 Marshall Memo

In this Edutopia article, John Larmer (Buck Institute for Education) asks us to decide whether each of the three performance tasks below is fully authentic (students are doing work that connects directly to their lives and has real-world impact or use); somewhat authentic (students do work that simulates what happens in the real world, take on roles, are placed in a scenario that reflects real events, and create products like those people really use); or not authentic (the task is purely academic, with the teacher and perhaps classmates as the audience, doesn't resemble the kind of work done in the world outside school, and has no potential to have real impact):

- Students learn about endangered species in their region and take action to protect them, including a public awareness campaign, habitat restoration field work, and communication with local government officials.
- Students design and create a calendar with pictures and information about endangered species which they sell at a community event, donating the money to an environmental organization.
- Students play the role of scientists who need to make recommendations to an environmental organization about how to protect endangered species in various ecosystems around the world.

To authenticity “purists”, says Larmer, only the first (and perhaps the second) qualifies as a good performance task. But he believes all three are fully or somewhat authentic. Here are four ways he believes a project can be authentic:

- It meets a real need in the world beyond the classroom, or the products students create are used by real people. Some examples: Students propose designs for a new play area in a neighborhood park. Students plan and execute an environmental cleanup effort in their community. Students create a website for young people about books they like. Students write a guide and produce podcasts for visitors to historic sites. Students serve as consultants to local businesses, advising them on how to increase sales to young people. Students develop a conflict resolution plan for their school.
- It focuses on a problem, issue, or topic that’s relevant to students’ lives or an issue that is actually being faced by adults connected to students’ present or future lives. Some examples: Students create multimedia presentations exploring the question, “How do we make and lose friends?” Students learn physics by investigating the question, “Why don’t I fall off my skateboard?” Students form a task force to study possible effects of climate change on their community and recommend action steps. Students decide whether the U.S. should intervene in a humanitarian crisis in another country.
- It sets up a scenario that is realistic, even if it’s fictional. Some examples: Students are asked by the Archbishop of Mexico in 1819 to recommend a location for the next mission in California. Students act as architects designing a theater that holds a certain number of people, given constraints on land area, cost, safety, and comfort. Students play the role of United Nations advisors to a country that has just overthrown a dictator and needs advice on establishing a democratic government. Students recommend which planet in our solar system should be explored by the next space probe and compete for NASA funding. Students are asked to propose ideas for a new reality TV show that educates viewers about science topics such as evolutionary biology.
- The project involves tools, tasks, standards, and processes used by adults in real settings and by professionals in the workplace. Some examples: The students doing the skateboard project, above, test various surfaces for speed, using the scientific method and appropriate scientific tools. The students on the friendship project conduct surveys, analyze data, record video interviews, and use online editing tools to put together their presentations. The students acting as U.N. advisors analyze existing constitutions, write formal reports, and present recommendations to a panel.

From “What Does It Take for a Project to Be ‘Authentic’?” by John Larmer in Edutopia, June 5, 2012, full blog post at: <https://www.edutopia.org/blog/authentic-project-based-learning-john-larmer>

5. What’s NEW from MDE about SCECHs?

MDE recently made multiple changes to HOW schools apply for State Continuing Education Clock Hours (SCECH) credits. The process still takes about 45 days, but schools can apply to be their own SCECH coordinators, instead of going through Vicky Erdman at the HISD, if they so desire. In the past, the minimum number of contact hours was three; now SCECHs can be granted for as little as one hour of learning. Educators must still complete the online evaluation in MOECS but there will soon be 10 questions instead of two.

Wondering what the difference is between SCECHs, DPPD, and College Credits? They all count toward certification renewal or advancement to a higher level of certification, such as moving from a standard to a professional certificate, but each have subtle differences. SCECHs are pre-approved by MDE and in an audit are less likely to be scrutinized. Each hour of learning is reflected as 1 SCECH. They show up automatically in your MOECS account as long as you remembered to sign in to the session you attended, complete the one-page participation registration form, and then complete the online evaluation in MOECS.

District Provided Professional Development (DPPD) counts for the same amount of time (one hour of PD = 1 hour in MOECS) but must be manually entered into MOECS by the educator. There is no online evaluation process. Because the course was not pre-approved by MDE, it's important in the event of an audit to have a file of the PD flyers, notes, etc. to show how that course applies to what you teach. It's also important to keep a copy of your DPPD log, signed by your principal, in this file. College Credits count as 25 hours. They must be manually entered into MOECS by the educator. No evaluation is needed but of course the cost is significantly higher than the SCECH or DPPD options.

Wondering what "counts" for PD? Check out this handy guide from MDE:

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=2ahUKewipq5fBt8zdAhXE5YMKHT0uCNsQFjAAegQIBBAC&url=https%3A%2F%2Fwww.michigan.gov%2Fdocuments%2Fmde%2FProfessional_Learning_Guidelines_555999_7.pdf&usg=AOvVaw2wtg9luS9-6FeCgHK_kQhP. If you have additional questions about certification renewal, checking your PD hours, or applying for SCECHs/DPPD, feel free to contact Karen Currie at curriekm@huronisd.org.

6. Mandatory Reporter Tip – Ever make a referral for suspected abuse or neglect? You should know this.

Sometimes, parents respond angrily to a teacher who has made a referral. Those parents use the same language that was written in the report, so it seems as though the CPS worker told the family who made the referral. Child Protective Services workers DO NOT disclose who made a referral, but they ARE encouraged to read the actual complaint to the family. Yes, you read that correctly. In order to assure accuracy, they are encouraged to share the actual wording from the DHS-3200 form or the verbal complaint that was made over the phone.

If you wish to protect your identity, be careful as you describe the suspected abuse or neglect. Instead of saying, "Johnny came into my classroom and he was wearing the same clothes again, for the third day" you might say, "Johnny was observed wearing the same shirt and pants three days in a row." Instead of saying, "On the bus, Joni told the child behind her that her dad was going to be so mad she was afraid to go home because he would beat her again" you might say, "Joni was overheard saying she was afraid to go home because she thought her dad was going to beat her again."

Please remember these important facts about Mandatory Reporting:

- As an educator, you are required to report SUSPECTED abuse or neglect. It is the job of Child Protective Services to determine if abuse or neglect actually occurred.
- You must make an immediate verbal report by calling 855-444-3911.
- You must follow up by a written report within 72 hours. (DHS-3200 form)
- You must also notify the head of your organization of the report. For most of you, that is your principal.
- Reporting the incident to your principal, the SSW, or another teacher DOES NOT release you from the responsibility of filing the verbal and written reports. You may face civil and criminal penalties for failing to make a report.
- Mandatory Reporters have civil and criminal immunity for making a referral in good faith.

This electronic newsletter is sent to all educators within the Huron ISD several times each year. If you have suggestions for future content or feedback, please contact us using the information below.

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