

NEWS FLASH

Medina City
School District
Instruction
Department



Volume 5, Issue 1

Sept./Oct. 2009



WELCOME BACK!!

The Department of Instruction is looking forward to another great year of teaching and learning.

OAT Changes:

As you have probably heard, there will not be a 4th and 7th grade separate writing test this year or a 5th or 8th grade social studies test. Writing will be combined with reading in Grades 4 and 7. No word yet how this will look. Did you also know, the OAT is now the OAA—Ohio Achievement Assessment? (Note: these changes do not affect the OGT; it will still have writing and social studies in addition to math, science and reading.) Please note the OAA schedule for MCS.

OAA
Testing Schedule 2009/10

Date	Subject	Grade Level
Monday, April 19	Reading	3, 4, 6, 7, 8
Tuesday, April 20	Reading	5
Wednesday, April 21	Math	3, 4, 6, 7, 8
Thursday, April 22	Math	5
Friday, April 23	Science	5, 8

DEPARTMENT OF INSTRUCTION

Director:
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Program Coordinators:

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Michelle Keller
Terri Noe
Dr. Carol Starrick

Secretaries:

Laurie Hykes
Karen Kudley

INFORMATIONAL ITEMS:

- Reminder: Early Release Days with Extended Teacher Time (to avoid confusion!) **October 29 & March 11**
- K-2 will have standards based report cards this year and will be on Trimesters. Trimesters are as follows: August 27-November 20; November 21-March 10; March 11-June 8.

LPDC Notes: There were very few changes this year—primarily clarifications. Some reminders:

- The extended response questions focus on the professional learning growth of the individual teacher and how that growth will support student learning. Personal reflection is a vital piece to your responses.
- Pre-approval is the responsibility of the teacher submitting the plan or amendment.
- All materials are posted online under the Human Resources link.

Entry Year Program:

The state of Ohio is in a transition phase regarding teacher licensure. As a result there are changes to the Entry Year Program. First it has a temporary new name, the Resident Educator Transition Program. Secondly, Praxis III is no longer required. Teachers on the first or second year of their 2-year license now will have a state certified mentor provided by the district. We are in the process of getting our mentors trained so that they are state certified. As a state certified mentor, mentors will now be responsible for signing a resident educator's application for conversion to a 5-year license. This transition program is temporary and will be replaced in 2011 by the yet to be developed "Four Year Residency Program."

Welcome to all of the new teachers to Medina Also, sincerest gratitude to those mentors this year who will be going through this transition period. Together we will insure that Medina maintains its quality mentoring program as we figure out and implement the state's requirements.

Short Cycle Assessments:

These have been created by the Science Support Team for use in Grades 3-5 classrooms. They can be used to discover what your students know either before or after you have taught specific curriculum. You can also use one question per day and discuss it with your class as a general science review. These are for your use! They are to be used in a similar way to the way teachers use Sally Duncan Short Cycles for Math.

Common Assessments Grades 3-8:

Classes are loaded into Performance Tracker. You should all receive your bubble sheets this week for grades 3-8 Science and Math Common Assessments. Please be patient as we go through this process for the first time. Once you get your bubble sheets, administer the math and science common assessments and return the bubble sheets to Karen Kudley in the Technology Department. Please make sure you read the directions on how to return the bubble sheets to Karen. When you follow these directions, it is easier to get the answer sheets graded and in Performance Tracker. Thank you for our help.



Diagnostic Assessments:

A district committee will be meeting in October to review the state requirements for our diagnostic assessments. Primary liaison representatives from each elementary will review last year's requirements, this year's requirements, and make any changes necessary. All K-3 teachers will receive an update following that meeting in October.

Dibels:

Nice job to everyone who helped with our Dibels benchmarking assessments! All K-3 students were benchmarked. Title/Reading Intervention teachers will be glad to provide you with information regarding your class results.

RTI Opportunities:

RTI will focus this year on adding Part II to our Toolbox and on aligning our assessments for benchmarking and progress monitoring purposes.

Department of Instruction District Committees/Activities



SEPTEMBER 2009

Mon	Tue	Wed	Thu	Fri
	1	2	3	4
7	8	9	10 <i>Formative Assessment Team 2 all day Rec. Center</i>	11
14 <i>MCS Foundation 8:00 a.m.</i>	15 <i>PACE Meeting Blake 1:00-2:30 Parent Discovery TEAM Gr. 6,7,8 Claggett 6:30-7:30</i>	16 <i>Progressive Science Meeting Gr. 7 Claggett 8:00-3:00</i>	17 <i>OIP District Team 8:30-3:00</i>	18
21 <i>Give Math & Science Common Assessments Gr. 3 through 8 this week</i>	22 <i>Elementary Principals - Dept. of Instruct. 10:30-12:00 Mentor Meeting Root 4:15-5:15 pm</i>	23 <i>OIP District Team 8:30-3:00</i>	24	25 <i>Math & Science bubble sheets due Title/Intervention Meeting 9:00 EDK Meeting 1:00</i>
28 <i>Extended Day Kindergarten starts</i>	29	30		

Department of Instruction District Committees/Activities



OCTOBER 2009

Mon	Tue	Wed	Thu	Fri
			1 <i>Diagnostic Meeting p.m. Primary Liaison Reps</i>	2
5 <i>Give Reading Common Assessment Gr. 4 through 8 this week Staff Dev. Committee 4:00-5:15 Parent Discovery TEAM Meeting Waite 6:30-7:30</i>	6 <i>3rd Gr. OAA Reading Entry Year Teachers—Root 4:15-6:15 p.m.</i>	7	8	9 <i>Reading bubble sheets due 4 through 8</i>
12 <i>Give Social Studies Common Assessment Grades 3 through 8 this week</i>	13	14	15	16 <i>Social Studies bubble sheets due 3 through 8</i>
19 <i>Give Science Common Assessment Grades K through 2 this week</i>	20	21 <i>District Kindergarten Meeting 8:15-11:15</i>	22	23 <i>Science bubble sheets due K through 2 Title Intervention Meeting 9:00 EDK Meeting 1:00</i>
26	27	28	29	30

NEWS FLASH

Medina City
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Department



Volume 5, Issue 2

Nov./Dec. 2009

ELEMENTARY NOTES

1. Second Grade teachers are working on an assessment toolbox. This will be a resource of assessments that teachers can use to assess students using the standards on the standards based report cards.
2. We are setting up training for the K-2 report cards. Any new K-1 and 2nd grade teachers will be trained. Training will be held in early November.
3. Since Grades K-2 are now on trimesters, teachers will be sending their report cards home on Friday, December 4. All grades must be put into ESIS by December 1 in order for secretaries to run the report cards.
4. If anyone needs help using TAM, please contact Terri Noe.



All Middle School Common Assessments have been given and bubble sheets should have been returned to Karen Kudley. Teachers were given the opportunity to look at the Math and Science CA results at their curriculum hour in October as well as at OAT data. At the next curriculum hour in November, teachers will look at Reading and Social Studies results. The High School will look at OGT data at their curriculum hour on October 28 and again on November 18.

Bob Teams: Nicky Farruggia shared an awesome power point with the Bob Team 2 at their recent meeting on October 14. She demonstrated how she uses TAM to record assessments by indicators and reports homework completion to parents although her grades only reflect student progress on indicators as shown on assessments.

Resident Educator Program: All of our mentors have now been state trained. Our next meeting is November 10 at Root where resident educators will meet with their mentors to set goals.

Based on feedback from the parent support group P.A.C.E., our middle school Discovery T.E.A.M. consulting teachers built a parent resource library funded by the Medina City Schools Foundation. Please take a look at the titles that are available for parents to check out from Claggett and Root. A list of all resources is posted on the middle school gifted education Discovery Team home page.

Please let parents know that to preview the current resource books, they can go to www.msoh.org, choose Schools/Claggett/Discovery Team/Parent Resources Library and click on the link "Parent Library Table" on the right to open a word document that contains an image of the books available. By holding down the control key and clicking on a book's image, they will be redirected to Amazon.com where they can learn more about the book, or in many cases preview the table of contents. If there is a book they are interested in, they can contact the consulting teacher via email with their name, phone number and email address and the book will be signed out to them and sent home with their child.

DEPARTMENT OF INSTRUCTION TEAM

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RTI Toolbox Committees are just now being formed for this year. Many who served last year will be asked to serve again this year. Please stay tuned for more information.

RTI Assessment Committee will be doing research during November and December. Committee members should look for further communication after Parent/Teacher Conferences.

THE MEDINA CITY SCHOOLS - INSTRUCTIONAL IMPROVEMENT

- **What is the MCS GOAL Statement for our District's CIP/OIP?** MCS Staff will implement formative assessment strategies to increase all student achievement.
- **What is formative assessment?** *Processes* teachers and students use frequently to gather evidence for the purpose of improving learning. Formative assessments help check for student understanding by providing explicit feedback to students and inform instructional decision making for teachers.
- **How is this different from summative assessment?** Summative assessments provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.
- **Why?** The Black and Williams (Inside the Black Box, 1998) comprehensive review of assessment research conclusion—the use of formative assessments produce exceptional gains in student achievement. Countless studies and research have continued to support this conclusion. This holds true for low and high performing students.
- **Why is this a district goal, when many of us are doing this on a daily basis? Shouldn't a goal be something new and different?** Good questions! Effective teachers utilize processes of formative assessment on a daily basis. They are always checking for student understanding. We use *descriptive feedback* to allow students to understand their progress on specific learning targets and *prescriptive feedback* to help them understand what he or she can do to improve. However, creating a systemic expectation for the process of formative assessment and providing full district focus and support is a fairly comprehensive goal for a district. It is one that we believe will make a difference in the lives of our students.
- **Is this a formalized program?** Since the research is so definitive, multiple educational publishing companies and well-known authors have developed specialized programs for success. We will learn from all of them, but our primary sources for learning will come from *Battelle for Kids*, *Align Assess and Achieve*, the *Educational Testing Service (ETS)*, and *The Leadership and Learning Center*. This is not a specific program or prescribed methodology. As with all “best practices” in education, it is learned skill that becomes more powerful when we work together as a collegial team.



Department of Instruction District Committees/Activities



November 2009

Mon	Tue	Wed	Thu	Fri
2	3	4	5	6
9	<p>10 Resident Educators & Mentors 3:00 Root</p> <p>RTI Toolbox, Secondary</p>	11	12	13
16	<p>17 Claggett Curriculum Hour</p> <p>Science Curr. Mtg Science teachers Gr. 6-8 7:45-3:15 Rec. Center</p>	<p>18 High School Curriculum Hour</p>	<p>19 Root Curriculum Hour</p> <p>LPDC Review Mtg</p> <p>RTI Toolbox, Elementary</p>	<p>20 Title I Meeting 9:00-12:00</p> <p>EDK Meeting 1:30-3:30</p>
23	24	25	26	27
		<i>HAPPY</i>	<i>THANKS-GIVING</i>	
30				

Department of Instruction District Committees/Activities

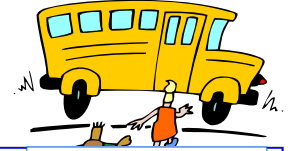


December 2009

Mon.	Tue	Wed	Thu	Fri
	1	2 <i>Science Leadership Team Gr. 4 & 5 8:15-3:45 Tech. Conference Room</i>	3	4 <i>9:00-12:00 Title Meeting 1:30-3:30 EDK Meeting</i>
7	8 <i>Bob 1 Formative Assessment Central Office Basement 1/2 a.m.</i>	9	10	11
14	15 <i>RTI Toolbox, Secondary</i>	16	17	18
21 <i>Holiday Break</i>	22	23	24	25
28	29	30 <i>HAPPY</i>	31 <i>HOLIDAYS</i>	

NEWS FLASH

Medina City
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Volume 3, Issue 5

January 2010

DEPARTMENT OF INSTRUCTION TEAM

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REVISED GROUP TESTING

In a surprise move, ODE has cut our district grant funding for gifted identification from approximately \$18,000.00 to \$7,000.00. Therefore, we will need to make adjustments in our group testing for the current school year. The spring Terra Nova for 2nd grade students will be eliminated. We will still complete our group testing sessions this March with the Terra Nova for Grades 4 and 6. Those assessment years are considered essential for gifted identification and placement. We will be reviewing all group assessments for the 2010-2011 school year when we get more information on available funding.

The Terra Nova group testing given at the 9th grade level has also been eliminated this year. Although not used for gifted identification, the assessment was used by Project SOAR to provide MCS with a comprehensive alignment of Value Added Data in Grades 4-10. Project SOAR has added supplementary testing requirements to the high school to gain that data analysis. Until we find outside funding sources, we will need to reduce or eliminate our participation in Project SOAR.

Teachers should check out the ORC website. It is full of resources and ideas for Science, Math and Language Arts. It is constantly being upgraded and improved. Go to ohiorc.org and check it out! This would be something to do on the upcoming cold winter days and nights as you snuggle close to the fire with a cup of hot cocoa!



Just a reminder that OAA testing will be the week of April 19-23.

ODE has released the draft version of the Science and Social Studies revised standards. If you are interested in taking a look at them go to www.ode.state.oh.us and search for Science Revisions and Social Studies Revisions. There is a video for you to watch and a survey that you can complete to give your thoughts on your grade level standards. The state DOES want your feedback!

Discovery TEAM and PACE-TEAM

invite parents and students to the **First Annual Summer Camp Fair** at Medina Community Recreation Center from 11:00 a.m.—3:00 p.m. on Saturday, January 30. This is an exciting opportunity for students in elementary through high school/college to speak to many directors about their camp programs and what they offer. In addition to pursuing enrolling in summer camps, middle and high school students should consider attending to find out about possible job opportunities.

Admission is FREE. Teachers, please publicize this event with your parents. For more information, log on to: <http://summercampconventions.web.officelive.com/default.aspx>. Flyers will be coming out soon.

RTI Updates

The RTI Toolbox Committees are concluding their work. To date nearly 40 additions to the Toolbox have reached the final proposal stage. The first of these additions will be added to the on-line Toolbox over Christmas break. Thank you Toolbox committees!

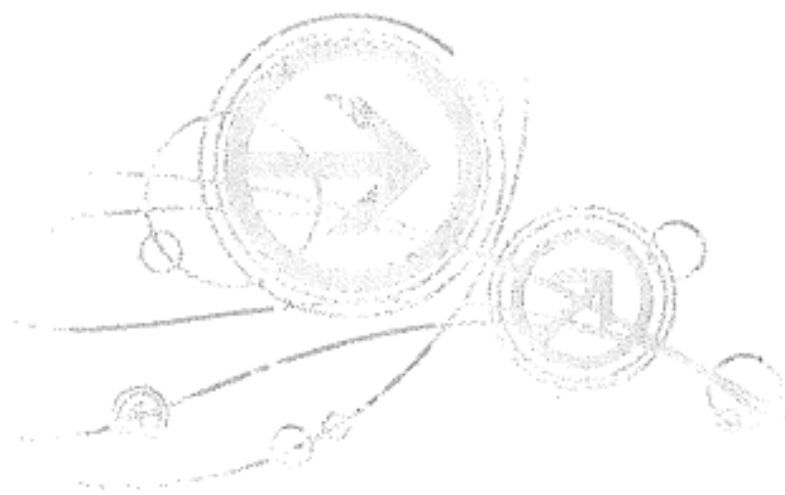
The RTI Assessment Committees will be meeting in January and February to share what they have learned through their research. They will then be formulating a proposal for meshing RTI benchmarking assessments, progress monitoring assessments, formative and summative assessments into a standardized K-12 district plan. That information will be shared in all buildings during the Early Release Day on March 11. We have approximately 45 teachers/administrators working on this committee; we appreciate the expertise they all bring to this work!

If you need help using TAM or the webpage, please call Terri Noe at 3076 to schedule a time to meet.

A third grade committee has been formed to begin creating the 3rd grade standards based report card. The committee has begun creating a draft and will share with their team members throughout this process.

SECTION 5

GIVING GOOD FEEDBACK



Good feedback is feedback students both understand and can use to improve. It doesn't matter much whether the feedback sounds good to you, the teacher—if the student can't figure out what to do, it isn't helpful! Research suggests good verbal feedback (oral or written) has the following characteristics.

Good feedback is descriptive, not judgmental. Describe the work, not the student. Use descriptive adjectives. Avoid judgmental words (e.g., “good job,” “poor”) and instead talk about why the work is good or poor. I-statements (e.g., “I am not sure what you mean here”) are better than you-statements (e.g., “You aren't clear”).

Good feedback is specific, not general. Use specific vocabulary. Refer to particular aspects of the student's work. Target your remarks to the needs of the particular student, taking into consideration the student's developmental level as well as achievement.

Good feedback is clear to the student. Write simply, avoiding textbook language. Use few pronouns—instead of “this” or “that,” use the specific referents.

Good feedback suggests the next steps the student should take to improve. Describe what the next short-term learning goal should be, and suggest specific strategies the student can use to get there.

Teacher tools on the following pages are designed to help you give good feedback. The Feedback Universe is a table describing the different kinds of feedback (e.g., evaluative, descriptive, etc.), the purposes for which each is most suited, and the effects on motivation and learning. Words to Live (and Learn) By is a chart with four principles for giving effective verbal feedback for learning, a good example of each, and a counterexample (what not to do) of each.

Keep records of the important results of formative assessment. Use the data not for grading but to

keep yourself organized. For example, you should know what sort of feedback you have given over time to a student on a particular skill (e.g., writing). Three record-keeping sheets (class, individual, and group)

are included as tools to help you with that. You can also design your own record-keeping sheets for specific purposes. You may wish to use a computer spreadsheet or database program.

Department of Instruction District Committees/Activities

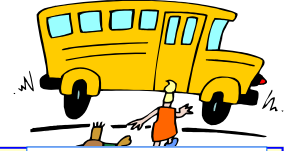


JANUARY 2010

Mon	Tue	Wed	Thu	Fri
4	5	6 <i>RTI Elementary Toolbox Committee 8:15-3:45 Univ. of Akron Center, Room 309</i>	7	8
11	12 <i>RTI Assessment Committee 7:45-10:45 Secondary, 12:30-3:30 Elementary</i> <i>Entry Year Teachers 4:45-5:15 Root Middle School</i>	13	14 <i>Title Meeting 9:00-12:00 Technology Bldg. Conf. Room</i>	15
18	19	20	21 <i>Bob Holman returns to meet with Bob Team #2 @ Rec Ctr. 7:30-3:00</i> <i>LPDC 4:00</i>	22 <i>EDK Meeting 1:00-3:00 Technology Bldg. Conf. Room</i>
25	26 <i>10:30 Elementary Principals and Dept. of Instruction</i>	27	28	29

NEWS FLASH

Medina City
School District
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Volume 5, Issue 3

February/March 2010

DEPARTMENT OF INSTRUCTION TEAM

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RTI UPDATE

This is the third year of our 5-year RTI Implementation Plan. This year was focused on assessments. Committee members contacted other districts, read various articles, researched, discussed, debated, and studied current practices in our own district. The RTI Assessment Committees will have their last meeting on February 3. Previously, they created a working draft of the assessments by Tiers. They've listed the Benchmark assessments at Tier 1 and Progress Monitoring and Diagnostic assessments at Tiers 2, 3, and 4. At the meeting on February 3, they will be working on their final draft to present to administration for approval. Once approved this will then become our blueprint on assessments as we move forward in our implementation of RTI. **If you wish to have any input, please see your building RTI Assessment Committee rep.** The work of this committee and the update from the RTI Toolbox Committee will be shared with all certified staff members at Early Release in March.

COMMON ASSESSMENT REMINDERS:

Please be sure that all bubble sheets are sent to Karen Kudley in Technology by the due date listed on the assessment calendar:

- Math Grades 3-5: February 11
- Social Studies Grades 3-5: February 26
- Science Grades 3-4: March 15
- Science Grade 5: February 19



Teacher Resources Page - Media

The Library Media Department has prepared a Teacher Resources page to help guide Medina teachers to quality educational resources on the internet. The page includes links to internet video sites, lesson plan and student activity pages, internet guides and more. Additional resources will be added on a regular basis, so check back often. You can access the page from the Library Media Services page on the School/Administration drop down menu or you can navigate to:

<http://www.medinacityschooldistrict.org/site.cfm/Administration/Library-Media-Services/Teacher-Resources.cfm>

If you have not put your DRA's into Performance Tracker, please enter your scores ASAP. Please feel free to contact Jeanne Hurt, Dale McRitchie or Terri Noe if you need help with your web page.

February Curriculum Hour - Elementary

Elementary building curriculum hours in February will be facilitated by the gifted intervention specialists. During our "Profiles of Gifted and Talented Students" curriculum hour sessions last spring, teachers requested revisiting curriculum compacting. In response to this need, the Discovery TEAM has worked to put together a session focusing on curriculum compacting with management tips. They will also share support methods and materials with teachers to meet the needs of gifted and high potential students.



Test Prep

Teachers should check out two resources on the ODE website that can be useful in helping to prepare students for the upcoming OAA and OGT. The first is entitled, Strategies for Taking State Assessments which gives general test taking tips as well as subject/grade level specific suggestions based on the results of past tests. The second is a power point entitled Strategies for Improvement on Ohio's State Tests, that can be very useful in helping students answer constructed response items (begins at Slide 21). To access these resources go to ode.state.oh.us, click on Testing, click on Achievement Tests, click on Resources, scroll down toward the bottom.

Feedback is an important tool for formative assessments. It says to a student, "Somebody cared enough about my work to read it and think about it." — Susan Brookhart, How to Give Effective Feedback to Your Students

Check out the charts on Page 2 & 3 for feedback strategies from the author.

Feedback Strategies Can Vary in...	In These Ways. .	Recommendations for Good Feedback
Timing	<ul style="list-style-type: none"> • When given • How often 	<ul style="list-style-type: none"> • Provide immediate feedback for knowledge of facts (right/wrong). • Delay feedback slightly for more comprehensive reviews of student thinking and processing. • Never delay feedback beyond when it would make a difference to students. • Provide feedback as often as is practical, for all major assignments.
Amount	<ul style="list-style-type: none"> • How many points made • How much about each point 	<ul style="list-style-type: none"> • Prioritize - pick the most important points. • Choose points that relate to major learning goals. • Consider the student's developmental level.
Mode	<ul style="list-style-type: none"> • Oral • Written • Visual/ demonstration 	<ul style="list-style-type: none"> • Select the best mode for the message. Would a comment in passing the student's desk suffice? Is a conference needed? • Interactive feedback (talking with the student) is best when possible. • Give written feedback on written work or on assignment cover sheets. • Use demonstration if "how to do something" is an issue or if the student needs an example.
Audience	<ul style="list-style-type: none"> • Individual • Group/class 	<ul style="list-style-type: none"> • Individual feedback says, "The teacher values my learning." • Group/class feedback works if most of the class missed the same concept on an assignment, which presents an opportunity for re-teaching.

Feedback Content Can Vary in...	In These Ways. .	Recommendations for Good Feedback
Focus	<ul style="list-style-type: none"> • On the work itself • On the process the student used to do the work • On the student's self-regulation • On the student personality 	<ul style="list-style-type: none"> • When possible, describe both the work and the process - and their relationship. • Comment on the student's self-regulation if the comment will foster self-efficacy. • Avoid personal comments.
Comparison	<ul style="list-style-type: none"> • To criteria for good work (criterion-referenced) • To other students (norm-referenced) • To student's own past performance (self-referenced) 	<ul style="list-style-type: none"> • Use criterion-referenced feedback for giving information about the work itself. • Use norm-referenced feedback for giving information about student processes or effort. • Use self-referenced feedback for unsuccessful learners who need to see the progress they are making, not how far they are from the goal.
Function	<ul style="list-style-type: none"> • Description • Evaluation/judgment. 	<ul style="list-style-type: none"> • Describe. • Don't judge.
Valence	<ul style="list-style-type: none"> • Positive • Negative 	<ul style="list-style-type: none"> • Use positive comments that describe <i>what</i> is well done. • Accompany negative descriptions of the work with positive suggestions for improvement.
Clarity	<ul style="list-style-type: none"> • Clear to the student • Unclear 	<ul style="list-style-type: none"> • Use vocabulary and concepts the student will understand. • Tailor the amount and content of feedback to the student's developmental level.
Specificity	<ul style="list-style-type: none"> • Nitpicky • Just right • Overly general 	<ul style="list-style-type: none"> • Tailor the degree of specificity to the student and the task. • Make feedback specific enough so that students know what to do but not so specific that it's done for them. • Identify errors or types of errors, but avoid correcting every one (e.g., copyediting or supplying right answers), which doesn't leave students anything to do.
Tone	<ul style="list-style-type: none"> • Implications • What the student will "hear" 	<ul style="list-style-type: none"> • Choose words that communicate respect for the student and the work. • Choose words that position the student as the agent. • Choose words that cause students to think or wonder.

Department of Instruction District Committees/Activities



FEBRUARY 2010

Mon	Tue	Wed	Thu	Fri
<p>1 <i>Staff Development Committee</i> 4:00 Basement Conf. Room</p>	<p>2 <i>Credit Flexibility Meeting for parents and high school students</i> 7:00 p.m. PAC</p> <p>3rd Grade Report Card Committee Meeting 8:30-3:45 Tech. Office</p>	<p>3 <i>RTI Assessment Committees,</i> Secondary a.m., Elementary p.m. Rec Center</p>	<p>4 <i>5th Grade Science Leadership Team Meeting</i> 8:30-3:45 Waite Elem.</p> <p>8th Grade Progressive Science Assessment Mtg. 3:00-5:00 Technology Office</p>	5
8	<p>9 <i>HLA Meeting 8th & 9th Grade L.A. Teachers</i> 7:30 to 10:45 a.m. BOE Central Office Round Conference Room</p>	10	11	12 <i>Professional Development Day/ Health Fair</i>
15	16	17	18 <i>LPDC Meeting</i>	19
22	<p>23 <i>Formative Assessment Graduate Class begins</i></p>	24	25	<p>26 <i>Title Meeting</i> 9:00-12:00 <i>EDK Meeting</i> 1:15-3:15 Technology Conf. Room</p>

Department of Instruction District Committees/Activities



2010

Mon	Tue	Wed	Thu	Fri
1	2 <i>3rd Grade Report Card Committee Meeting 8:30- 3:45 Technology Office</i>	3	4	5
8	9	10	11 <i>Early Release on RTI</i>	12 <i>Title Meet- ing 9:00- 12:00 EDK Meeting 1:15-3:15 Tech- nology Conf. Room</i>
15 <i>Staff Development Committee Basement Conf. Room 4:00</i>	16	17	18	19
22	23	24	25	26
29	30	31		

NEWS FLASH

Medina City
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Volume 5, Issue 4

April, 2010

DEPARTMENT OF INSTRUCTION TEAM

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CURRENT STATUS - CONTENT STANDARD REVISIONS

- Language Arts and Math Common Core Standards are in their final stages of revision. The current feedback opportunity is closed but you can get all of the information at www.corestandards.org. As a reminder, these are being written at a national level with 48 states participating.
- Social Studies & Science - The new (second revision) drafts of the Ohio Content Standards for Science and Social Studies are currently available on the ODE website: www.ode.state.oh.us. Link to the Content Standards and look for the specific content. You have a two week window to give your responses and feedback to the Ohio Department of Education.
- High School Social Studies & Science - Syllabi are included for 6 high school Social Studies classes and 6 high school Science classes. Depending on the final direction that Ohio establishes for our high school graduation tests, these syllabi might form the core of end of course exams.



OAA TESTING DATES:

April 19 Reading Grades 3, 4, 6, 7, 8

April 20 Reading Grade 5

April 21 Math Grades 3, 4, 6, 7, 8

April 22 Math Grade 5

April 23 Science Grades 5, 8

NOTE: No 4th and 7th Grade Writing or 5th and 8th Grade Social Studies tests will be given.

Resident Educator Program

The Resident Educator Program comes to a close this month with our final meeting on April 15. Nineteen resident educators and their mentors have worked through the state's transition program. Learning and implementing a new structure and associated paperwork has been a challenge to all. Thank you and congratulations to everyone for a job well done! We wish all the resident educators the best of luck as they continue to grow throughout their careers.

COMMON ASSESSMENTS:

The last of our spring common assessments are given and teachers have been analyzing student results during curriculum hours. Looking at the results helps teachers to understand items with which their students have been struggling. This also enables teachers to focus on weak areas to help prepare students for the upcoming OAA. Teachers are reminded to log in to Performance Tracker and click on the icon that looks like three books, Content Library. They can then select indicators and find a bank of questions to use to prepare students for the OAA. Also teachers can use the ODE website or the Success site to pull items from previous OAA tests.

Department of Instruction District Committees/Activities



April 2010

Mon	Tue	Wed	Thu	Fri
			1 <i>SPRING BREAK</i>	2 <i>SPRING BREAK</i>
5	6	7	8	9
12	13	14	15 <i>Last Resident Educator Meet- ing—Mentors & Resident Educa- tors—Root 4:15- 6:15 pm</i> <i>LPDC Mtg. 4:00</i>	16
19 <i>OAA Testing Reading Grades 3, 4, 6, 7, 8</i>	20 <i>OAA Testing Reading Grade 5</i>	21 <i>OAA Testing Math Grades 3, 4, 6, 7, 8</i>	22 <i>OAA Testing Math Grade 5</i>	23 <i>OAA Testing Science Grades 5, 8</i>
26	27	28 <i>a.m. OIP District Leader- ship Team— Continuum Sub- group</i>	29 <i>Formative Assessment with Bob Holman Ak- ron U. Center Bob Teams #2 7:30- 3:00</i>	30

NEWS FLASH

Medina City
School District
Instruction
Department



Volume 5, Issue 5

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DEPARTMENT OF INSTRUCTION

Director:
Lori Chandler

Program Coordinators:

Sheila Allen
Michelle Keller
Terri Noe
Dr. Carol Starrick

Secretaries:

Laurie Hykes
Karen Kudley



The Department of Instruction wishes you a wonderful and restful summer. Those of you who have served on the many district committees; for example, Textbook Adoption, Curriculum Mapping, Assessment Development, Staff Development, Report Card Development, District Leadership Team, RTI, Gifted Services. . . . And others – thank you for your service in curriculum leadership. You are the reason we are continually improving!

Opening Day -What is happening?

Here is a general outline of the **August 23rd** schedule.. You will receive more information before the start of school.

7:30-8:00	Breakfast
8:15-9:15	Opening Remarks, Presentations
9:30-11:45	K-5 Web Page Training & PAM/TAM Training (HS Labs)
9:30-11:00	MS/HS Building Level Meetings
11:00-12:00	MS/HS Lunch
11:45-12:45	K-5 Lunch
12:15-2:30	MS/HS Web Page & PAM/TAM Training
1:00	K-5 Building Level Meetings
3:30	Dismissal

Moving Talk: Last year we had many teachers moving to new buildings but at the same grade level. This year, we will have teachers moving to new buildings or within the same building but teaching different grade levels or content. The same "Rules" that were posted last year remain in place.

Teachers Moving to Different Grade Levels/Content Areas

- What stays in the building/classroom?
 - ◇ ALL resources connected to the grade level/content. This includes – but not limited to – textbooks, teacher text resource packs, courses of study, curriculum maps, indicator flip books, manipulatives, kits, assessments.....
 - ◇ Any materials (including technology) that were purchased by building funds or grants specific to the building (Ohio Reads)
 - ◇ Any teacher materials (including technology) that were purchased by PTO funds
 - ◇ Any teacher materials (including technology) that were purchased by the MCS Foundation
 - ◇ Any classroom sets of instructional tools such as scissors, rulers, calculators.....
- What can the teacher take?
 - ◇ Personal Items Only
 - ◇ Items purchased from grants that were individual awards – such as a personal Jennings Grant – and not associated with the Medina City Schools

If a teacher is moving buildings, but within the same grade/content level, please contact the Department of Instruction (Terri Noe for Elementary and Sheila Allen for Secondary) for instructions on material transfers.

We are grateful for the cooperation and professionalism that all staff have demonstrated over these past two years of intense movements. Thank you and please feel free to call the Department of Instruction if you have further questions.

Professional Development Opportunities for Teachers

As teachers are moving to new grade levels and new buildings, you may want to learn more about MCS Math and Language Arts programs at the elementary level. Or, you may just want a refresher on a grade level subject area. If you are interested in one or more of these professional development opportunities, please contact Laurie Hykes, Ext. 3070 to register.

**PROFESSIONAL DEVELOPMENT TRAINING
AUGUST 2010**

Monday, August 9	Tuesday, August 10	Wed., August 11	Thursday, Aug. 12	Fri., August 13
Everyday Math/Primary 8:30-11:30 Cathy Bryenton-Northrup Lucy Calkins/Primary 12:30-3:30 Cathy Bryenton-Northrup	Orton-Gillingham 9:00-3:30 (full day) Peggy Poeppelman-Garfield	Primary DRA 8:30-11:30 Betty Carlisle-Heritage	LIPS 9:00-3:30 (full day) Beth Jack-Heritage	
Intermediate DRA 12:30-3:30 Beth Nickley-Canavan	Everyday Math/Intermediate 8:30-11:30 Vanessa Shriver-Waite		Medina Mix Lang. Arts Program 8:30-3:00 (full day) Sheryl Henslee & Laura Maslyk-Waite	

****Note:** First row for Primary teachers; second row for Intermediate. Room assignments may change if teachers who are scheduled to train move to a different grade level or room.

NOTE:

The elementary math compacting units are all online. Password: discovery
To access the link on the district webpage, go to:
Department of Instruction
Curriculum Resources
Math Compacting-click on the unit and grade level and type in the password.