

# Connecting the Dots

How do these State  
Initiatives fit together?

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**FIP Formative Assessment Practices**  
**OTES Teacher Evaluation**  
**Walkthroughs**  
**Ohio Resident Educator Program**  
**Link Roster Verification**  
**SLO Student Learning Objectives**  
**Student Growth Measures**  
**Value Added**  
**Instructional Shifts**  
**Common Core Math & ELA**  
**New Learning Standards Science & Social Studies**  
**Learning Targets**  
**Curriculum Maps**  
**Embedded Differentiation**  
**Socratic Questioning of Complex Text**  
**Evidentiary Writing**  
**Going Deeper**  
**Collaborate and Integrate**  
**PAR Peer Assistance and Review**  
**Common Assessments**  
**PARCC Next Generation Assessments**  
**Collecting & Documenting Evidence of Student Learning**  
**Ohio IIS Instructional Improvement System**  
**Family Involvement**  
**Creating Partnerships**

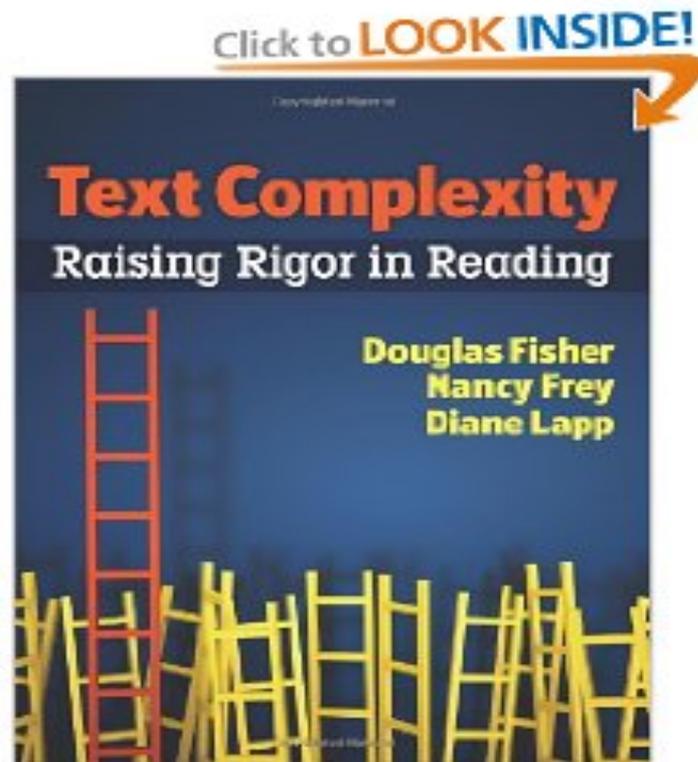
My Dots are slowly becoming connected. Here are a few things that I took away from my day. (Rachel)

Grade Band	Current Lexile Band	"Stretch" Lexile Band*
K-1	N/A	N/A
2-3	450L-725L	420L-820L
4-5	645L-845L	740L-1010L
6-8	860L-1010L	925L-1185L
9-10	960L-1115L	1050L-1335L
11-CCR	1070L-1220L	1185L-1385L

Here is a list of resources that can be used to help with the transition.

- • [www.corepedia.org](http://www.corepedia.org) (search under resource library)
- • <http://engageny.org/> (maintained by NY Dept of Ed)
- • [www.achievethecore.org](http://www.achievethecore.org) (tools & PD modules)
- • <http://www.ccsstoolbox.com> (Univ of TX at AustIn-Dana Center, mathematics resources)
- • <http://math.arizona.edu/~ime/progressions/> (Univ of AZ, Math Progression documents)
- • [www.teachingchannel.org](http://www.teachingchannel.org) (search for CC strategies)
- • <http://www.youtube.com/user/TheHuntInstitute#g/u> (Hunt Institute videos)
- • [www.fcrr.org/curriculum/SCA\\_CCSS\\_index.shtm](http://www.fcrr.org/curriculum/SCA_CCSS_index.shtm)  
(CC K-5 activities from FL Center for Rdg Research)
- • [www.spellingcity.com](http://www.spellingcity.com) (vocabulary)

The presenters recommended this book to assist with raising reading rigor:



**This is the beginning...**

**Using FIP information, we classified our learning targets and I can statements.  
(Knowledge, Reasoning, Performance, Product)**

- **RL4.7 Make connections between the text of a story or dram and a visual presentation**  
**I can connect the written story or play to the visual or oral version, noting the difference between description and plot.**
- **RL4.5 Refer to the structural elements of poems**  
**I can identify structural elements of poems: verse, rhythm and meter.**
- **RL4.9 Compare and contrast of similar themes and topics.**  
**I can identify a common theme in different texts.**

**<https://www.amazon.com/gp/dmusic/mp3/player#songs>**

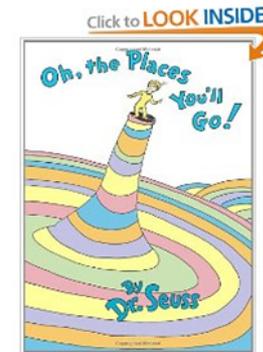
# Themes are all around u

o CONTENTS • BIBLIOGRAPHIC RECORD

o Robert Frost (1874–1963). Mountain Interval. 1920.

o 1. The Road Not Taken

- o TWO roads diverged in a yellow wood,
- o And sorry I could not travel both
- o And be one traveler, long I stood
- o And looked down one as far as I could
- o To where it bent in the undergrowth;
- o
- o Then took the other, as just as fair,
- o And having perhaps the better claim,
- o Because it was grassy and wanted wear;
- o Though as for that the passing there
- o Had worn them really about the same,
- o
- o And both that morning equally lay
- o In leaves no step had trodden black.
- o Oh, I kept the first for another day!
- o Yet knowing how way leads on to way,
- o I doubted if I should ever come back.
- o
- o I shall be telling this with a sigh
- o Somewhere ages and ages hence:
- o Two roads diverged in a wood, and I—
- o I took the one less traveled by,
- o And that has made all the difference.



o <http://www.youtube.com/watch?v=IQRWeZy-S8Q>

# Common Core



Rigor



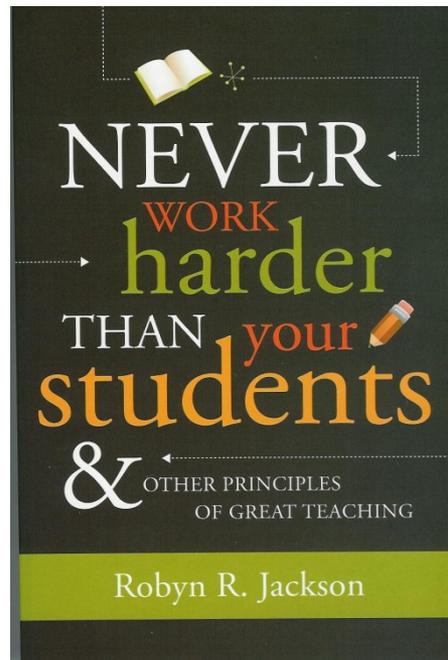
Strict, Severe, demanding



Difficult and challenging academic courses  
are an example of academic rigor

# Points for Discussion (Konni)

- Teachers overemphasize coverage of content
- We need to get more creative in the way we deliver our instruction



Every statement read  
is an answer to a  
question.

Water boils at 100  
degree  
centigrade.

The first store in our  
community  
opened in our  
community in 1833.

Ohio became a  
state in 1803.

In the 1800's  
farming was a job  
done by many in  
our community.

## Questions Stimulate thoughts

Feeding students endless content is like repeatedly stepping on the brakes of a car that is already at rest!



We must give our students what we might call  
“Artificial Cognition”

The intellectual equivalent of artificial respiration



## Essential Questions

Open ended – Have many possible answers

Leads unit/lesson discussion

# Building a Community Partnership Plan (Donna)

- **The Need**
  - Homework help
  - After school support
  - Additional iPads
  - Community Service
- **The Research**
  - Best Buy, Target, WalMart, OfficeMax
  - PTA, Police, fire, city services, churches, seniors

# Building a Community Partnership Plan

- **The Resources**
  - Parent newsletter – business connections
  - Bus service from LE to LV end of day
  - School personnel
- **The Requirements**
  - Partnership Day (recruiting)
  - Letters

# Building a Community Partnership Plan

- **The Ask**
  - Invitations to visit LV
  - Invitations to shadow a class
  - Student volunteer group
- **The Follow-up**
  - Thank you
  - Publicity
  - Take students to request & thank

# Teachers are Heroes

- [www.teachersareheroes.com](http://www.teachersareheroes.com)
- We are in the position of saving lives
- Nothing is more important than presence and relationships