



Glenda Ritz, NBCT  
Indiana Superintendent of Public Instruction

# Teachers' Toolbox



A content focused resource for classroom instruction

September 2016

## ISDH Wants To Hear From You!!



It's a new school year, which means another year to make a lasting impact on the lives of children! The importance of [physical activity in schools](#) has been linked with improved concentration, faster cognitive processing, weight management, and better classroom behavior. Teachers around the State of Indiana are getting creative in improving their student's wellbeing by *promoting movement in the classroom and around the school*. **The Indiana State Department of Health (ISDH) wants to hear from you about all the creative ways that you are promoting movement in your classroom!** Throughout the year the ISDH will be highlighting your stories and examples, including posting some of your ideas in future Teachers' Toolbox editions. Are you using [Brain Breaks](#) in your classroom? Do you [Take 10](#)? How about a standing desk or table for students to use? Contact Kelsey Barrick at [kbarrick@isdh.in.gov](mailto:kbarrick@isdh.in.gov) to share your stories and ideas, or for questions on how to help Indiana schools be active! For additional questions or help, contact Sue Henry at [suhenry@doe.in.gov](mailto:suhenry@doe.in.gov).



Click to Watch Superintendent Ritz's Back to School Video

### Back to School Message

"As a teacher, a mother and a grandmother, I know there is no greater priority than investing in our students and the future of our state."

## College Go! Fall 2016

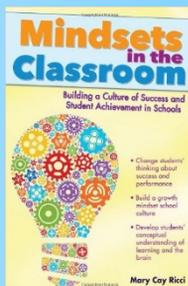
Many schools take time in the fall to discuss with their students preparing for college, applying to college, and getting into college. There are many great resources available for schools and classroom teachers to use.

- Learn More Indiana:**
- [College Go! Campaign](#)
  - [Classroom Materials](#)
  - [Resource Library](#)
  - [College Success Guide](#)
- Other Resources:**
- [College Week Live](#)
  - [Indiana Career Explorer](#)
  - [Know How 2 Go](#)
  - [Big Future by The College Board](#)

## Looking to network with other 6-12 Indiana Educators?

Want to have meaningful conversations about building a culture of success and achievement? **Need PGPs?**

Sign up for the CCR 6-12 Fall Book Study beginning **October 3<sup>rd</sup>**. Secondary Educators who participate will network with other Indiana educators, have great conversations about mindsets in the classroom, and can earn up to 15 PGPs. We are reading [Mindsets in the Classroom](#) by Mary Cay Ricci. [Click here for sign up and more information](#); book study will be facilitated through Google's Blogger. Email [Jenny Berry](mailto:jennyberry) with any questions!



## Teachers' Toolbox Email

Would you like to subscribe\* to Teachers' Toolbox??  
Do you have an idea or suggestions for a feature in Teachers' Toolbox?

Email us at [teacherstoolbox@doe.in.gov](mailto:teacherstoolbox@doe.in.gov)

\*To subscribe send an email with your first/last name, email, school corporation, and zip code.

## A Note from...

### 2016 Indiana Teacher of the Year, Jean Russell

After 21 years of in the classroom, I took a leap of faith to become a literacy instructional coach. Since then, I feel like I have grown exponentially as an educator, and that the impact that I am able to make on student achievement increases every day! My philosophy of being an instructional coach begins and ends with having the heart of a servant. This has created opportunities for me to help both students and teachers discover more about themselves as learners, stretch themselves to learn more than they ever thought they could, and cheer them on to continue momentum.

When I first accepted the Literacy Specialist position, my hope was that I would be able to have as much of a positive influence on the students at Haverhill as I felt like I had experienced in my classrooms. After five years, I can see that each time I enable a teacher to improve his/her planning, instruction, assessment, management, differentiation, and relationships with students and parents, I am indeed influencing our students, one class at a time. I am excited to share best practices with fellow instructional coaches around Indiana, and would love the opportunity to visit your school this year. Please contact me at [russellteach@gmail.com](mailto:russellteach@gmail.com) to set up a visit!



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Find past editions of Teachers' Toolbox [here](#).



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## High Ability

High Ability Coordinator:  
[Amy Marschand](#)

### Did you know?

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High Ability learners frequently come into a grade level, unit, or lesson with some or all of the intended content already mastered. For that reason, it is important to pretest all students at the beginning of an instructional segment to determine prior mastery and learning needs. High Ability students may be able to be excused from some content due to demonstrated mastery; this "found" instructional time can be used for these students to learn things they do not already know. Comparing pre and post data will allow growth to be documented.

## Alternative Education

Alt Ed Specialist: [Julia Johns](#)

**Fall Book Study:** 15 PGP pts  
**Book:** *Motivating Students Who Don't Care: Successful Techniques for Educators* by Allen Mendler

**Sign-up:** 9/9/16

**Begins:** 9/12/16

**Ends:** 11/4/16

**Book Study Venue:** The study will be facilitated via [Blogger](#). Watch for more detailed information and sign up on the [Alternative Ed webpage](#) and the [Alternative Ed Learning Community](#). Email [Julia](#) if you have questions.

**Purchase:** paperback/digital via [Amazon](#) or [Barnes & Noble](#)

**FYI: Professional Development Opportunities**

- ❖ National Dropout Prevention Conference [Oct 2-5, 2016](#)
- ❖ National Alternative Education Association Conference [Mar 8-10, 2017](#)

**Please join our Learning Connection PLC** to receive alt ed updates, find resources and collaborate with others in alternative education ☺  
[IDOE - Alternative Education](#)

**SY2016-17 Data Reminder**

**September through January – Teacher/Student Surveys** – memo will be sent out September 2016.

**December through January – FTE report** – memo will be sent out December 2016.

**April through June – Grant Renewal** – memo will be sent out April 2017.

**May through July – DOE-AL Reporting** – memo will be sent out May 2017.



**Additional Resources**  
[Dropout Prevention](#)  
[Reading & Writing](#)  
[Indiana History Rocks!](#)  
[Indiana Authors](#)

### Attn All Teachers: Did You Know?

### Re: General Election

IC 20-30-5-4 System of government; American history Sec. 4. (a) Each public school and nonpublic school shall provide within the two (2) weeks preceding a general election for all students in grades 6 through 12 five (5) full recitation periods of class discussion concerning: (1) the system of government in Indiana and in the United States; (2) methods of voting; (3) party structures; (4) election laws; and (5) the responsibilities of citizen participation in government and in elections. (b) A student may not receive a high school diploma unless the student has completed a two (2) semester course in American history. (c) If a public school superintendent violates this section, the state superintendent shall receive and record reports of the violations. The general assembly may examine these reports.

As added by P.L.1-2005, SEC.14.

### Take part in Indiana Digital Citizenship Week Sept. 12-16

Monday's theme:  
**3 Ways to Focus on #DigCit!**

- Share Your Vision
- Commit to Growing
- Bring Families into the Conversation

Monday Dress-up:



[www.doe.in.gov/digcitweek](http://www.doe.in.gov/digcitweek)

# Instruction & Access for All

## Short Shares! Check this Out

In November 2015, the US Office of Special Education Programs published a Dear Colleague Letter that clarified the definition of a Free Appropriate Public Education (FAPE) for students who are eligible for special education services. The IDOE Office of Special Education and numerous key advisors have been meeting since January 2016, to develop a systematic way to support schools in meeting the FAPE Dear Colleague Letter and ESSA expectations. A core team created a conceptual framework for operationalizing the key messages. The graphic to the left is a visual representation of this framework and how students can have access to an equitable education in order to meet high expectations and improve outcomes. Dr. Pamela Wright, the Director of Special Education for the Indiana Department of Education will be sharing more about the graphic and the work of the Core group through Short Shares, short updates from the Office of Special Education. In addition, this Teacher's Toolbox page will be focused around this framework and provide resources and strategies for your "toolbox".

**Please check out the first short share at the following link:**

<https://youtu.be/jUZHx8c-Te0>

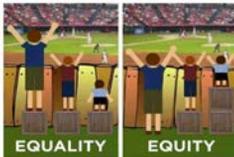


## FAPE & Dear Colleague Letter/ESSA Resources :

- Dear Colleague Letter: FAPE & IEP: <http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/guidance-on-fape-11-17-2015.pdf>
- Every Student Succeeds Act: <http://www2.ed.gov/policy/elsec/leg/essa/index.html>

## Defining & Ensuring Equity & Access

Equity  
+ Access  
Outcomes



It is important to understand the difference between equality and equity. Equality means everyone gets the same....Equity, on the other hand, means everyone gets what they need. In the world of education we must ensure equitable access to the general education curriculum. This can be achieved through instructional practices that incorporate principles of universal design, by using appropriate supplemental supports and services, and by providing specially designed instruction in order to meet the unique needs of the student.

We are hearing a great deal about equity and access these days, but what do these terms really mean? Equity is the guarantee of fair treatment, opportunity, and advancement and access is a way of getting near, at, or to something. If all students are provided equitable access to the general education curriculum, all will have opportunities to learn.

Equity: Guarantee of fair treatment  
Access: A way of getting to something

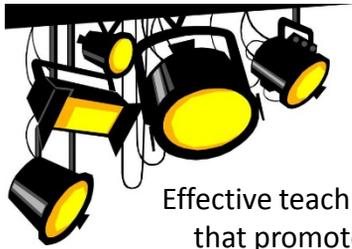
## Specially Designed Instruction Or Intensive Intervention?

The pedagogy of Intensive Intervention and SDI are very similar as they are both built on the individual needs of students. In fact, Specially Designed Instruction can "look" exactly like Intensive Intervention. If a student with a disability has the same need for a certain intervention in a specific content area for a targeted skill that a non-disabled peer has they can both receive the same intervention at the same time, delivered by the same instructor. For example, a general educator may provide explicit instruction of a vocabulary skill with a small group of students during a reading lesson. This intervention of explicit instruction is intensive and identified based on student's individual needs.

### SDI Resource:

[Examples of Implementing Specially Designed Instruction](#)

# Elementary STEM



## Mathematics Instructional Best Practice Implement Tasks that Promote Reasoning and Problem Solving



Effective teaching of mathematics engages students in solving and discussing tasks that promote **mathematical reasoning** and **problem solving** and that allow for multiple entry points and varied solution strategies.

*Principles to Action, pg 17*

- Effective math teaching and learning uses carefully selected tasks as one way to motivate student learning and build new knowledge.
- Research on math tasks over the past two decades has found:
  - Not all tasks provide the same opportunities for student thinking and learning.
  - Student learning is the greatest in classrooms where tasks consistently encourage high-level student thinking and the least in classrooms where tasks are routinely procedural in nature.
- To ensure that students have the opportunity to engage in high-level thinking, teachers must regularly select and implement tasks that promote reasoning and problem solving.

### TED Talk:

[Math Class Needs a Makeover](#)  
[3-Act Math Tasks](#)

Dan Meyer

**3-Act Lessons:**  
[Graham Fletcher](#)

[Kyle Pearce](#)

[Robert Kaplinsky](#)

Smith and Stein (1998) classify tasks into four different levels of cognitive demand.

### Lower-level demands:

**Memorization:** reproducing facts, rules, formulas or definitions

**Procedures without connections:** algorithmic and focused on producing correct answers

### Higher-level demands:

**Procedures with connections:** suggest pathways that are general to connect procedures with concepts, often use multiple representations

**Doing mathematics:** requires students to analyze the task and come up with their own pathway by accessing knowledge

Tasks that promote reasoning and problem solving are higher-level demand tasks, about connections and doing mathematics.

## Novels in Engineering

Are you looking for ways to integrate Engineering and Literacy? Tufts University is working on just this.

Check out there resources here:

<http://www.novelengineering.org/>



### Connect with me...

Nick Flowers

E-mail: [nflowers@doe.in.gov](mailto:nflowers@doe.in.gov)

**Learning Connection Community:**

Elementary Math, Science, and STEM

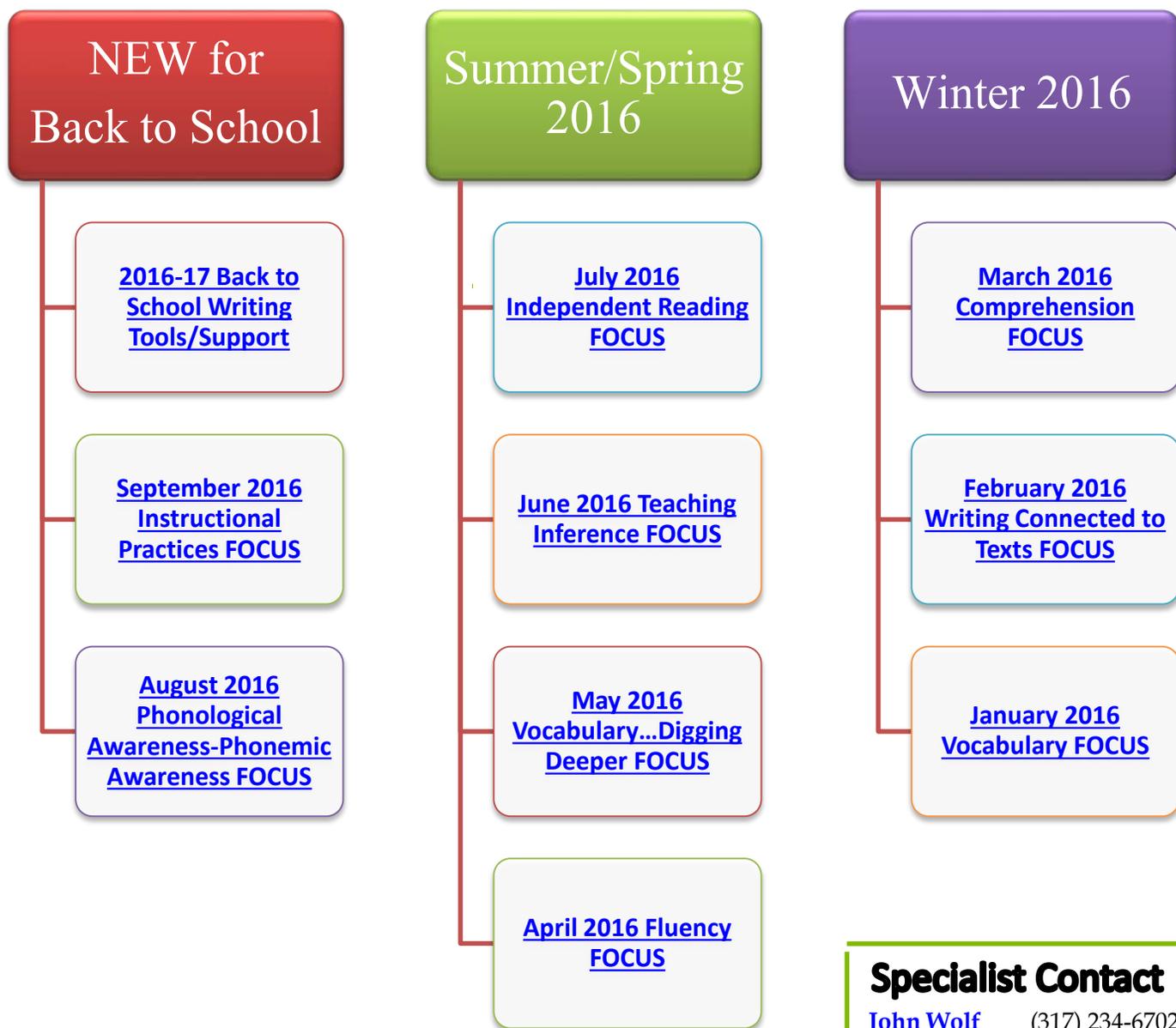
**Twitter:** @FlowersSTEM

Use #INelemSTEM to showcase the great science, technology, engineering, and/or math activities going on at the elementary setting.

# Elementary Literacy

## Literacy FOCUS of the Month

The purpose the Literacy Focus of the Month is to provide guidance to administrators and teachers for supporting a monthly, school wide instructional focus based on best practices and research-based strategies in literacy. This "user-friendly" FOCUS and support tools will assist districts and schools in the implementation of reading instruction in classrooms across multiple grade levels, as well as different subjects/content areas. The topics in the FOCUS range from policies and procedures to the five essential components of reading as identified by the National Reading Panel. The support tools are devoted to strengthen administration and teacher content knowledge and foster discussion by focusing on one topic each month during grade level or faculty meetings. Although the monthly focus will highlight and supplement a specific procedure or skill, it is impossible to teach the components in isolation; therefore, the Literacy Focus of the Month should serve to present a school-wide shared commitment to literacy.



### Specialist Contact

[John Wolf](#) (317) 234-6702

# Social Studies

Teachers' Toolbox

September 2016



## The Benjamin Harrison Presidential Site Educate & Engage!

Attention parents and teachers! Want high quality, fun programming for your students that meets and exceeds state standards, and educates and engages their growing minds?

The Benjamin Harrison Presidential Site welcomes over 16,000 school children each year from across Indiana and beyond. Your students will experience culture, history and civics when they visit the National Landmark home of America's Hoosier President. Plus, curriculum enriching special programs are available for all grades and include tours of the home, classes and visits to your school. You get to choose – onsite, offsite or online!

For more information, see the following link: <http://www.bhpsite.org/visit/student-tours/school-programs>

## INDIANA'S BICENTENNIAL MINUTE

The Indiana Historical Society (IHS) proudly announces the launching of the **Indiana Bicentennial Minute**. A media campaign voiced by Hoosier native and broadcast icon Jane Pauley, the project will deliver 52 fascinating Indiana stories of the last two centuries to Hoosiers statewide.

The **Indiana Bicentennial Minute**, endorsed by the Indiana Bicentennial Commission, will be presented throughout 2016. The 52 weekly movie clips will begin airing in January, with each 60-second segment designed to captivate the public and highlight noteworthy moments of Indiana history. Click on the following Dropbox link (updated routinely) to access this resource <http://tinyurl.com/INBicentMinute>

**DON'T FORGET TO REGISTER FOR INDIANA KIDS ELECTION.** Under Indiana law, schools must give instruction on the election process two weeks prior to a general election. IKE helps Indiana schools meet this requirement by providing comprehensive curriculum guides as well as a mock election, free of charge, to participating schools. *Note:* The curriculum meets current state academic standards as approved by the Indiana Department of Education. **SIGN UP BY CLICKING ON THE FOLLOWING:** <http://inkidselection.com/teachers/teacher-signup-form/>

## GLOBAL LEARNING – SOCIAL STUDIES

In Social Studies, much your instruction about geography and history has ties to the world beyond American borders. Spark your student's curiosities by infusing internationalized examples into even those topics that don't appear to be global on the surface. This is just one of many examples for you.

**Grade:** 1 **Academic Standard Indicator:** 1.3.7

**Standard Description (Academic or Indicator):** Human Systems. Draw simple maps using symbols that show how space is used in familiar areas such as the classroom, the school, and the neighborhood.

**Suggestion for Integrating International Content:** Teacher should research schools in other countries through story books and web sites. Have students draw a map of their school and a map of a school in another country. Have them consider similarities and differences. **Extension:** Have students discuss how rivers, mountains, and other physical factors might play a part in the design and construction of the school. **Extension:** Have students imagine the best places for schools in different geographic locations. Click [HERE](#) for a link to K-6 internationalized standards for Social Studies!

**Specialist Contact:** Bruce Blomberg, Social Studies Specialist, [bblomberg@doe.in.gov](mailto:bblomberg@doe.in.gov), 317-232-9078

# World Languages

Teachers' Toolbox

September 2016

## World Language Teacher Evaluation

It's that time of year. You're a few weeks into the year and those walk-throughs begin. Your administrator stays for 10 minutes and checks off a few things and you're devastated that s/he did not get to see what was coming next in your lesson. You are not alone! I hope this edition of the Teachers' Toolbox gives you some great ideas and tools to help you with all aspects of your evaluation: goal-setting, objectives (Can-Do Statements), and the various conferences held with your administrator(s) throughout the year.



Let me introduce you to the [TELL Project](#)... The TELL Project was designed by world language educators and professionals and it focuses on collaboration. Let's consider the areas for which the vast majority of Indiana teachers get evaluated: Student Learning, Assessment, Planning, Professionalism, and Leadership. With that in mind, these folks put together frameworks to facilitate meaningful goal setting for you and conversations with your administrators around the following topics: **Environment, Planning, The Learning Experience, Performance & Feedback, Learning Tools, Collaboration and Professionalism.** There are self-assessments, walk-through frameworks, reading lists and so much more!

### Target Language v. Evaluation

So... Everything you've been taught says you should be using 90% target language and so should your students. When an administrator walks in and doesn't understand what's going on, what does this mean for your evaluation? Strong use of TL (even at Level 1) should NOT be a negative for you *assuming* that your students are not lost. Encourage your administrator to ask the students to share what they are doing with him/her in English & ask the administrator to watch your body language and gestures to see if s/he can learn too based on context clues. Share the [ACTFL position statement](#) and use the [TELL Project Framework](#) to help you both.

### Student Learning Objectives – SLOs

Believe it or not, struggling to determine what to measure in your SLOs is quite common. Please know that although it is easier to measure grammar knowledge, vocabulary and cultural factoids, those are not standards-based and should not be overarching goals. Please view [ACTFL's Position Statement](#) on student growth outcomes where you can see that measuring growth should be based upon the three modes of communication (Interpretive, Interpersonal, Presentational) and should still be measurable and developmentally appropriate. **Easier said than done, right?** Well, check out [Ohio's model](#) to see samples and get some ideas before you set your goals this year! Integrated Performance Assessments & student portfolios can work!! New to those terms? Come to PD! →

Here's another [great resource](#) about SLOs in the world language classroom from Wisconsin. Here's an example from [New Jersey](#) and another from [Kentucky](#). All represent a different approach to the same goal. Measurable SLOs!!

Don't forget... to connect with us at [www.learningconnection.doe.in.gov](#) for IDOE's World Language & Cultures Community

### PD Opportunities

**IFLTA Conference**  
November 3-5, 2016 (Indy)  
"Working Locally, Reaching Globally"

**Full Day WL Workshops**  
\* Includes Administrators &/or Counselors for ½ day  
**Sept. 8** – Connersville (#4)  
**Sept. 9** – Charlestown (#2)\*  
**Sept. 13** – W. Lafayette (#5)\*  
**Sept. 21** – Greencastle (#3)  
**Sept. 28** – Chesterton (#6)  
**Sept. 29** – Indianapolis (#9)

We will discuss ACTFL's World Readiness Standards, Proficiency-based instruction, Can-do Statements, IPAs and more...

[Sign up now!](#)  
Do you have a favorite blog to share or a suggestion for a future Teachers' Toolbox? Let me know! →



### Get Students Abroad

Now is the time for students to be applying to go abroad on federally-funded scholarships!! Direct any/all interested students to apply at [www.nsliforyouth.org](#) for summer or year-long language experiences in critical languages and [www.yes-abroad.org](#) for year-long cultural experiences in Muslim countries. October 27<sup>th</sup> is just around the corner!!



### Specialist Contact

Jill Woerner @GlobalEDIndiana  
Global Learning and World Languages Specialist  
[jwoerner@doe.in.gov](mailto:jwoerner@doe.in.gov)  
317-234-5705



# Secondary Math

Teachers' Toolbox

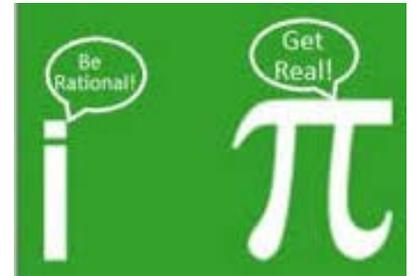
September 2016



## Getting the Discussions Started in a Fun Way

One of the best coaches I ever worked with had a saying he used frequently. "You have two eyes, two ears and one mouth. Use them in that proportion." This is perfect advice for teachers especially in the math classroom. The best teachers are seeing what their students are doing and listening to what their students are saying far more than they are telling the students what to do or giving them answers. Are you giving your students problems that create productive struggle and generate mathematical discussions? You can have fun with this. For instance; Ask the students, "Why the cartoon to the left is so ironic?" Or use silly saying like; "Why do geometric angle measuring devices like

farmers so much?" (because they are pro-tractors) or what does the expression  $\sqrt{-1} \ 2^3 \ \Sigma \ \pi$  or **|attitude|** represent? I know these are a little silly but if that is what it takes to get the students talking then fine be silly. Students will remember the crazy things better than they remember some math lessons you have taught. So when you are presenting an topic from the standards that you want students to remember insert a little humor and get the discussions started. When covering the unit circle in a Trigonometry class ask the students "What are the seven sines of life in a math teacher?"  $\sin 0^\circ = 0, \sin 90^\circ = 1, \sin 180^\circ = 0, \sin 270^\circ = -1, \sin 360^\circ = 0, \sin 45^\circ = \frac{\sqrt{2}}{2}, \sin 60^\circ = \frac{\sqrt{3}}{2}, \sin 75^\circ = \frac{\sqrt{6} + \sqrt{2}}{4}, \sin 15^\circ = \frac{\sqrt{6} - \sqrt{2}}{4}, \sin 30^\circ = \frac{1}{2}, \sin 45^\circ = \frac{\sqrt{2}}{2}, \sin 60^\circ = \frac{\sqrt{3}}{2}, \sin 75^\circ = \frac{\sqrt{6} + \sqrt{2}}{4}, \sin 90^\circ = 1, \sin 105^\circ = \frac{\sqrt{6} - \sqrt{2}}{4}, \sin 120^\circ = \frac{\sqrt{3}}{2}, \sin 135^\circ = \frac{\sqrt{2}}{2}, \sin 150^\circ = \frac{1}{2}, \sin 165^\circ = \frac{\sqrt{6} - \sqrt{2}}{4}, \sin 180^\circ = 0, \sin 210^\circ = -\frac{1}{2}, \sin 225^\circ = -\frac{\sqrt{2}}{2}, \sin 240^\circ = -\frac{\sqrt{3}}{2}, \sin 270^\circ = -1, \sin 315^\circ = \frac{\sqrt{2}}{2}, \sin 330^\circ = \frac{1}{2}, \sin 345^\circ = \frac{\sqrt{6} - \sqrt{2}}{4}$  In an Algebra 1 class when presenting the topic of Rational, Irrational and Real numbers ask students to about the green cartoon to the right. In a Geometry class when covering Parallel Lines ask the students "Why is it a shame that Parallel Lines have so much in common?" (because they will never meet) I know you are groaning and rolling your eyes right now but it really does work. Whatever the method you choose to use you must get your students talking about math! In the NCTM publication [Principles to Actions: Ensuring Mathematical Success for All](#) it talks about mathematical discourse. It says "Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments." My favorite word in that quote is facilitates. Teachers must be setting up the opportunities for students to discuss with other students the math they are learning. This is active learning of mathematics not passive learning of sit, listen and learn. Research has shown how many more mathematical connections are made when students discuss what they are learning. (Michaels, Sarah, Mary Catherine O'Connor, and Lauren Resnick. "Deliberative Discourse Idealized and Realized: Accountable Talk in the Classroom and in Civic Life." *Studies in Philosophy and Education* 27, no. 4 (2008): 283–97.) Teachers must carefully prepare and purposefully facilitate discourse, such as whole-class discussions that build on student thinking and guide the learning of the class in a productive disciplinary direction. Students are active members of the discourse community as they explain their reasoning and consider the mathematical explanations and strategies of their classmates. Teachers must Facilitate discourse among students by positioning them as authors of ideas, who explain and defend their approaches. What are you doing in your classroom? For more ideas on how to facilitate classroom discussions you might want to get the book [5 Practices for Orchestrating Productive Mathematics Discussions](#) or [Promoting Purposeful Discourse: Teacher Research in Secondary Math Classrooms](#) both are NCTM publications.

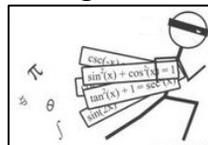


## Specialist Contact

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Secondary Math and  
STEM Specialist  
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## Figure out these Pictograms

PLAN  
(P+L)(A+N)  
PA+PN+LA+LN



Check Out All the Resources  
on the IDOE Mathematics  
Web-page at:

[http://www.doe.in.gov/  
standards/mathematics](http://www.doe.in.gov/standards/mathematics)

# Secondary ELA

Teachers' Toolbox

September 2016

## Class Discussions: **UPDATED**

Sometimes holding class discussions, whether a whole group share-out, a Socratic Seminar, a debate, student led or teacher led, can be one of the most difficult tasks. Below are some ideas to consider and some resources to have great discussions!

### Allow students to choose a role during a Socratic Seminar

#### Speaking Roles:

- Students who speak in seminar
- Good for students who are comfortable speaking in front of others

#### Coaches:

- Students who coached the speakers
- Good for students who have something to say but need a way to say it

#### Judges:

- Students who listen for and judge text evidence, logic, and appeals
- Good for students who are great listeners

#### Tweeters:

- Students who observed and listed for "Tweetable," short takeaways from the discussion
- Good for students who communicate well in writing

#### "Hot Seat":

- Students who sit outside of the inner seminar circles, but participate by offering commentary, playing devil's advocate, and asking critical questions
- Good for students who can raise critical questions and challenge the speakers without being rude

#### Student Designed:

- Ask students to design a role where they will excel
- Tape the class discussion and have students evaluate their performances

*Adapted from "Dare to Go First," [Educational Leadership](#) Summer 2016*

#### The Teaching Channel

#### ["Socratic Seminar: Supporting Claims and Counterclaims"](#)

- A New York City teacher shares her strategy for class discussion
- *Log in* to The Teaching Channel to see her resources:
  - Appropriate Language Poster (a Word Doc)
  - Graphic Organizer (a Word Doc)
  - Debate Strategies (an Education World link)

#### "Those Who Can, Teach" Blog

#### ["Socratic Seminars: How to Prepare"](#)

- Blog author, Shanna Bowden, posts a "how-to on how to prepare yourself and your students for a Socratic Seminar."
- *Prepare yourself:* 1) **decide** on your end goal 2) **familiarize** yourself with the content and process 3) **understand** what your students need to prepare
- *Prepare your kids:* 1) discuss **levels of questioning** 2) **mark the text** 3) utilize a **graphic organizer** 4) **show** them how its done!

#### Pinterest Boards

#### ["Classroom Discussion"/ "Classroom Discussion Techniques"](#)

- Using "The Fish Bowl"/Using "Circle Chats"
- "Chat Stations": A quick way to get kids moving, but keep working with content
- "Let's BRAWL;" BRAWL: Battle Royal All Will Learn; a team-based competitive Socratic Seminar, check out the "The Readiness is All" blog post [here](#) about "BRAWL-ing"
- Interactive Venn Diagrams → use hula-hoops!
- Philosophical Chairs

## ELA Teachers, IDOE Needs You!

The Secondary Literacy Specialists at the IDOE are forming a committee to develop Resource Guides for 6-12 ELA Standards.

To be part of the committee you need to be familiar with the 2014 Indiana Academic ELA Standards, willing to collaborate and work with other Indiana ELA teachers, have a willingness to share resources you use in your classroom, and be excited to work on developing a great resource for all Indiana ELA educators.

All committee work will be done electronically and at your own leisure. Committee members will receive 1 PGP per hour spent.

If you're interested in being part of the Secondary ELA Resource Guide Development Committee, please contact Melanie Martz at [mmartz@doe.in.gov](mailto:mmartz@doe.in.gov) by October 1<sup>st</sup>, 2016.

## Indiana Teachers of Writing

Promoting collaborative inquiry into writing instruction, the work of writing students, and the classrooms that nurture writers.

### Registration Open for ITW's 36th Annual Conference

For the 36th year, Indiana Teachers of Writing will offer K-16 writing educators in Indiana, and those interested in the teaching of writing, a rich opportunity to network, gain professional development, and learn more about the teaching of writing. ITW's conference, "What Is Essential in the Teaching of Writing?" will be held at Marian University on **Sept. 17**. A variety of breakout sessions and round table discussions will feature topics of interest to teachers at all levels, from elementary school to middle school to high school, and college. ITW's program includes both morning breakout sessions and an afternoon workshop. Those interested in attending may register for morning only, afternoon only, or all day. Registration for any part of the conference includes a yearly membership in ITW and a subscription to the *Journal of Teaching Writing*. Online registration is available. More information, including the schedule for the day and how to register, can be found on ITW's website.

Please visit: <http://www.indianateachersofwriting.com/>.

## Specialist Contacts

[Melanie Martz](#)  
(317) 232-9013

[Jill Lyday](#)  
(317) 232-0867

[Julia Johns](#)  
(317) 233-4936

Do you know "LivBits?" She promotes reading and thinking! Check her out on social media!



# Secondary Science

Teachers' Toolbox

September 2016

## Community to the Classroom

Each school has a place within the community (local and national). This should reflect within the walls of the classroom. As the school year progresses, try to incorporate relevant, meaningful community projects, speakers, and examples within the course. If your school does not already have a list of partner organizations/businesses, try reaching out (many are looking for ways to connect with the community). Here are a few government agencies and organizations that might be a nice place to start.

- <http://www.in.gov/dnr/>
- <http://www.in.gov/isp/labs/2395.htm>
- <https://www.nasa.gov/>

Want a chance to be in the next edition of Teachers' Toolbox? Write briefly about how you are integrating the community into your classroom and email to [jcorwin@doe.in.gov](mailto:jcorwin@doe.in.gov). Be sure to include a picture, short blurb, your class, school, and district.

Looking for an easy way to group resources and have them available from any computer? Try Symbaloo! Here is my public page that has a variety of educational and science pages linked.

<https://www.symbaloo.com/mix/corwinresources>

Check out a list of STEM YouTube channels provided by the National Afterschool Association here

[http://naaweb.org/images/Youtube\\_STEM\\_Resources.pdf](http://naaweb.org/images/Youtube_STEM_Resources.pdf)

*Science Standards:*

<http://www.doe.in.gov/standards/science-computer-science>

## Specialist Contact

**Jarred Corwin**

[jcorwin@doe.in.gov](mailto:jcorwin@doe.in.gov)

Secondary Science and  
STEM Specialist



Follow us on the

[Learning Connection](#) Science  
Educator's Discussion Group

## ISTEP +

Current Blueprints are located on the IDOE Assessment Page for grades 4,6, and ISTEP + Grade 10 Science. Be sure to examine the Spring 2016 Guide to ISTEP + Scoring for grades 4 and 6 on the <http://www.doe.in.gov/assessment/istep-grades-3-8> webpage. Grade 10 ISTEP + cut scores <http://www.doe.in.gov/sites/default/files/assessment/istep-spring-2016-grade-10score-ranges-and-cut-scores.pdf> Keep an eye on the assessment page as more documents become available.

# Health & Physical Education

Teachers' Toolbox

September 2016

## **10 Tips for Becoming a More Effective Health and Physical Education Educator**

*As a health and physical educator, you help students build a strong foundation of health, wellness and character that will serve them for a lifetime. The following tips can help you get started.*

- 1. Plan with the end in mind** – Plan your units backwards, thinking about what standards, grade-level outcomes and performance indicators you want your students to accomplish by the end of the unit/year.
- 2. Take time to get to know your students** – Use every opportunity – within lessons and throughout the school day – to build rapport with your students. When they feel you care about them, they are more likely to participate in class and stay motivated
- 3. Deliver instruction in a way that meets the needs of all learners** – Be prepared to address the different learning styles and developmental levels of your students. Use differentiated instruction to modify content, learning activities, outcomes and environment (SHAPE America Webinar Library for tips, ideas and examples <http://bit.ly/2bZDg1A>)
- 4. Reteach routines and expectations** – Throughout the year, it may be necessary to remind students of your expectations and classroom routines. These “reminders” will decrease behavior problems and allow you to optimize class time with your students.
- 5. Implement performance-based assessments** – To measure students’ acquisition of functional knowledge and skill performance, use performance-based assessments with rubrics.
- 6. Never stop learning** – Stay up to date with academic standards and guidelines, the latest research, and best practices in the classroom (i.e. professional journals, PD opportunities, webinars, etc.)
- 7. Reflect often** – Conduct a self-evaluation after each lesson/unit and make notes of what worked and what didn’t.
- 8. Get involved in local or district committees** – Participate with the PTA/PTO or advisory committees in the school and community to get the pulse of key issues. Increasing your visibility can keep health and PE programs at the forefront.
- 9. Engage family and community members** – Provide opportunities for family and community to support your program. Send parents weekly or monthly updates about what students are learning, provide activities that families can do together to support learning and promote a healthy lifestyle.
- 10. Advocate for your program** – Continue to educate administrators, parents and teachers about the importance of aligning the curriculum to standards and the positive impact health and physical education can have on student success, both in and out of the classroom.

**More information and detail on these 10 Tips can be found [here](#).**



SHAPE  
America  
SOCIETY  
OF HEALTH  
AND PHYSICAL  
EDUCATORS®

[health.moves.minds.](#)

### **Student-Friendly Physical Literacy Posters**

SHAPE America has created new Physical Literacy student-friendly [posters](#), designed to help students make the connection between what they are learning in physical education class, and why they are learning it. For access to the free posters to post in your classroom, or for additional information, please visit SHAPE America’s [website](#).



### **Want to Be Connected?...**

Be sure and join the [IDOE Learning Connection](#) and the “[IDOE Health Educators](#)” and/or the “[IDOE Physical Educators](#)” Community to receive updates from the IDOE and communicate with educators across the state.

#### **Specialist Contact:**

Sue Henry, BSN, RN  
[suhenry@doe.in.gov](mailto:suhenry@doe.in.gov) • 317-234-0217

## Seven Ways to Increase Student Engagement in the Classroom

“Why do we want learners of all ages to be engaged during instruction? Because involved students learn more efficiently and are more successful at remembering what they learned. ....It should not surprise anyone to know that one of the most consistent findings in educational research demonstrates that the more time students spend engaged during instruction, the more they learn (Gettinger & Ball, 2007).” Student engagement is one byproduct of effective instruction that has major pay offs. The following are suggested strategies to increase the amount of time that students are engaged in instruction:

1. **Use the 10:2 method** – For every 10 minutes of instruction allow the students 2 minutes to process and respond to instruction.
2. **Incorporate movement into your lessons** – Require students to respond to a question by moving to a certain spot in the room, writing on whiteboards, or standing (or sitting) when they are done thinking about the question, etc.
3. **Pick up the pace** – There is evidence that shows that when teaching is at a brisk instructional pace, students have more opportunities to engage, respond, and move on to the next concept (Carnine & Fink, 1978; Williams, 1993; Ernsbarger et al., 2001)
4. **Provide frequent and effective feedback**
5. **Allow students 5-7 seconds of ‘think time’ when asking a question** – At the end of the time draw a random name to answer the question
6. **At the end of a lesson have students use the 3-2-1 method of summarizing** by having students record three things they learned, two interesting things, and one question they have about what was taught. Allow time to share their findings with a peer.
7. **Periodically pause mid-sentence** when teaching requiring students to fill in the blanks.

The complete article and more information on the levels of student engagement and measuring classroom engagement can be found [here](#).

## Professional Development:

### *2016 Indiana ACTE Professional Development Conference*

Sept. 23-24, 2016

### *New & Newer CTE Teacher Workshop*

Sept. 22, 2016

•Marriott East in Indianapolis•

[REGISTER HERE](#)

The **2016 IACTE PD** conference programming will feature experts sharing resources, information, best practices and innovative ideas for educators in all content areas of CTE. **New teachers, or those just wanting a refresher**, should plan to attend the **New & Newer Teacher Workshop**.



## Connect me...PLEASE!

Do you want to be able to connect with other health science teachers AND the IDOE?

### **1. Join the IDOE's [Learning Connection...](#)**

After joining the LC then be sure and join the “**IDOE Health Science Educators**” Community. Questions? Call Sue Henry.

**2. Be on the look out for emails** from Sue, filled with updates and resources!

### **Specialist Contact:**

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Health Science, Health & Physical  
Education Program Specialist

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317-234-0217



## Classroom Engineering Develops Powerful “Habits of the Mind”

When students solve complex problems, they do more than regurgitate information. They are learning how to think, which is essential to them become the next generation of problem solvers. The National Academy of Engineering calls these different skills the **habits of mind**. There are six: systems thinking, creativity, optimism, collaboration, communication, and ethical considerations. The NAE report notes that these six “ways of thinking” are not unique to engineering; they’re often considered essential skills for 21<sup>st</sup> century learners. Many reports show that engineering coursework develops other critical skills as well. *Source: [NAP](#) and [EiE](#)*



### How to Recruit Future E/T Teachers

Have you found your replacement yet? If not, it is time to start recruiting! The best place to recruit is your own classroom. Students don’t often realize that becoming an Engineering and Technology Teacher is a possible career opportunity. Many students find it by “accident” when they are in college and switch their major. The time has come for our profession to actively recruit our next generation of teachers if we want our programs to remain vibrant. Please consider hanging [up this poster](#) in your classroom as a recruiting tool. It lists all of the potential universities that offer E/T Education programs. Please join me for a webinar about recruiting future E/T teachers on 10/4/16 at 3:30 PM Eastern Time for an active discussion. Email [mrinehart@doe.in.gov](mailto:mrinehart@doe.in.gov) to sign up.

### SPOTLIGHT ON TECHNOLOGY

When people talk about *technology*, they can mean so many different things. Educational technology, computers, and cell phones are often at the top of the list. The term is often overused and undervalued. However, it is important to go into detail about the history of technology when introducing the concept to a class because it has changed so much over time. Technology is using science to invent useful things or solve problems. How is technology different than engineering? In a nutshell, engineering is designing, and technology is building. Use this video from NAEP TEL to help introduce the topic to your class: [https://youtu.be/eziz0f\\_d2ZM](https://youtu.be/eziz0f_d2ZM)

ALL Engineering and Technology standards have recently been updated with the new information found in the [2016/17 Course Titles and Descriptions Booklet](#). Please check the [E/T Standards Page](#) and print out a new copy of the standards.

Content News

The revised **Advanced Manufacturing I and II** standards have recently been published on the [DOE website](#).

### Resource Central

- ❖ Looking for a few **posters** to decorate your classroom? Code.org has some colorful posters that are FREE and focused on technology and coding. Download them on their [website](#).
- ❖ **AMP IT UP** is an Engineering & Technology curriculum for grades 6, 7, and 8. The modules cover a variety of topics that are included in the new Indiana Middle School Engineering and Technology Standards. Check out their [website](#) to learn about the curriculum. All curriculum is free to download.
- ❖ There is an excellent opportunity to bring **robotics** to your elementary schools and district through the TechPoint Foundation for Youth State Robotics Grant! Visit their [website](#) for details. Apply by September 1<sup>st</sup>.



### Specialist Contact

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[@mrinehartdoe](#)

## Register This Week for Indiana ACTE

Mark your calendars for the Indiana ACTE Fall Conference. That happens September 22-24th at the Marriott East in Indianapolis. You can hear from dynamic guest speakers, industry professionals, and network with other CTE instructors. Don't miss our Breakfast of Champions on Saturday where a number of teachers and CTE administrators will be recognized.

Over 90 breakout sessions are offered. Sessions will focus on everything from classroom management to tips on how to effectively leverage Career and Technical Service Organizations (CTSO's) to enhance your programs.

New teachers are encouraged to attend the New Teacher Workshop on Thursday September 22nd. Attendees at this special session will get specialized training to assist in transitioning from careers into the classroom. Topics include information on building effective advisory boards as well as engaging local businesses to participate in your programs.

This is the last week to sign up for the Early Bird Rate for the conference. Visit Indiana ACTE online to register and for more information. [www.indianacte.org](http://www.indianacte.org)



The Indiana ACTE Fall Conference is September 22<sup>nd</sup>-24<sup>th</sup> and open to all CTE teachers and administrators

Have a process or product you think your fellow teachers should know about? Contact Davis Moore at [dmoore@doe.in.gov](mailto:dmoore@doe.in.gov)

## Resources

- EverFi creates online curriculum resources for schools and they are available at no cost. The courses range from digital literacy, entrepreneurship, STEM, character development, financial literacy, and more. To learn about these resources and to gain access, visit [everfi.com/k12](http://everfi.com/k12), or contact Ben Gwynne - [bgwynne@everfi.com](mailto:bgwynne@everfi.com)
- Lightweight Innovations For Tomorrow (LIFT) and the Center for Design and Manufacturing Excellence at Ohio State University, are hosting a new competition that merges the ancient skills of the blacksmith with the digital age of robotics to create new material forming capabilities called "Robotic Blacksmithing." Using robotics, students will be asked to form three useful items such as a horseshoe, goblet, and an ultralight-weight truss out of materials of increasing difficulty and importance. Visit them at [www.roboticblacksmithing.com](http://www.roboticblacksmithing.com) to register.

## Happenings

Manufacturing teachers, business leaders, and trade association leaders are helping to shape the future of industry in Indiana. The Indiana Manufacturers Association is hosting a series of public seminars around the state. The talks will focus on regulatory issues, as well as our most pressing issue - a lack of skilled workers for our high-tech, high-wage 21st century manufacturing industry. There are five seminars scheduled throughout the state. RSVP with Kathy Gundle at [kgundle@imaweb.com](mailto:kgundle@imaweb.com)

# Agriculture Education

Teachers' Toolbox

September 2016

## Biofuels Conference

The Biofuels Conference is an exciting opportunity sponsored by the Indiana Corn Marketing Council and the Indiana FFA Foundation. Available to the first 20 teams of Agriculture and Science Education teachers, this workshop is in its second year and will be accepting new attendees only.

The goal is to have one science teacher and one Ag teacher per school corporation. It is up to the local school as the type of science teacher that would join the Ag teacher.

Remember only one free kit will be given per school, so sharing will be a required part of the in-service and to get that kit and reimbursement for your school you will need to stay for the entire conference.

Email Lisa Chaudion for more information:

[lchaudion@inffa.org](mailto:lchaudion@inffa.org)

## National Teach Ag Ed Day

The 2016 National Teach Ag Day has been slated for **September 22**. The National Teach Ag Campaign is an initiative to bring attention to the career of agricultural education, get students thinking about a possible career in agricultural education, and support current agriculture teachers in their careers.

Growth Energy will host a live webcast celebration from Sioux Falls, SD, that day. Take time to show your students how rewarding teaching Ag Ed can be.



More info here:

<http://www.naae.org/teachag/>

## Harvesting: Crops & Careers

Indiana Farm Bureau is offering an K-12 educational resource from National Agriculture in the Classroom called "Harvesting: Crops and Careers". It is a seven lesson unit that educates all grades levels about production and harvesting of wheat and other grains.

More Information can be found [HERE!](#)

## Indiana CTE Conference

For information and registration please go to [www.indianaacte.org](http://www.indianaacte.org)

### Ag Ed-related Workshops Include:

- Agricultural Risk Management for the Future
- Student Engagement Through Award Programs
- Technology in the CTE Classroom
- Engaging Your Volunteer Network
- Many Classroom Management, Non-Traditional and Student Management Sessions

**New to Teaching? Don't forget the New and Newer Teacher Workshop on Thursday, Sept. 22**

**INDIANAPOLIS ZOO** **Join Us!**  
**Friday, Sept. 23**  
**Behind the Scenes Tour**

Take a peek behind the scenes at the Indianapolis Zoo. Educators will have an opportunity to visit the Vet Hospital, the Zoo Commissary and behind the scenes in the Oceans building.

**Limited to First 30! Sign-up [Here!](#)**

## Professional Development

**Sept. 22 – CTE New Teacher Summit**  
(Early Bird ends 9/1)

**Sept. 23-24 – CTE Conference**  
(Early Bird ends 9/1)

**Nov. 29-Dec. 3 – NAAE Vision**  
(Early Bird ends 10/28)

### Specialist Contact

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317-234-5719



# Family and Consumer Sciences and Work Based Learning

Teachers' Toolbox

September 2016

## Signs of Quality Work Based Learning Experiences

Do your students' work based learning experiences meet these signs of quality?

1. Personalized Training Plans
2. Applied learning in preparation for postsecondary education and careers
3. Integration with curriculum or connection to related instruction
4. Sufficient variety to provide exposure to multiple career options
5. Meaningful experiences to allow for employability skill development
6. Close supervision from both teachers and employers
7. Assessment of student learning that is aligned with industry-specific expectations
8. Documentation of student learning through the development of artifacts and portfolios



### Join the Challenge

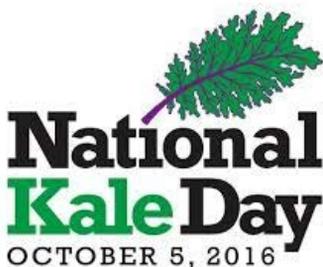
FCSfit is a three-year AAFCS signature initiative where the FACS community of members and supporters sets goals related to

**Year One:** Physical Wellness; **Year Two:** Financial Wellness; **Year Three:** Emotional Wellness  
*Take the Pledge now and incorporate the initiative into your classroom! Click [Here](#)*



### Grant Opportunities

- Promote Produce in your school with Project Produce grant opportunity. Click [Here](#)
- FCCLA and State Farm Initiative to promote safe driving. Click [Here](#)



### Help students try something new on National Kale Day

Kale is a nutrition powerhouse. Just one cup of raw kale...

- contains just 33 calories
- provides 134% of your daily vitamin C needs
- provides 684% of your daily vitamin K needs
- provides 204% of vitamin A
- is an excellent source of calcium and iron

For more information and classroom resources visit <http://nationalkaleday.org/>

### FCCLA is going to Purdue University



- Fall Rally
- October 5, 2016
- Open to all FCCLA chapters and interested chapters
- Students will tour Purdue University and participate in leadership activities

FCCLA Fall Rally registration information at

[www.infcla.org](http://www.infcla.org)

### Indiana ACTE Conference

September 23-24, 2016

Marriott East

Indianapolis, Indiana

[Registration Information](#)

Sessions related to FACS and WBL

[New Teacher Workshop](#)

September 22, 2016

### Specialist Contact

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# Business, Marketing, Information Technology & Entrepreneurship (BMIT&E)

Teachers' Toolbox

September 2016

## Teachers Participate in Summer Internship

Nine business, marketing, information technology, and entrepreneurship teachers participated in the summer teacher internship program. All of these teachers had a wonderful experience interning at several locations around Indiana.

- ✓ Judi Brummett – Delphi
- ✓ Chip Gull – Rensselaer
- ✓ Rachelle Hamilton – Delphi
- ✓ Jason Hendrickson – North Central
- ✓ Angela Hopper – Warsaw
- ✓ Lynda Ludlow – Danville
- ✓ Michelle Pittman – South Bend
- ✓ Kyle Pryor – New Castle
- ✓ Elizabeth Shank-Fodrea - Whitewater

## Upcoming Events:

### Digital Citizenship Week

– September 12-16

### New and Newer Teacher Workshop

(Indianapolis) - September 22

### IACTE Conference

(Indianapolis) – September 23-24

### Ball State Business and Marketing Education Conference,

(Ball State Alumni Center, Muncie)

- September 23

### Employability Skills Workshop

(Purdue University) – October 20-21

### IBEA Conference

(Indianapolis) - November 17-19

## Resource for Teaching Identity Theft

The screenshot shows the HowManyOfMe.com website interface. At the top, it says 'HowManyOfMe.com' and 'There are 323,292,515 people in the U.S. How many have your name?'. Below this are navigation links: 'Home | Famous Names | Statistics | Random Famous Person'. There are input fields for 'First Name' and 'Last Name' with a 'Search Names' button. On the left, there are several menu items: 'Births Marriages & Deaths', 'Your Family Name History', 'Do You Have Royal Blood?', and 'Is He Cheating On You?'. The main content area shows search results for 'Dena' and 'Irwin'. For 'Dena', it lists: 'There are 35,562 people in the U.S. with the first name Dena.', 'Statistically the 1003rd most popular first name.', and 'More than 99.9 percent of people with the first name Dena are female.' For 'Irwin', it lists: 'There are 41,195 people in the U.S. with the last name Irwin.', 'Statistically the 930th most popular last name.', and 'Famous people with the last name Irwin: Steve Irwin'. At the bottom, there is a combined result for 'Dena Irwin' showing 'There are 5 people in the U.S. named Dena Irwin.'

Use the website [HowManyOfMe.com](http://HowManyOfMe.com) to show students how many other people share their name. For example, there are only 5 people named Dena Irwin; however, there are 46,745 people named John Smith. Must be 13 to use this site.



**Program  
Leader  
Contact**

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