



The Inyo Insight

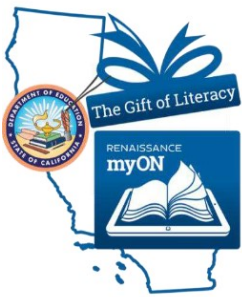
An Education Newsletter from the Inyo County Office of Education

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New Year's Resolutions: More Reading and Health in 2022



Here's to a literacy filled and healthy 2022! Promote literacy with your students with free downloadable books. CDE has partnered with Renaissance Learning to ensure that every California student can access thousands of reading resources from now through January 31, 2022. The myON digital library and news articles in multiple languages can be accessed for free by all pre-K to grade twelve students in California. All books downloaded are able to be retained and accessed afterwards. Please share and use the Family Letter templates for login information: [Family Letter-English](#) or [Family Letter-Spanish](#).

The start of the year can be a great time to re-focus on health - social emotional, physical and mental health. If you would like to refresh your positive school climate toolbox, visit the [Cultivating a Positive School Climate](#) resources. For additional health resources and information, including lessons and ideas for physical, social emotional and mental health supports, visit the California Health Education website's Educator tab.

New Year and New Ways to Grade



Throughout the fall we highlighted articles that encouraged purposeful teaching and learning. How do we make sure that intentional planning follows all the way through to our gradebooks? Here are three strategies that might be helpful to consider implementing as you get started this New Year:

1. Allow students to improve their scores

It can be discouraging for a student to keep trying to improve and not see their hard work reflected in their letter grade since a previous low grade brings down the averaged total. Consider a no zero policy by assigning 50% rather than 0% to missing assignments. Allow students to retake assessments or improve assignments. This policy encourages student reflection, improvement, and even mastery of content or skills.

2. Focus on grading content knowledge

A common gradebook structure includes a line item for homework and classwork. Although well intentioned to encourage practice, having this as a line item in a gradebook can cause a grade to be inaccurately skewed. For instance, a student performing well on all their exams might not complete their homework for various reasons and receive a

low grade due to that. Is that an accurate reflection of content understanding? Taking that work out of the gradebook gives students the opportunity to decide what is needed for their learning.

3. Be clear with your grading

Oftentimes there are multiple learning targets being assessed on an exam. For instance, a test might evaluate reading comprehension, writing, and spelling - but does the averaged score on the front page reflect the students' understanding for each learning target? Evaluating and reporting a score for each learning target allows a student to reflect on their understanding and may even bring clarity for the practice needed for improvement.

If you are interested in implementing any of these strategies into your teaching and would like assistance or information, please contact the Education Services team at edservices@inyocoe.org.

This article was inspired by Alexis Amony, a high school math teacher and Edutopia author, who reflected on her own teaching philosophy and determined that there are traditional grading practices that we should move away from. Read the article [here](#).

New Year, New Learning! Upcoming Professional Learning Opportunities

National Board for Professional Teaching Standards

The ultimate professional learning experience is when we invest in ourselves. California is offering incentives for enrolling and completing the certification. See this [website](#) for more information.

Designated ELD

It's not too late to join the CABE PD series open to all educators; we start with dELD

on Jan 13. For additional dates and registration, please see this [flyer](#).

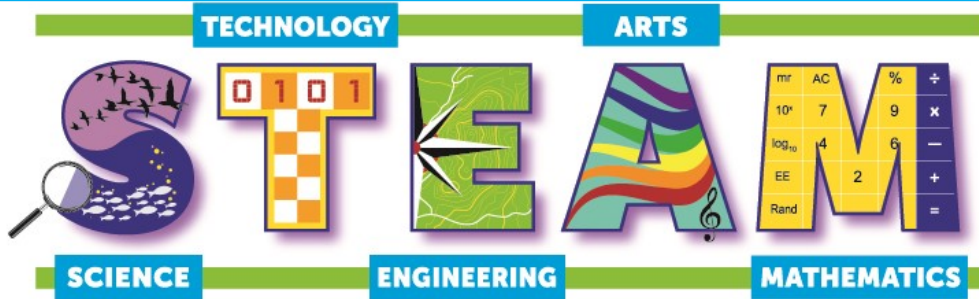
The Multilingual California Project offers teacher asynchronous academies on **writing, ELD** and more through May 2022.

Equity Learning Series

Enrollment is on-going in this asynchronous course open to all educators. For more information see this [flyer](#).

Indigenous Children's Literature & Arts workshop for K-8 teachers is Jan. 27th, 3:45-4:45pm. [Register](#) by Jan. 9th. For more information, see this [flyer](#).

Please contact Ilissa Twomey at ext. 2197 or via email (itwomey@inyocoe.org) if you have questions on any of these opportunities and **check our [PD Calendar](#)** for additional offerings.



Pear Deck™

Start the new year with some new tools for interactivity and engagement!

Inyo county administrators, teachers and students have access to a premium Pear Deck account. This Google add-on is ready for use through Google Slides. Add Peary to your current presentations and let the interactivity happen! There are also many templates for core subject areas, SEL, icebreakers, virtual field trips, holidays and more in “the orchard” linked [here](#).

If you have any questions about accessing this tool or want a quick training of ways to use Pear Deck, please contact Mini at mdoonan@inyocoe.org.



This year’s inaugural countywide science event is an opportunity for all students to display their questions, exploration, learning, and appreciation of the world around them. The showcase theme is **Cause and Effect** and was selected directly from the NGSS Cross Cutting Concepts. Our goal is to showcase education and hands on learning already occurring in our schools, as well as recognize the achievement of students in STEAM.

Here are helpful links to begin planning:

[STEAM Showcase Website](#)

[Teacher Handbook](#)

[Intent to Participate](#) - submit by February 1st

Teachers are an integral part in planning for this event. Using activities already occurring in your curriculum, or expanding on topics covered in your classrooms, we ask that teachers work with students to plan and prepare their projects.

Projects can be individual, small group or whole class displays that include:

- Traditional science fair backboard
- Performance / live demonstration
- Digital display
- Physical display (2D or 2D)

Projects can also be a combination of two or more of the formats listed above.

Project categories include:

- Invention / Engineering
- Robotics & Computer Science
- Environmental / Agricultural Innovation
- Scientific inquiry
- Create STEAM

[Click here](#) for category descriptions.

All projects must be registered by the teacher of the student(s) wishing to participate. There is not a limit to the number of projects that can be submitted, however, we do request that you are mindful of your selections that continue to the showcase. A [rubric](#) was created to screen and select projects.

For this inaugural year, projects will not be judged or continue to a state competition. The hope is to showcase 21st century educational goals and that this inquisitive mindset will inspire a passion for learning long into the future.

Some questions may be answered on our FAQ page [here](#), and contact mdoonan@inyocoe.org with additional questions anytime!

STEAM Showcase event details:

April 28, 2022 at 4:30-7:30pm

Tri County Fairgrounds in Bishop

UDL = Universal Design for Learning



Helping students become motivated learners is no easy task. Enter Universal Design for Learning! UDL

is a way of thinking about teaching and lesson design that embraces variability, removes barriers, and supports all students as expert learners. The goal of UDL is to create learners who are purposeful and motivated; resourceful and knowledgeable; strategic and goal-directed. It is based on evidence from neuroscience that no two brains learn in the same way, and that every student has different strengths and weaknesses. UDL allows us to revisit and organize best practices from current initiatives such as Expeditionary Learning, SEL, AVID and Trauma Informed Practices that make up our toolkit for instruction, shifting the

focus from fixing the student to fixing the curricula. There are three core principles that support teachers in creating universally designed lessons. Focusing on the *why* of learning through consistent feedback (student self-reflection, peer review and teacher feedback while students are working), telling students why a lesson is relevant, and encouraging students to assess their own learning supports student engagement, the first core principle of UDL. The second core principle, multiple means of representation, reminds us of the importance of providing scaffolds, using visual, auditory and digital materials in our lessons, and modeling comprehension strategies to help students focus on the what of learning. Action and Expression, the how of learning, is third core principle of UDL.

Providing tips on staying organized, allowing students to use technology or other resources and offering choice in how they express what they know are all components of the how of learning. Sound like good teaching? Yes! And, UDL helps us meet the needs of the broadest range of students intentionally from the beginning of the planning process.

If you are more of an audio visual learner, check out the first three minutes of this [VIDEO](#) that offers answer to what is UDL. Also, this [INFOGRAPHIC](#) summarizes the above article using multiple means of representation.

To celebrate the new year and you reading our newsletter, we will raffle off two Gift Cards! Thank you for all you do! To enter the raffle, click [HERE](#).