



## Educator Update – September 2022

### Keeping Huron County Educators Informed

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This Educator Update includes the following:

1. **Annual Educator Effectiveness Data Appeals Window Open**
  2. ***What Happened to You?* and *Lost At School* Resources**
  3. **Nudging Students to Deeper Learning**
  4. **Trauma-Informed Training**
  5. **We Are Celebrating 60 Years and YOU are Invited!**
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#### 1. Annual Educator Effectiveness Data Appeals Window is Open

Each year, starting on the first business day in September and ending on the first business day in December, districts may submit data appeals for inaccurate educator effectiveness ratings for any of the past five years into the Registry of Educational Personnel (REP). This appeals window is only for the purpose of updating inaccurate effectiveness ratings data within the REP. It is not a process for contesting the outcome of an evaluation. Any data corrected during [the appeals window](#) for teachers in instructional roles will appear in MOECS immediately after being entered by the district. If you are NOT instructional staff, you will not see your Educator Evaluation rating in MOECS.

What should educators do?

- a. Log into [MOECS](#).
- b. Check your Educator Evaluation Ratings.
- c. Contact your school administrator if what is recorded for you is inaccurate.
- d. Follow up to ensure it is corrected.

#### 2. Trauma Resources: “What Happened to You?” and “Lost At School”

Each school has been provided a copy of **What Happened to You** by Bruce Perry and Oprah Winfrey. It's an engrossing read! The book focuses on trauma, resilience, and healing. The second book, **Lost at School**, by Ross Greene, focuses on kids with behavioral challenges in school settings. Ask your building principal for a copy!

[This video](#) will take just 4 minutes of your time, but it might help you think about the behaviors we see in students, their families, and even our colleagues, through a different lens.

*"In schools, we are daily seeing students with chronically over-activated stress response systems. Students are expressing their anxiety and fear through inappropriate negative behaviors. These students' behaviors may appear to be apathetic and unmotivated. However, these students' brains are often frozen in a trauma state because they are living in continual toxic levels of stress."*

***"If you had knowledge of another person's experiences (what they see, what they hear, what they feel) would it change the way you respond to individuals?"*** Presenter, [Cindy Jones, Bureau of Education & Research, Summer 2022 at Huron ISD](#)

### 3. Strategies for Nudging Students to Deeper Learning

"For the most part, students aren't good at picking the best learning strategies," says Youki Terada in this *Edutopia* article. They often choose strategies they believe will prepare them most quickly and efficiently for a test, often to the detriment of better understanding. How can teachers steer students away from this tendency? Terada reports five research findings:

- *Summarizing without cutting and pasting.* Studies have repeatedly found that when students write a short précis of what's just been learned, with the book or computer closed, they retain far more than if they re-read, highlight, or read a summary prepared by someone else. Why? Because summarizing "taps into key cognitive processes that encode learning more deeply," says Terada. "Students not only pay more attention to the information, but also mentally organize it into a coherent structure and then integrate the information into existing knowledge networks, creating more-durable memories."

- *Asking questions* – When students formulate high-quality questions on what they've learned (starting with *Explain...*, *Why...*, *How...*), their comprehension and understanding markedly improves. "Question generation promotes a deeper elaboration of the learning content," says Mirjam Ebersback (University of Kassel). "One has to reflect what one has learned [and then extrapolate] how an appropriate knowledge question can be inferred from this knowledge."

- *Making drawings* – Researchers have found that even rudimentary sketches improve learning for students of all ages and artistic levels. "Unlike more-passive forms of learning like listening to a lecture or reading text," says Terada, "drawing weaves multiple memory strands together – the visual memory of the image, the kinesthetic memory of the hand drawing the image, and the semantic memory of the concept being learned." When teachers look over students' shoulders as they draw, they get helpful insights on how a lesson is progressing.

- *Creating concept maps, flowcharts, or graphic organizers* – These help students step back and see overarching patterns, visually highlight links among key concepts, and make sense of complex material. "When such artifacts are hand-drawn," says Terada,

“they have the additional benefits conferred by deep, sensorimotor networks.”

- *Teaching classmates* – Peer instruction works, says Terada, because it “requires you to check for gaps in your own understanding, and students who teach, according to researchers, put more effort into learning the material, do a better job organizing information, and feel a greater sense of purpose.” Teachers can orchestrate this through think/pair/share, encouraging students to check in with other students before asking the teacher (*Three before me*), or work in jigsaw groups in which each group member prepares for and takes the role of an expert on one area being studied.

[“5 Indispensable Ways to Deepen Student Comprehension”](#) by Youki Terada in *Edutopia*, August 5, 2022

#### 4. **Trauma-Informed Training Opens a Window into Student’s Lives**

In this *JESPAR* article, Kim Anderson, Jasmine Haynes, Itunu Ilesanmi, and Norma Conner (University of Central Florida) say some teachers assume that acting-out behavior in their classrooms happens because students are intentionally defiant or aren’t motivated to learn. Anderson et al. describe a professional development program that provided teachers in an urban K-8 school with insights on trauma-informed care, lesson plans, in-class support, and feedback on journal entries – all in partnership with a nonprofit organization, a health care provider, and a local university.

Students attending the school came from very low-income homes and neighborhoods with a high crime rate. “As participants came to understand the stress students endured in navigating their young lives,” report the researchers, “their teaching practices and beliefs about learning changed... Participants came to understand how most of their students live in a constant state of mild to moderate anxiety. Thus, they often react to everyday events in the same way many individuals react under severe stress... They learned how not to personalize students’ behaviors by understanding how such manifestations are an indirect expression of children’s unmet social-emotional needs.”

Many teachers also connected the PD to their own lives, which helped them deal with personal as well as professional stresses. Significantly, the level of burnout teachers said they experienced went down slightly, despite the challenges of remote school during the pandemic. The researchers recommended using the Professional Quality of Life Scale (ProQOL, available free at <https://proqol.org/proqol-measure>) to measure educators’ level of stress and identify those who are managing it well and could be a resource to their colleagues.

[“Teacher Professional Development on Trauma-Informed Care: Tapping into Students’ Inner Emotional Worlds”](#) by Kim Anderson, Jasmine Haynes, Itunu Ilesanmi, and Norma Conner in *Journal of Education for Students Placed At Risk* (*JESPAR*), January-March 2022 (Vol. 27, #1, pp. 59-79); Anderson can be reached at [kim.anderson@ucf.edu](mailto:kim.anderson@ucf.edu).

## 5. We Are Celebrating 60 Years and You're Invited!



**PLEASE JOIN US IN CELEBRATING  
60 YEARS AT THE HISD  
1962-2022**

**OPEN HOUSE 11/3/2022, FROM 3:30-5:30 P.M.**

**HISD ADMINISTRATIVE OFFICES, HURON LEARNING  
CENTER AND HURON AREA TECHNICAL CENTER**

**Please stop by! Enjoy visiting with current and past colleagues. Tour the buildings.  
Light food and beverages available.**

**We are currently creating a mailing list of former employees. Please help us spread the  
word to others. We will be compiling a slideshow of pictures through the years with  
current and former staff. Please email photographs you think we might use to  
[curriekm@huronisd.org](mailto:curriekm@huronisd.org) by Oct 27, 2022.**

