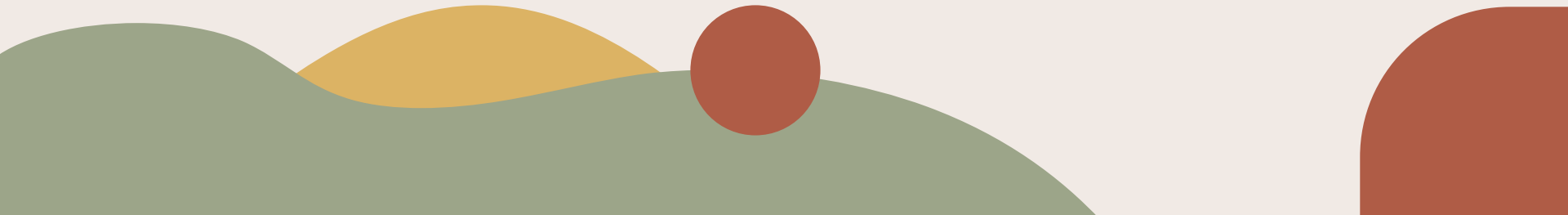


EES: SY 22-23

Domain 4 Evidence

UHWO 1st Year Teacher, 4th Grade





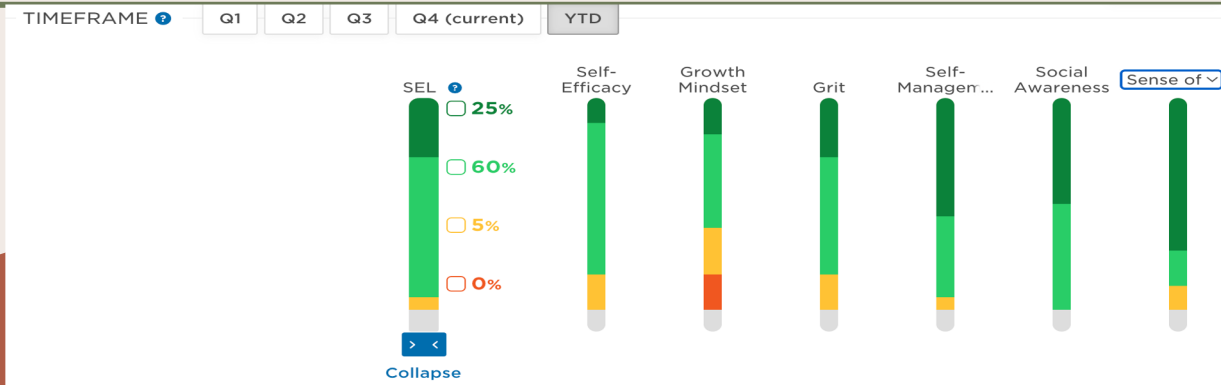
4a

Reflection



Student Perception Survey

In the Panorama Survey results, I was able to get a better understanding of where I could help my students when it comes to their Social Emotional Learning. The overall results has showcased that most of my students have a strong sense of belonging. Everyday I do, do my best to show that I care about each of my students. Such as, doing simple checkin's of how they're doing and restating that if they ever need help, I am here to support them in any way that I can. My next steps are to focus on the areas of improvement like growth mindset.



Observation Reflection

Through my observations, I appreciated all the feedback that I've received. I had many questions of how I can get my students to participate more? And how do I keep them engaged? With the advice and feedback that I was able to receive, I was able to implement more teaching strategies into my classroom. Such as, having name cards (student participation), popcorn readings, and temperature checks. Being able to explore more learning strategies and receiving authentic feedback will benefit my students learning and will better guide my teaching style.

Name: Haley Kamiya	Grade level: 4th Grade	Classroom: # B108	Date: 2/6/23	Time: 10:30 - 11:20
Lesson/Topic: Wonder's Unit 3 Week 3-4 (Introduction) / How can one person make a difference				
Objective: During this lesson, students will add on new ideas to the given brainstorm map and will interpret the given text in ways of connecting it to the essential question of how one person can make a difference.				
Standard(s): Integration of Knowledge and Ideas - 4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Integration of Knowledge and Ideas - 4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.				
Learning Intention: <i>I can...</i> <ul style="list-style-type: none"> I can create a brainstorm map to make connections to the essential question. I can interpret the essential question and connect it to the given reading. 				
Feedback: <ul style="list-style-type: none"> How could I work on keeping the students engaged during the reading? If there is any advice on how I could better my teaching within this lesson? Suggestions on how I could improve this lesson? 				

Name: Haley Kamiya	Grade level: 4th Grade	Classroom: # B108	Date: 12/1/22	Time: 8:30 - 9:30
Lesson/Topic: Go Math! Lesson 4.11 Divide by 1-Digit Numbers				
Time		Objective: During the lesson, students will divide multi-digit numbers by 1-digit divisors.		
10:30 - 10:40 Introduction	Students will watch the then brainstorm differer to the essential question	Standard: 4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. A range of algorithms may be used.)		
10:40 - 11:10 Whole Group	Students will then enga Appalachia" and will in through the reading.	Learning Intention: <i>I can...</i> <ul style="list-style-type: none"> I can divide multi-digit numbers by using 1-digit divisors I can use multiplication when solving the division problems I can use place values to divide multi-digit numbers 		
11:10 - 11:20 Closure	Students will journal in workbook, what was on difference.	Feedback: <ul style="list-style-type: none"> How can I tighten up on my timing? Such as, we normally go over time with math due to reviewing the math homework from the previous night. 		

Time	Instruction: Math Lesson/Activity	
	Students	Teacher
8:30 - 8:35 Introduction	Go Math! workbooks will be open to Page 259. Students will then listen to the objective, targets, and will take a look at the essential question for this lesson.	Introduce the lesson - Go over the learning objective, targets, and essential question (How can you divide multi digit numbers and check your answer?)
8:35 - 9:00 Whole Group (I do & We do)	Students will analyze the word problem (box, circle, and underline) and will use the information to create an equation.	We will read the word problem together and then students will analyze the word problem on their own first.
9:00 - 9:25 Small Group (You do)	Students will work on Page 261 (#1, 3, 7, and 8. If students complete those problems, they will be instructed to complete the rest of the page). Students may complete the classwork on their own or within their PODs.	During this time, I will be monitoring the students and then will work in a small group with certain students. This group will consist of students who need help and the students who I normally work with (students normally have challenges).
9:25 - 9:30 Closure	Students will check their classwork and will engage in our classroom discussion.	I will be having the class verbalize their thought process when completing the classwork as I will be able to correct any misconceptions.

Student Success Plan Reflection

Based on my Student Success Plan, I was able to meet my goal. At least 60% of my students was able to meet the goal of meeting proficiency through the Know, Show, Tell, Check strategy. With the results from this practice, I do have the confidence in my students that they are able to breakdown a word problem effectively. Practicing this strategy will prepare my students for the upcoming SBA testing as there will be many word problems that my students will need to answer.

I am overall very proud of myself of being able to reach this goal, although I would like to continue to work on passing this goal by finding different ways to teach this practice.

	# of Green Students		# of Yellow Students		# of Red Students	
	Reading	Math	Reading	Math	Reading	Math
Diagnostic #1 (August) ALL	6	5	12	12	4	5
Diagnostic #2 (October) OPTIONAL						
Diagnostic #3 (December) ALL	7	10	14	10	0	1
Diagnostic #4 (March) ALL	13	12	6	8	1	0
Diagnostic #5 (May) Gr K-2 OPTIONAL For Gr 3-6						

Qtr 1	Class Goal	Current Score	Difference
Reading	68%	27%	41%
Math	55%	23%	32%

ELA GL Goal 66%									
Class Total	Teacher	Green	Yellow	Red	Current Percent	Green	Yellow	Red	Goal Percent
19	P1 Ikarl	7	8	3	37%	13	6	0	68%
21	P2 Apio	9	10	2	43%	15	5	1	71%
21	P3 Fukunaga	5	16	0	24%	12	9	0	57%
16	P5 Miller	3	7	6	19%	8	5	3	50%
14	P6 Fujikawa	8	1	6	57%	10	3	1	71%
20	B108 Kamiya	6	12	4	30%	13	6	1	65%
111		38			34.23%	71			63.96%
Math GL Goal 65%									
Class Total	Teacher	Green	Yellow	Red	Current Percent	Green	Yellow	Red	Goal Percent
19	P1 Ikarl	7	7	4	37%	14	4	1	74%
21	P2 Apio	9	10	2	43%	14	7	0	67%
21	P3 Fukunaga	6	11	2	29%	13	8	1	62%
16	P5 Miller	3	8	5	19%	9	4	3	56%
14	P6 Fujikawa	6	6	3	43%	11	2	1	79%
20	B108 Kamiya	5	12	5	25%	12	8	0	60%
111		36			32.43%	73			65.77%

Quarter 1:**1. How will you use WIN time to address your Tier 2 and 3 student needs?**

During WIN time, I will address the Tier 2 and Tier 3 students' needs by focusing on an area of challenges to better assist these students. Such as, working in small groups that focus on one specific area of challenge. In which, our grade level focused on context clues as this was an area that we felt that a lot of our students have challenges with.

Quarter 2:**1. What are some factors that could have influenced change in your students' scores?**

Some factors that could have influenced the change in my students scores could possibly be because of their weekly iReady lessons, their daily reading logs, or working in small groups with the students who don't understand the lessons.

2. How many more students do you need to reach your class goal in each subject?

For reading, I would need 8 more students to be on green. As for math, I would need 2 more students to make it to green to meet the class goal.

iReady Data Wall

The iReady data wall provided me with the opportunity to visually see where each of my students were at the beginning of the school year to where they are now. It gives me an idea of whether the things that I am doing in class is making a difference. I'm also able to see how the other classes are doing and what they're doing in their classrooms that's either working or not working.



4b

Maintaining Records

Gradebook

Grading Book SY 22-23

File Edit View Insert Format Data Tools Extensions Help

100% | \$ % .0 .00 123 | Bree S... | - 15 + | B I U A

A1 Students

	A	B	C	D	E
1	Students	Reading Score BOY Assessment	Reading Fluency Assessment (WCPM/WORDS READ=ACC %) 8/12/22	Wonders U1W3/4 Progress Monitoring #1-6 Did together REALISTIC FICTION 8/18/22	Wonders U1W1/2 Progress Mon INFORMATIONAL TEXT 9/6/22
2	Baniaga, Shay-Lyn	478 (Grade 2) Lexile - 460L Typical: 501 Stretch: 528	109/109=100%	Comprehension: 7/12 (58%) Vocabulary: 8/8 (100%) Total Score: 15/20 (75%)	Comprehension: Vocabulary: 7 Total Score: 10/
3	Calicdan, Izabella	526 (Grade 3) Lexile - 675L Typical: 546 Stretch: 562	94/96= 98%	Comprehension: 10/12 (83%) Vocabulary: 8/8 (100%) Total Score: 18/20 (90%)	Comprehension: Vocabulary: 2 Total Score: 6/
4	Casarez, Kyla	585 (MID 4) Lexile - 945L Typical: 597 Stretch: 605	122/123= 99%	Comprehension :10/12 (83%) Vocabulary: 8/8 (100%) Total Score: 18/20 (90%)	Comprehension: Vocabulary: 6 Total Score: 13/

+ ≡ Q1 - ELA Q1 - Math Q1 - Social Studies & Science Q2 - ELA Q2 - Math

Through a Google Spreadsheet, I created a digital gradebook. Within this gradebook, I am able to access each of my students scores when it comes to our mid-chapter checkpoints, progress monitoring assessments, chapter tests, and other classwork.

This digital gradebook also holds any notes for certain lessons that the students had trouble with or did well.

Daily Slides

Monday - February 6, 2023

B108 Schedule For the Day

1. [7:45 - 8:00](#) Morning Work & Pledge
2. [8:00 - 8:05](#) Morning Meeting/Review
3. [8:05 - 8:40](#) 6.2 - Generate Equivalent Fractions
4. [9:40 - 9:55](#) Snack/Bathroom Break
5. [9:40 - 9:55](#) Recess & Cool Down
6. [10:00 - 10:30](#) Independent Work Time
7. [10:35 - 11:20](#) Brainstorm/Shared Reading
8. [11:20 - 11:30](#) Wash Up for Lunch
9. [11:30 - 12:00](#) Lunch
10. [12:00 - 12:10](#) 2nd Recess
11. [12:15 - 12:20](#) Cool down
12. [12:20 - 1:00](#) Writing
13. [1:00 - 1:45](#) Hawaiiana
14. [1:45 - 2:00](#) Pack up & Dismissal

Homework

RLA:

- Daily Reading Log: Read for 30 mins
- Wonders test parent signature

MATH:

- Page 337 #1-14 & Page 338 #3-6
- Chapter test parent signature
- Practice multiplication and division facts

REMINDERS:

Human Impact Presentation
(Thursday - 2/9)

No School on Friday (2/10)!

MORNING MUST-DO:

1. Take attendance / lunch count
2. Unpack Backpack
3. BEE binder should be on your desk with planner open with homework out
4. Work on → XTRAMATH

POD of the Day
POD 3



Everyday, students are provided with daily slides which consists of what we are doing during the day and what their homework is. It is the students responsibility to write in their planners.

Lesson Plans

Lesson Plan (Aug 15, 2022 - Aug 19, 2022)

[Daily Schedule](#)

[Bathroom Pass](#)

Monday, 8/15/22

Time	Activity	Materials needed
7:45 - 7:50 Welcome	<ul style="list-style-type: none">• Tardy bell (7:50)• Wellness check• KRN (5 mins)• Work on morning work → Go onto iReady (Math)	- Google slides
7:50 - 8:10 Morning Meeting & Morning Work	<ul style="list-style-type: none">• Pledge of allegiance (8:55)• KRN• Take attendance and lunch count BY: 8:15• BEE Binder check<ul style="list-style-type: none">◦ Homework out◦ Write down in planner	
8:15 - 9:40 1 hr 25 mins Math	<ul style="list-style-type: none">• Go Mid Chapter Review<ul style="list-style-type: none">◦ Go over.. #6 and any other numbers for students that had questions◦ Homework - Make corrections on a separate sheet and get it signed• Lesson 10.5 - Line of Symmetry<ul style="list-style-type: none">◦ Pass out shapes and make sure they have their rulers	

Throughout the week, I have a weekly lesson plan that I follow and refer back to when needed.

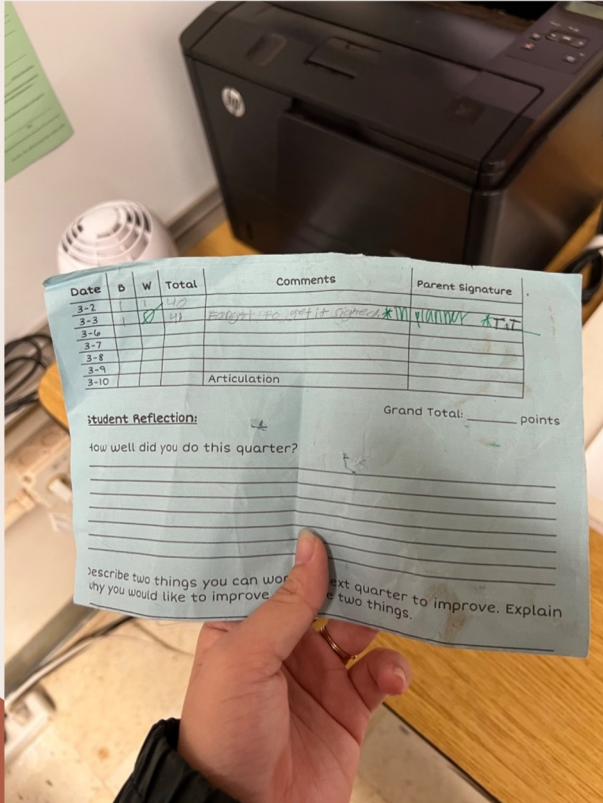
Having this lesson plan helps me track what we have learned during the days that students are absent. I am also able to make edits at anytime.



4c

Communicating with Families

GLOG



Through our quarterly G-LOG, students are able to track their behavior and work ethics. If students lose any points, they are responsible to get their parents to sign off on their logs and to provide a reason why they lost their point(s).

At the end of the quarter, students are asked to reflect on how well they did during the quarter and what are some next steps to improve.

Hi B108 Families,

This week is our SBA testing! As a reminder, students are expected to be in my classroom by 8:00 AM in preparation for the test. If any students show up later than that time, they will be testing inside of the office. Please check in with your child that they also have headphones in class as it will be needed for their test. All electronics will be shut off and stored in their backpacks during testing. Please let me know if you have any further questions.

Sincerely,
Ms. Kamiya
05/01/2023 at 3:40 PM

Hi B108 Families,

Today we had our Kamananui hike and had so much fun! We had the opportunity to learn more about different plants and took a look at a living place that one of the early Hawaiian's lived at. I hope you all have a wonderful day!

03/30/2023 at 2:30 PM

Dear Parents,
Your child will be participating in this assessment. It is important that every advantage to do their very best, experience positive and successful times your child needs for testing.

Prepare for test day:
- Good night's rest
- Breakfast
- Arrive to school on time
- Bring a bottle of water
- Good attitude

Grade 4 Assessments

Seen by 19 people



1/3



1/8

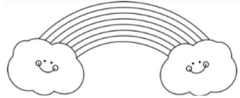
Seesaw

Seesaw is a platform that I use to communicate with the families of my students. Such as, messaging them for our monthly newsletters, upcoming events, or even messaging parents one on one for any concerns or questions.

Monthly Newsletter

Anuenue News

Grade 4 - April 2023
Volume 9



Language Arts

News and Notes

Math and Science

Reading: Wonders Unit 3 - 4

- Author's Perspective, Author's Purpose, Reread, Timeline
- Author's Claim, Headings, Maps, Reread, Sequence
- Ask & Answer Questions, Cause & Effect, Headings, Homophones, Homographs, Pronunciations

Writing:

- SBA Prep
- Quick Writes

Calendar of Events

April
4 Report Card Distribution
6 Grade 4 Articulation/Resource
7 No School - Good Friday
12 Curriculum Fair
17 Field Trip P2/P6 - Kamananui Hike
20 Tentative Field Trip to Symphony
21 Grade 4 Articulation/Resource

SBA TESTING



Testing is scheduled from **May 2-3th**.
Please refrain from making appointments or taking trips.

Rainbow Run 2023

Grade 4 students had a blast!



Math:

- Chapter 8 Multiply Fractions by Whole Numbers
- Chapter 9 Relate Fractions and Decimals

On Going: Fact Fluency for multiplication and division!

Science

- Ahupua'a PBL: What is sustainability?

Social Studies

- Ahupua'a - Trading & Bartering
- Ahupua'a - Roles & Responsibilities
- Ahupua'a - Uka, Kula, Kai

SBA Preparation Tips

- Practice going to bed on time during the weekdays (9pm is recommended)
- Make sure students eat a full breakfast every morning
- Cafeteria is still offering FREE breakfast in the mornings (Cafe closes breakfast at 7:30am)



Anuenue News

Grade 4 - February 2023
Volume 7

Language Arts

News and Notes

Math and Science

Reading:

Comprehension Strategies/Skills

- Main Idea and Details
- Theme
- Context Clues

Writing:

- Imaginative/Expository Writing

Social Studies:

Ahupua'a and PBL

Upcoming Events

Bike Education - During the week of February 21 - 24 the 4th graders will participate in Bike Education. With permission, students will learn to build and sharpen their bike riding skills by safely following the rules of the road.

Choose Love:
Qtr. 3 Pillar: Forgiveness



Forgiveness means choosing to let go of anger and resentment towards yourself or someone else, to surrender thoughts of revenge, and to move forward with your personal power intact.

Calendar of Events:

9 Human Impact Presentation
10 Waiver Day -No School
13 Waiver Day -No School
20 President's Day - No School
21-24 - Bike Education Week
28 Resource Day



Our grade level monthly newsletter keeps our student's families informed about special events and what we are working on. Parents are welcomed to ask any questions or concerns they may have based on the newsletter.

Parent Teacher Conferences

Parent-Teacher Conference - Master Planning Schedule (B108 - Ms. Kamiya)

This is a template for you to use OR use your own planning schedule. If you do use this template, make sure you make a "copy" first. Please turn in a copy of planning schedule to office by 9/28/22. Then at the end of conference week to complete information in blue and submit to VP Tominaga by 11/1/22.

	10/24/2022 (M)	10/25/2022 (T)	10/26/2022 (W)	10/27/2022 (TH)	10/28/2022 (F)
1:15	Aden Raniada	Mia Olboc	Kylah Casarez		Nathaniel Donnell
1:30	Shy-lyn Baniaga	Rory Echavaria	Kulia Pali	Kyle Uyehara	Justice Mulleitner
1:45	Izabella Calicdan	Elijah Rash	Xaniah Vilora	Logan Lobendahn	Kassidy Wallace
2:00	Isaac Pearson	Keliana Labra	Konnor Hiao	Ravden Hona-Matsuki	Maia Wona

Date: _____

2:15 Kasen Kashima Dear Parents of _____

2:30

Parent Teacher Conferences provide an opportunity to share important information about the student's progress and to collaborate on how to support the student with school. Parent-Teacher Conferences for the first quarter will be from October 24, 2022 to October 28, 2022 and during all conference days school will be ending at 1:00pm. Conferences will start at 1:15pm and each conference will be about 15 minutes long. Every effort will be made to ensure all parents have an equal opportunity to conference with their teacher.

Your conference will be on _____, I will send you a virtual meeting link before the conference.

Please respond by _____ to confirm your conference meeting time with me.

Sincerely,
Ms. Kamiya

_____ I am able to attend this conference.

_____ I am unable to attend this conference at the scheduled date and time.

During the week of October 24th through the 28th, I was able to conduct my first parent teacher conferences. With each family, we were able to set up a date and time to talk about their child. In the meetings, we went over how their child is doing academically and behaviorally in class. This was also an opportunity for the parents to ask any questions or concerns.

COMPLETE AFTER P/T CONFERENCES:

# of virtual meetings:	21
# of in-person meetings OR phone conferences:	0
Total number of completed conferences:	21
# of "no shows" or no meeting held:	1 (Sharjylinn Vieira)



4d

Professional Community



Welcome to
Kanoelani's Curriculum
Fair 2023!

Wednesday,
April 12, 2023
3:00 PM to 6:00 PM

See us at the
Cafeteria, Library, and
in front of A-building!

Created by: Kirsten Buenaventura Gr. 6

Pumpkin Carving Sign Up
Friday, October 28, 2022

4:30-5:30 SET UP

1. Elsa Ichiki
2. Karen Nakashima
3. Raynette Nakamura
4. Moana Apio
5. Alma Baguio

6:00-7:30 Event/Food/Drinks

1. Jan Salinthone
2. Kellie Kauha'aha'a
3. Christine Jarvis
4. Sheri Duldulao
- 5.

7:00-8:00 Break Down Clean Up

1. Haley Kamiya
2. Jaida Cook

KANOELANI ELEMENTARY SCHOOL
PRESENTS

CHOOSE LOVE FAMILY NIGHT

Thursday, October 20, 2022
6:00pm-7:00pm

Guest Speaker Dawn O'Brien
(Choose Love Ambassador-Hawaii)

Learn more about Social Emotional
Learning (SEL)

Choose Love in action at
Kanoelani Elementary

CLICK TO RSVP

<https://forms.gle/HMhmBimdmJtJ8Rj8>

DUE BY OCT. 16, 2022

PIZZA AND PRIZES FOR THE EVENING



Whole Child Committee

Whole Child Minutes-SY 22-23

Committee Meeting Agenda/Meeting Notes

8/31/22	9/7/22	9/28/22
11/09/22	11/30/22	12/7/22
1/18/23	2/1/23	3/1/23
3/29/23		

Bookmark

WASC Agenda/Meeting Notes

9/28/22	10/12/22	11/9/22	11/30/22	12/7/22
1/18/23	2/22/23	4/26/23		

Career Day Notes

Name _____
Date _____ Class _____

CAREER DAY GUEST SPEAKERS NOTES

Listen carefully to each speaker. Take notes during the presentation, and ask questions you may have. Please e-mail me by the end of the day with any questions you find interesting.

Sample interview questions to ask the presenters.

- Why did you choose this job?
- Can you describe your typical day?
- What is the pay range for your occupation?
- Are there any special talents, skills or abilities required?
- What advice would you give someone interested in your field?
- What do you like about your job, and what do you dislike?

Guest Speaker	Education/Training Required for Job	Status
Name:		
Career:		
Academy (circle): -Culinary Arts, Health Sciences and Leadership -International Business and Design -Technology and Design		

[SY 21-22 Family Connections Brainstorm](#)

1st. Qtr- Choose Love Family Night! 2nd week of Oct? (Rachel W., Elaine & Karen Y, Kellie K, Naomi I, and Haley K)


- In person
- Invite Aunty Dawn/Uncle Tony
- Video/presentations from Student Council/Ambassadors/students from each grade level
- Prizes/Raffle
- Food!!
- Speakers
- Journals

This school year I was able to join the whole child committee. In this committee we focused on the school culture, support for students, and our academic growth. In all, we were able to successfully conduct a Choose Love Family Night, Career Day (5th and 6th graders), participate in the Curriculum Fair, and many other activities.



4e

Professional Development



Peer to Peer

FEBRUARY 28 -- SIGN UP

Observing Teacher Name	Teacher who is being observed	Room number	Observation Time	Reflection Time (Both Teachers)
Insert Name	Insert Name	Insert Room #	8:05-8:35	8:35-9:05
Iona Kaai	Raul Villanueva	C202/C101	8:40-9:10	9:10-9:40
Insert Name	Insert Name	Insert Room #	9:15-9:45	9:45-10:15
Watanabe	Major	C201	10:00-10:30	10:30-11:00
Fujikawa	Kamiya	B108	10:35-11:05	11:05-11:30
LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	11:10-11:40	11:40-12:10
Karen Yoro	Sarah Orbanoskv	B102	11:45-12:15	12:15-12:45

FEBRUARY 16 -- SIGN UP

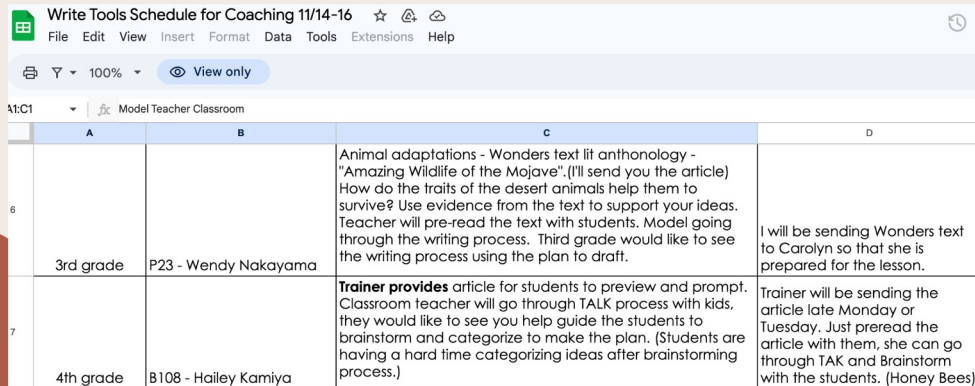
Observing Teacher Name	Teacher who is being observed	Room number	Observation Time	Reflection Time (Both Teachers)
Haley Kamiya	Naomi Ikari	P1	8:05-8:35	8:35-9:05
insert Name	Insert Name	insert Room #	8:40-9:10	9:10-9:40
Insert Name	Insert Name	Insert Room #	9:15-9:45	9:45-10:15
Major	Watanabe	C203	10:00-10:30	10:30-11:00
Lee	Yoshikane	B105	10:35-11:05	11:05-11:30
LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	11:10-11:40	11:40-12:10
Wai Kong Ho	Christine Valledor	A106	11:45-12:15	12:15-12:45
Christine Valledor	Jennifer Taira	B103	12:20-12:50	12:50-1:20
Cheryl Goo	Anisha Agarwal	P4	12:55-1:25	1:25-1:50

Peer to peer provides an opportunity for teachers to observe one another. After observations, teachers are then able to reflect on the lesson that was taught.

This opportunity provided me with different strategies that I could use in my classroom. Such as, seeing how my peer teaches math or how they manage their classrooms. Also, I was able to receive valuable feedback on how I could improve my teaching style as well.

Write Tools Training

This school year, Kanoelani provided it's staff with a Write Tools Training. During this training I was able to witness a demonstration of how to conduct an informational writing piece as my class was used for this lesson. As their teacher, I was able to learn how to teach this type of writing using the write tools process.



The screenshot shows a Google Sheets spreadsheet with the following data:

	A	B	C	D
6	3rd grade	P23 - Wendy Nakayama	Animal adaptations - Wonders text lit anthology - "Amazing Wildlife of the Mojave".(I'll send you the article) How do the traits of the desert animals help them to survive? Use evidence from the text to support your ideas. Teacher will pre-read the text with students. Model going through the writing process. Third grade would like to see the writing process using the plan to draft.	I will be sending Wonders text to Carolyn so that she is prepared for the lesson.
7	4th grade	B108 - Hailey Kamiya	Trainer provides article for students to preview and prompt. Classroom teacher will go through TALK process with kids, they would like to see you help guide the students to brainstorm and categorize to make the plan. (Students are having a hard time categorizing ideas after brainstorming process.)	Trainer will be sending the article late Monday or Tuesday. Just preread the article with them, she can go through TAK and Brainstorm with the students. (Honey Bees)

Read & Analyze Prompt



Prompt:

We depend on honeybees to pollinate our plants, but they are in grave danger. Three kids are trying to make the world safer for bees. Write a paragraph explaining several ways these kids are helping bees. Be sure to include evidence from the text to support your answer.

Project Based Learning Training

As a new teacher, I was able to attend a 3 Day PBL Training. I have learned more about what project based learning is and the impacts that it has on students. We had also had the chance to create our own PBL project that aligned to our grade levels curriculum.

T Tiffany Uchida <tiffany.uchida@k12.hi.us>
to Classroom, Neil

Fri, Sep 16, 2022, 11:12 AM

Happy aloha Friday everyone! PWCA (Pearl City/Waipahu Complex Area) will be hosting a **PBL 101** in October!

- When: Oct 11-13, 2022 (8:00 am -3:00pm)
- Where: Waipahu Intermediate Library

If you have NOT been officially **trained** in **PBL**, and are interested, please let me know ASAP so I can put you on the list. There are a limited number of spots available and will add you on a first come, first served basis. You will need to attend all 3 days and your sub days will be covered by the complex.

Thanks,
Tiff

This email was scanned by the Cisco IronPort Email Security System contracted by the Hawaii Dept of Education. If you receive suspicious/phish email, forward a copy to phishing-report@k12.hi.us. This helps us monitor suspicious/phish email getting thru. You will not receive a response, but rest assured the information received will help to build additional protection.

H Haley Kamiya <haley.kamiya@k12.hi.us>
to Tiffany

Fri, Sep 16, 2022, 11:37 AM

Hi Tiff,

I'm interested in attending this **training**.

Thank you,
Haley

PBLworks

PBL 101 Workshop: Participant Overview

This overview is for our introductory three-day workshop. It includes each day's agenda, as well as workshop throughlines, areas of focus, and outcomes—plus sample timing for activities.

What to Expect in Your Workshop

Plan for a highly interactive few days together! Over 3 consecutive days, participants will connect with the facilitator and each other. The workshop includes whole group work, learning circles to build connection and community, small group activities, reflection and critique, and individual learning (with some voice and choice) — as well as a number of built-in break times. Each day is 6 hours with an additional 1 hour for lunch.

There will be activities that get participants out of their seats, opportunities to have fun with other participants, and independent time to work on project design.

pde3@notes.k12.hi.us via pl.powerschool.com
to me

PWCA **PBL 101** (Oct 11-13, 2022) Reminders and Logistics

Hope you all are having a restful Fall Break!

As we get ready for our **PBL 101 training** here are some details:

- Time: 8:00 am - 3:00 pm Waipahu Intermediate School (Library) ([google map](#))
- [Parking Map](#): - Parking in the lot that is circled in blue. Follow the blue arrows to get there.
- [Agenda](#)
- Lunch: 1 hour (please plan accordingly) - microwave & refrigerator available
- Bring a fully charged laptop and charging cords, pen/pencil. WiFi access will be provided.
- You should have received an email from our trainer Allie Wong. If you haven't please let me know!

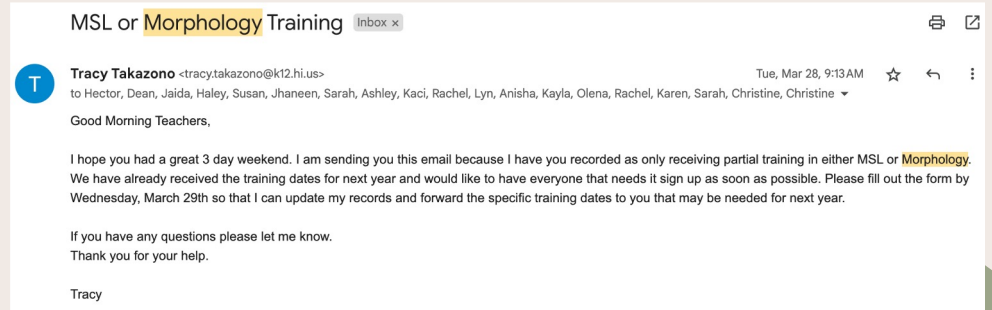
Feel free to reach out (Laurie.mothara-dahilig@k12.hi.us) if you have any questions.

Thank you & see you next week.
Laurie

Morphology Training

During the Morphology Training, teachers were provided with the opportunity to learn more about the importance of teaching morphology in our classrooms and how it can be used. There was many hands-on activities, group discussions, and modeling demonstrated.

MSL/Morphology Training Dates and Substitute List 2022-23		
Training	Teacher	Substitute Name
MSL 10/11-14	Kayla Beck	Jean Arcilla/Shannon Kuranishi
MSL 10/11-14	Olena Kasaoka	Maribel Caraang
Morphology 9/27	Raul Villanueva	Lillian Jones
Morphology 9/27	Jaida Cook	Elizabeth Costa
Morphology 9/27	Jhaneen Kealalio	Alicia Agustin
Morphology 9/27	Sue Watanabe	Shannon Kuranishi
Morphology 9/27	Iona Kaai	Maribel Caraang
Morphology 9/27	Haley Kamiya	Tiffany Kaleikini
Morphology 9/27	Wai Kong Ho	Ines Morikawa
MSL Refresher 11/9	Jane Pedro	Maribel Caraang





4f

Showing Professionalism



Advocating for Students

In my classroom, I remind my students that I value their voices. I want them to feel like their thoughts, emotions, and opinions are being heard. At the end of the day, I do my best to support my students in any way that I can. Through simple check in's of how they are doing or simply listening to them. I always do my best to figure out what I can do as their teacher.