

Coaching Connection

EE Year End Wrap Up

It's hard to believe we are already thinking of wrapping up goals and reflecting on the year. Below are some resources to help you during this process:

- ◆ CESA 9's [Year-End Teacher Checklist](#)
- ◆ [Uploading and Tagging Evidence Screencast](#)
- ◆ [Completing Post-Observation Form Screencast](#)
- ◆ [Possible Artifacts for Domains 1 and 4](#)
- ◆ [Artifacts and Evidence Checklist](#)



High-Yield Strategy Spotlight

Hattie's research: Here are [6 high-yield strategies](#) that have been found to have a strong, positive impact on student achievement. The last newsletter featured **summarizing and note taking** as two highly effective instructional strategies and February featured **identifying similarities and differences**.

Cooperative learning is this month's feature and refers to the instructional use of small, mixed-ability groups so that students work together to maximize their own and each other's learning (Johnson, Johnson, & Holubec, 1993). The students in each team are responsible not only for learning the material being taught, but also for helping their teammates learn. According to Fortune 500 companies, teamwork is the number one skill sought by employers, followed closely by problem solving and interpersonal skills.

Here are some ideas for incorporating more [cooperative learning strategies](#) into the classroom.

Also check out this very brief National Education Association [research spotlight on cooperative learning](#) and some great reminder [tips from Te@chthought](#).

Summer Learning

Check out this PowToon on [Preventing Summer Reading Loss](#)

Create animated presentations using [PowToon](#)—it's free (and pretty sweet!)

More information about Everest's Summer Reading program along with book lists and buildings' IMC availability in May's newsletter!



The How of Differentiation

The Teaching Channel's Coaching Think Tank recently shared their top differentiation strategies for new teachers, many of which are great reminders and/or idea sparks for any classroom. Check out their tips for meeting the needs of diverse learners:

Equity Sticks

Use equity sticks to randomly call on students during instruction. Teachers plan a variety of different questions to ask during a lesson. When calling on specific students, teachers can then ask students a question at their level. It's important to have high expectations for all students, but starting with leveled questions can help to build students' confidence in sharing their thoughts. These can be used in numerous fun ways with DOK questioning.

Sentence Frames

Sentence frames can help students participate in classroom conversations. Michelle Rooks, an instructional coach for Teton County School District, emphasizes the value of using [sentence frames](#) (click on link for some ideas!) in both speaking and writing. The frames can give students a way to begin or access a task, and support all students' participation in discussions and/or writing tasks. Sentence frames also extend language skills and support organized thinking.

Multiple Ways to Express Understanding

All students are different, so why require them to all work on the same tasks? Another instructional mentor shares the importance of giving students different ways to respond to a task. Depending on their needs, students can respond verbally, through sketching, or by writing. When you're hoping to assess students' content rather than process knowledge, multiple ways of expressing understanding is key. [Watch Learning Menus](#).

Excerpt Texts

Excerpting texts can be a great way to meet the needs of diverse readers and provide a variety of access points to important concepts. Struggling learners can work with shorter excerpts as long as the excerpt conveys the ideas and claims of the whole text. Advanced learners can read longer texts, pairing those texts with additional texts representing contrary or similar information, expanding the students' access to claims and details.

Differentiate Rubrics

When creating rubrics to evaluate student performance, there can be a diverse mix of elements that need to be targeted for improvement. (i.e. Some students may have mastered the concept, but struggle to organize their explanation). After identifying which elements certain students should focus on, arrange students into homogenous groups. These groups can work together to revise what they need and the teacher can conduct mini-workshops based on need.



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ipad Friendly Cooperative Learning

Lino: an online sticky board that lets students collect ideas in one place for a project, text-based ideas, images, thoughts, etc. Stickies can be moved and arranged. (Free—account required)

iBrainstorm: brainstorming "sheet" that can be shared among users on the same wifi network to collaborate simultaneously (Free)

[Teacher blog](#) with additional ideas & resources

teaching
creates
all other
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— anonymous