

Coaches' Connection

It's About that Time! Mid-Interval Reviews

The mid-interval review is a time for educators to collaborate with peers in a formative review of the progress toward meeting his or her Professional Practice and Student Learning Objective goals.

Questions that may help frame your mid-interval self-reflection: (Resource: CESA 9)

- Are my students on track to achieve their goals?
- Have students made such robust growth that I need to adjust the target?
- If my students have not made the progress I expected, what might be the cause?

- Have I implemented the teaching strategies outlined in my original plan?
- Did I adjust my teaching based on formative feedback?
- What other strategies might lead to higher levels of learning?

See: [Mid-year Teacher Checklist](#)

Questions on scoring and WiseDash secure? Check out the [Systems and Scoring Module](#)



Only when students actively engage their minds in a skilled dialog with the texts they read, are they achieving depth of understanding

Power PD

What is Power PD?

Brief (20-30 minute) sessions specifically designed to assist teachers in implementing district and building goals...feel free to contact a coach if you would like a specific topic covered!

January's Session: Close Reading Review

- Middle School: 1/28 at 2:50
- Junior High: 1/27 at 3:00 (IMC)
- High School: 1/26 at 3:00 (IMC)



"Your heart is slightly bigger than the average human heart, but that's because you're a teacher."

Implementing Close Reading: Quick Tips

Simple steps to help students independently attack a text:

Number the paragraphs—Students are often asked to be able to cite and refer to the text. One simple way to do this is by numbering each paragraph, section or stanza in the left-hand margin.

Chunk the text— Breaking up the text into smaller sections (or chunks) makes the page more manageable. Students can do this by drawing a horizontal line between paragraphs to divide the page into smaller sections—model for them how to look at the paragraphs to see where natural chunks occur. Paragraphs 1-3 may be the hook and thesis statement, while 6-8 may be the paragraphs where the author addresses the opposition. It is important to understand that there is no right or wrong way to chunk the text, as long as students can justify why they grouped certain paragraphs together.

Underline and circle....with a purpose—Think about what information you want students to take from the text, and ask them to look for those elements (author’s claim, key understanding, etc). This gives them their purpose, or focus for reading.

Left margin = What is the author saying? It isn’t enough to ask students to “write in the margins”. We must be very specific and give students a game plan for what they will write. This is where the chunking comes into play. For example, ask students to summarize each chunk. Demonstrate how to write summaries in 10-words or less. The chunking allows the students to look at the text in smaller segments, and summarize what the author is saying in just that small, specific chunk.

Right margin = Dig deeper into text—Here again you can direct students to complete a specific task for each chunk. This may include: asking questions, making a claim, representing the info with a graphic, etc.

To ensure our students are college and career ready, we must teach them critical reading strategies in order for them to independently attack a text. After following these steps during the close reading process, students have read the text several times and thus are actively interacting with the text.

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Tech Corner

Get inspired! Stay positive by reading this teacher blog:

[Teaching the Core](#)

Check out this quick and easy activity to elevate classroom discussion:

[The Parking Lot](#)

Article: 5 Ways to Help Your Students Become Better Questioners:

[Eutopia](#)

