

D.C. Everest

Secondary Schools

Coaching Connection

March 2015

Instruction: Get the Biggest Bang for your Buck!

John Hattie's book *Visible Learning for Teachers* was featured in the last newsletter. Hattie synthesized over 50,000 studies related to achievement in students, and conducted the largest evidence-based research project in education. Hattie explains there are practices that we know are effective and there are practices we know are not. *Visible Learning* outlines the factors that have the greatest impact on student learning.

Again, here are [6 high-yield strategies](#) that have been found to have a strong, positive impact on student achievement.

High-Yield Strategy Spotlight

The last newsletter featured identifying similarities and differences. **Summarizing and Note Taking**, often interwoven, are two more highly effective strategies.

Applying critical thinking, utilizing content vocabulary, questioning deeply, problem solving and examining concepts are all important skills for our students. Teachers often use the techniques of summarizing and note taking to help students develop these skills.


- Marzano's recommendations for classroom practice include:
- teaching students the rule-based summarizing strategies
 - using summary frames
 - teaching students a variety of note taking formats
 - provide opportunities for students to review their notes

Ideas for Summarizing	Outlines for Note Taking
<ul style="list-style-type: none">• Gist• Somebody Wanted But So• 3-2-1• Concept Chain (example here)	<ul style="list-style-type: none">• Cornell Notes• Split Screen Notes• Magnet Summaries (Combines summary & note taking)• Strategic Note Taking Form

Power PD

April dates for Power PD will be announced after the survey data is collected from the junior and senior high.

THANK YOU to everyone who shared ideas and provided input!



"The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires."

- William A. Ward

Student Created Text Dependent Questions

"The most rigorous reading is to find what those words on the page mean to our own lives" (Kyleen Beers). In an era of the Common Core State Standards adoption and increasing standardized testing, text-to-self connections have often taken a back seat to text-dependent questions. It becomes easy to forget that the reader is critical in creating meaning with a text; that it is the interaction between the reader and the text that creates the most powerful meaning. Reading researcher and author Louise Rosenblatt explained that a reader needs to take note of a text, to notice particular information and to consider it against the backdrop of their lives to reach full meaning and understanding. So, while text-dependent questions are essential to teach and for students to understand, so too are developing inquiry skills and making personal connections.

Here is another way to consider text-dependent questions, a way in which students are in charge of developing the questions: [Student Created Text-Dependent Questions](#)



One Day at a Time

It's that time of year... Where the holiday break is definitively in the past. Where testing pressure has dramatically increased. When Spring Break is close...but not quite close enough.

*Be thankful for the impact that we have on not only our students
but also our peers.*

"Be an encourager. The world has plenty of critics already."
Dave Willis.org

Choose to be happy. Choose to be positive. Choose to smile. That doesn't mean you are unaware of circumstances, or stress, or drama, or struggles...it just means you choose to RISE above it, and be happy anyway. Let your mood be dictated by your blessings and not your afflictions! Remember when stress gets high, let us know how we can support you in your work with students—lessons, planning, resources, observations, feedback, etc.!

Professional Resources

Get Inspired!

Check out these professional books! Or, add them to your stack of summer reading:

[Teach Like a Pirate](#)—
David Burgess

[The Power of Habit](#)—
Charles Duhigg

[Mindsets in the Classroom](#) (based on the work of Carol Dweck)- Mary Key Ricci

[What Connected Educators Do Differently](#)—
Whittaker, Zoul, Casas

Secondary Contact Info:

Jacqueline Stashek—Secondary Instructional Coach 6-12 jstashek@dce.k12.wi.us or x4390

Julie Weller—Special Ed Instructional Coach 6-12 jweller@dce.k12.wi.us or x3508

