



# Coaching Spot

## Instructional Coach Updates, Tips, and Tricks

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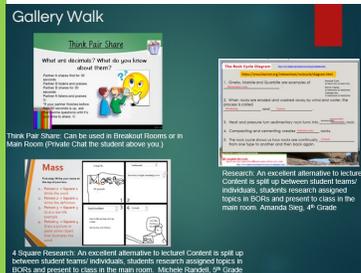
## Updates

Can you believe that we are already near the end of January? It amazes me how quickly the months are going by this school year.

As we continue to work through this school year, it is important to keep working towards that student-centric classroom. We have been working so hard to achieve and/or maintain this kind of environment for our students, making sure that we plan our lesson based on what our students *need* and not what is easiest or what we already had planned for last year. Remember that you are here to bring to your students what curriculum and a computer cannot. **Our goal is to take all of these great ideas and extend student learning and meta cognition.**

To explore student engagement ideas further, please take a moment to look at some of the resources provided in this newsletter. There are many great resources, especially for double planning. One other thing that may be worth taking a deeper look into is assessments and how we can make them more fun and engaging for students while getting a good look on what they understand by having students collaborate, show their work, etc. Take a look at some options such as Padlet (now has an area for showing work), Go Formative, Kahoot, Seesaw, etc. You can find more information here: [Assessment \(Web view\)](#).

If you see anything within the assessments tab or anything in this newsletter that you would like to dig into more, please just let me know and I would be happy to explore a little deeper with you!



## Rubric Focus: Student Peer Feedback (Academic Feedback)

- Think-Pair-Share model
- Scavenger Hunt model
- Roundtable Model
- Jigsaw model
- Kagan Strategy Resources
- Rally Coach model
- Numbered Heads Together model
- OneNote Resources:
- Student Peer Feedback (Web view)
- Kagan Learning (Web view)

### Academic Feedback

**Academic Feedback Checklist:**

1. Is my feedback consistently academic focused, frequent and high quality?
2. Did I give feedback frequently during guided practice?
3. Did I monitor to prompt student thinking, assess student progress, and provide individual feedback?
4. If breakout rooms were used, did I move between them giving feedback to the different rooms and students?
5. Did I use student feedback to differentiate instruction?
6. Did I prompt students to give high quality feedback to each other?

## TLAC Focus: Double Plan

Technique 10: Double Plan [Double Plan](#)

**Key Idea:** It's as important to plan for what students will be doing during each phase of your lesson as it is to plan for what you'll be doing and saying.

Most lessons focus on what you, the teacher, will be doing – what you will say, do, collect, and assign. Teachers often forget to plan what the students will be doing. What will students do while you review the causes of the Civil War? Will they take notes on a graphic organizer? Will they review those notes in a one-sentence summary? To help you see the lesson through the students' eyes try creating a T-chart listing what you will do on one side and what the students will do on the other.

It's natural for teachers to write lessons that focus on what *they* will be doing, but how can we further focus on what the students will be doing? (TLAC 2.0)

- Double Planning Resources:
- [Designing Lesson Materials for Success](#)
  - [Double Planning Template](#)
  - [Double Planning Template w/DOK](#)

Evidence of Double Planning

Gallery Walk

How many classrooms have 29 students?

What makes a good story?

Accessing Prior Knowledge Nancy Lindsay, 1<sup>st</sup> Grade

Engagement Board Student Raised Hands & Walk in Their Numbered Square Kelly Shanahan, 3<sup>rd</sup> Grade

Pick one of the words to write a sentence with.

alone change both

Esperanza Milada Kirti Cotton, Kindergarten

Accessing Prior Knowledge Laura Smith, 6<sup>th</sup> Grade



# Teacher Spotlight



## Kristen Bauer, 3rd Intervention HAVS

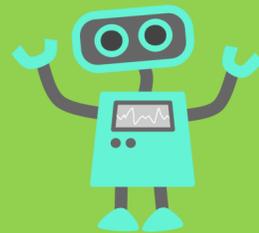
Kristen takes breakout room collaboration to a whole new level with her 'operation collaboration' where students are assigned a specific role while working with a partner or multiple partners. Here is an example showing that it can still be used with just two people in a group! Way to go, Kristen!

## Important Dates

2/22/18	7th Annual Promising Practices Conference @11am-6pm EST
Week of 2/12	February Problem of Practice: Questioning & Thinking
Up-coming	Book Study with Andrew Ordoover featuring the book <i>Mathematical Mindsets</i> by Jo Boaler. More info to come

Mark your calendar!

## Tech Tips



Have students working in breakout rooms but you still want them to be able to send you a message? Close the chat! When the chat is closed, all messages go to the moderator whether the students are in the same room as you or not. When the chat is open, the messages go to people in the same room only (or no one if a student is working independently).

Need a record of who said something in the chat? You can save it as a .txt file. This can also be pasted into Excel for sorting and formatting. File—Save—Chat

Note: Only public chat is saved. To save a certain private chat, take a snip of it or copy directly from the chat window and paste into a different application.

Name: \_\_\_\_\_

**Turtles and Tortoises**

Main Idea: \_\_\_\_\_

**Fun Facts!**

**MUST READ!**

**Venn Diagram**

**DIFFERENT** Turtles can swim **webbed feet**

**SAME** they have shells **beaks**

**DIFFERENT** Tortoises can not swim **stumpy legs**

**Reflection Questions:**

- I CAN find the main idea and details in the story! (with checkmark)
- I CAN find the main idea and details in the story! (with checkmark)
- I CAN compare and contrast using a Venn diagram! (with checkmark)
- Think of 4 facts that you learned from the story. Draw a picture in each box, and on the lines explain what your fact is to go with that picture.
- I CAN describe details! (with checkmark)

## Toni Beriault, 2nd HAVS

Toni takes student choice to a new level with her exit ticket activities. You can see 4 different options given to her students where they can choose how they want to show evidence of mastery towards the lesson objective. The level of student engagement seen during this session was truly amazing!



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[Google Form](#)

What do you want to see in future newsletters? Have something good for me to share? Let me know via email!

