



Coaching Spot

Instructional Coach Updates, Tips, and Tricks

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Updates

Wow! I can't believe that we are already coming to the end of October! Halloween time is actually here! For those of you planning on dressing up for Halloween, I would love to see pictures! Feel free to email me any pictures of you or your little ones of everyone dressed up! It is always such a fun time for my family and I am sure that you all will enjoy it as well!

Can you believe it, Thanksgiving and Christmas are JUST around the corner!?! Next week will start a new month which will hopefully bring exciting new adventures and possibilities to your sessions. I am excited to continue to visit your sessions and see new things unfold that are related to your goal as well as other things reflected on during our sessions together.

I will need recording links to the sessions that I visit. I know that these may not be released immediately or you may forget to release the same day. I have added a request for these on my main slide when coming in to your collaboration session, if you wouldn't mind sending me the link to your session in a chat.

A couple other reminders:

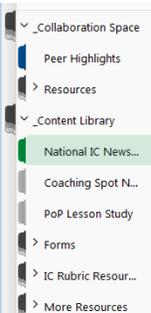
We have another Problem of Practice PLC coming up in November. Please check out the upcoming dates for more information about this.

Don't forget about OneNote! There is a collaboration space for people to share new things with one another as well as a content area to explore more resources. Looking for something specific there? Let me know and I will add it!

If you haven't answered this quick [survey](#) about permission to showcase your GREAT examples, please do so! Thank you!



I hope that you are enjoying the newsletters! I send them out bi-weekly unless one of them falls on a time that the National Newsletter goes out. I then save my newsletter for the following week so I don't flood your inbox.



TLAC Focus: Stretch It

Technique 3: Stretch It [Stretch It](#)

Key Idea: The sequence of learning does not end with a right answer; reward right answers with follow up questions that extend knowledge and test for reliability. This technique is especially important for differentiating instruction.

Stretch It questions

1. Ask *how* or *why*
2. Ask for another way to answer
3. Ask for a better word
4. Ask for evidence
5. Ask students to integrate a related skill
6. Ask students to apply the same skill in a new setting



Using *Stretch It* during sessions? Send me your great examples to showcase!!

OsK12ar Highlight



Direct with Purpose in Class Connect

Presented by OSK12AR Winner
Toni Beriault

Many teachers have been working with me on including more visual expectations during CC sessions. Here is a great example of that being done!
Want to submit your own idea? [Click here!](#)

Rubric Focus: Academic Feedback

When giving feedback to students, make sure that it is centered around a central vision or goal: your lesson objective. Being concise and effective with feedback given to students can help them better make progress towards that end goal. Allowing students to explore these new concepts while the teacher has a good 'pulse' on the students (are they listening, are they learning?) will also help students make that continued growth towards objectives/standards.

Whether it is focused on peer feedback or teacher feedback, make it actionable and user-friendly. Whenever possible, be specific. Such as, "Johnny, I really liked the way that you read that so fluently." This can be much more powerful than "Good job, Johnny! Keep it up!" Students don't know what was 'good' or 'wrong' with their responses so it is important to help them understand their efforts.

Indicator:	1	3	5
Academic Feedback	Teacher Centered/ Directed Classroom	Moving to Student Centered Classroom	Student Centered Classroom- Teacher Facilitates Learning
Quality	The quality and timeliness of feedback are inconsistent.	Feedback is frequent, mostly academically focused, and mostly high quality.	Feedback is frequent, consistently academically focused, and high quality.
Guided Practice	The teacher rarely gives feedback during guided practice.	The teacher gives feedback during guided practice.	The teacher frequently gives detailed feedback during guided practice.
The Teacher Monitoring	During instructional activities, the teacher monitors mostly behavior.	The teacher monitors during instructional activities to support engagement and monitors student work.	The teacher monitors (in a efficient) move between breakout rooms) to prompt student thinking, assess each student's progress, and provide instructional feedback.
Differentiated Instruction	The teacher rarely uses feedback from students to differentiate instruction.	The teacher sometimes uses feedback from students to differentiate instruction.	The teacher consistently uses feedback from students to differentiate instruction.
Student Peer Feedback	The teacher rarely offers opportunities for students to provide specific and high-quality feedback to one another.	The teacher sometimes offers opportunities for students to provide specific and high-quality feedback to one another.	The teacher consistently offers opportunities for students to provide specific and high-quality feedback to one another.



Teacher Spotlight

Mark your calendar!

Important Dates

11/7	Problem of Practice
11/8	November: Standards and Objectives
11/9	Objectives
11/16	Seeking Proposals for Promising Practice: Connections, Commitment, and Class Connect

Review for Math Interim

In the chat: Which response would get three points for their answer? Why is that the best response?

- Solve: $879 + 423$ Explain how you came to that answer.
- A. I add ones $9+3=12$, put the 1 over 10s. Add 10s. $1+4+1=6$. Add 100s. $8+4+1=13$. 1300.
 - B. 1302. I added 100 + 423.
 - C. 1302. added the 2 numbers together and regrouped.



Give me a green check when you have ran the audio wizard and your microphone is working.

Learning Target

- I can review rounding, adding, and subtracting through the hundreds place.
- I know I got it if I can answer all the questions correctly in our Jeopardy game.



This is Jeopardy

Rounding	Adding and Subtracting	Word Problems
100	100	100
200	200	200
300	300	300
400	400	400
500	500	500

Rounding 300

When rounding to the nearest hundred, which of the following would round to 600?

- A. 549
- B. 651
- C. 572

Final Jeopardy Question

- Mr. Parker has 982 pounds of grain. He feeds 240 pounds to his pigs and 460 to his cows. How much grain does he have left?

Rounding 500

The owners of a new toy store have 768 puzzles to sell. They sell 277 puzzles the first month. What is the total rounded to the nearest 10?

770
280
490

768
-277
491
=490 puzzles

Score Card

Boys Team 1	Girls Team 2
900	1400

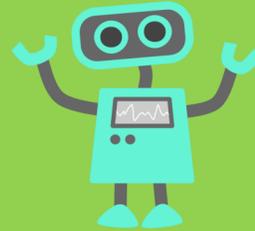
Rachel Blanchard, 3rd Grade MVCA

This lesson is a great example of how effective a review session can be! To prep students for an upcoming Interim assessment, Rachel played Jeopardy to review past concepts and skills that the students had been working on in Math. Notice the higher level questioning and the collaboration among peers (chat bubbles, mics on in breakout rooms)! Wow! Way to prepare those students, Rachel!

Interested in seeing more? Check out her recording [here](#).

Tech Tip

Did you know that you can see if a student has accessed one of your recordings?



You can! When you are in the ClassConnect tab in TotalView, export your attendance into the Excel sheet. Then if you scroll to the right, you will see First Recording Click on columns H and I. This tells you who watched the recording and when.

*This only works if students access the recording directly from OLS, etc. This will not work if the link is provided a different way.



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Please fill out this form for me so that I can get content for upcoming newsletters, etc!

[Google Form](#)

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

