



Instructional Coach Newsletter

Kelly Fisher-Bishop

506-9878

kfisher-bishop@fergflor.k12.mo.us

Active Engagement

Active Engagement remains our instructional Focus.

What does active engagement mean?

A student is engaged if they are constructing their own learning, rather than simply soaking up information transmitted to them by the teacher. Teaching that emphasizes active engagement helps students process and retain information. It leads to self-questioning, deeper thinking, and problem solving. To engage students, the teacher must do more than lecture. While teaching the concepts and skills, the teacher must help students draw on their own experiences to build a "scaffold" on which they can "hang" new ideas.

Because the most effective teaching takes place in "chunks," it's best to teach new information or concepts in 7 to 10-minute segments, followed by a processing activity.

Processing Activities

A processing activity is an activity that causes students to pose questions, manipulate information, and relate the new learning to what they already know. Such engagements reinforce the learning and help move the learning to long-term memory banks.

A processing activity can be as simple as a 60-second jotting down of important points just covered, telling your table partner three things that you just learned, or expressing something in a song. Some examples of longer processing activities are the following: Designing a concept map, creating an outline, making up a different ending to a story, conducting an experiment, or measuring the length of the hallway with triangles.

Reading Goal Update

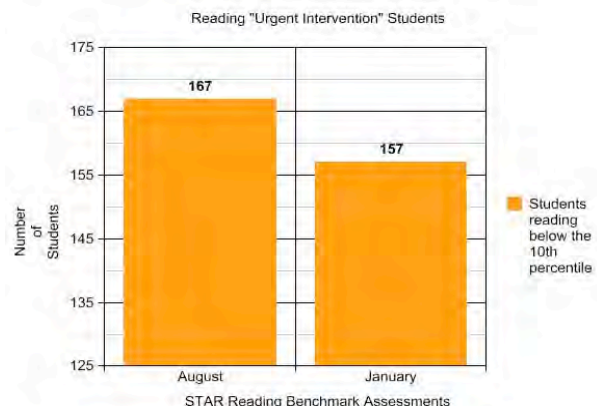
Our goal we set for ourselves was to decrease the number of students in Urgent Intervention on the STAR assessment by 25%.

You made a difference! 25% of the students who scored below the 10th percentile in November improved their scores and moved out of the Urgent Intervention category in January! Whatever you did with those kids worked, so keep it up.

Unfortunately, other students drifted back down into the Urgent Intervention category. We need to continue our interventions with the entire school. Push all of your students to try their best on the tests. Plan to give incentives for the May benchmark. Increase the amount of time your students spend reading in your classes this semester. Continue to talk about the importance of reading with your students.

As always, I am available to assist you in designing a reading lesson. Just let me know how I can help. Try to incorporate reading WEEKLY! We ALL need to push our kids to read more daily, and we ALL need to support our struggling readers with well-designed reading activities. The English and Reading teachers can't do it alone! This needs to be a school-wide effort.

Students in Urgent Intervention



Our goal is to move 42 students out of the urgent intervention category to reach our 25% goal. We have moved 10.

Instructional Idea: Give One Get One

This technique allows participants to learn from each other. Individuals list 3-5 ideas on a topic or in a response to a prompt. Draw a line after the final idea. Participants write their names at the top of their pages. They then have structured conversations with a new partner during which they exchange lists, read silently and briefly discuss their ideas. Then they record one idea from the partner's list. Repeat 2-3 times. Then have a structured share-out of one new idea from each participant, stating "from X, I learned..." Optional: teacher or designee records all ideas on overhead or chart.

Upcoming Events

SIG Visit: Feb 17

Spring
Conferences:
Week of Feb 21

Coaching Service: Classroom Coverage

The best teachers are often under-observed. To encourage teacher leadership and collaboration, YOU should take the time to observe each other. We learn the most and get the most ideas by observing good teaching strategies in action. To help you find the time to observe teachers in the building, I will sub for your class so that you may observe another colleague in the building. If you would like to sit in on another teacher's class, just let me know and we will work out the details.



Reminders...

When administrators & visitors walk through to evaluate your instruction, these are the areas they examine:

1. Data on your wall & scoring guides
2. Do Now, Exit Question, frequent formative assessments to check understanding for all students
3. Objective posted, discussed, and addressed throughout lesson
4. Active Engagement (students & teachers)
5. Rigor
6. Classroom Management
7. Varied Instructional Strategies

PD Opportunities

Kagan Win-Win Discipline (CSD)

Monday, April 30 & Tuesday, May 1. (must attend both days.)

In this Win-Win workshop you learn all the basics: to identify the four types of disruptive behavior; to recognize the seven positions from which they spring; and what to do in the moment of disruption. Learn to follow up and to prevent future disruptions.

Kagan Accelerating Achievement (CSD)

Monday, March 12 & Tuesday, March 13. (must attend both days.)

Come experience engaging strategies that accelerate achievement. Learn proven methods to increase excellence for all students while simultaneously increasing equity by decreasing the gap between low and high achieving students.

Don't forget PD360!

Some of our technical issues have been worked out.

Check out this video about **reading instruction** in the Secondary content areas, on the topic of vocabulary:

<http://www.pd360.com/index.cfm?ContentId=544>

Thank You Teachers!

Special thanks are due to the following teachers:

Ms Berns for volunteering her time to help organize the STAR raffle. She also donated lots of prizes.

Ms. Williams for creating posters for our data wall.

Ms. Mathews for working toward receiving donated magazines for our classrooms to create a literacy rich learning environment for our kids.

MSB's Quality Reading Instruction

Ms. Mckinney equipped students with highlighters and a task while they read. It was an excellent "during" reading activity to give students a purpose for reading.



Dr. Muhammad used "Probable Passage" as a before-reading activity to help students make predictions and preview vocabulary. Students then matched their reading with their predictions.

**What's Going
on in MSB
Classrooms?**

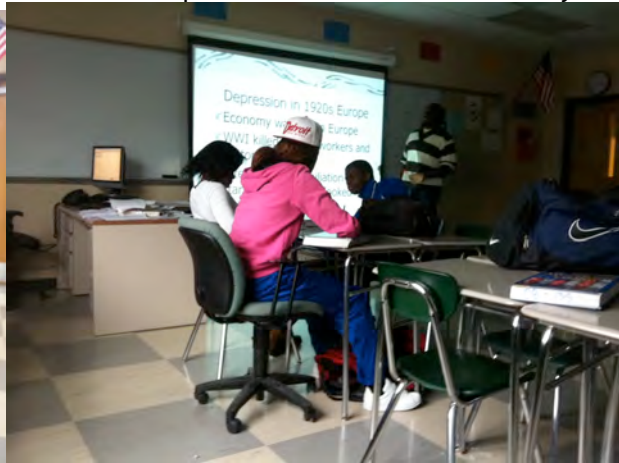
Teamwork!



Ms. Lakies and Dr. Muhammad worked collaboratively to co-teach a cross-curricular unit. Students were actively engaged!



Social Studies classes at work! Mr. Schwierjohn used debate to engage students in discussion, and Mr. Charles used processing activities to chunk the lesson to help students think about what they learn.



MSB Consensograms!

Ms. B.I. and Dr. Mills show off their use of the strategy from Teaching Tip Tuesday. Nice work!

