

Coaches Corner March 5, 2018

Zearn:

Top 3 Zearner Classes : (Classes that had the most average minutes on Zearn from 2/12 – 2/18)

1. Ms. Martens – 231 minutes ** Avg lessons 4.0
2. Mr. Dinnotia – 226 minutes ** Avg lessons 4.3
3. Ms. Standinger – 150 minutes

Honorable Mentions:

Ms. Tipton – 129 minutes Ms. Dewitt – 127 minutes Ms. Morris – Avg lessons – 4.3

Learning Targets:

**“Students should be able to answer three basic questions:
Where am I going? Where am I now? How can I close the gap? ”**
J.Myron Atkin, Paul Black, and Janet Coffey

Learning targets are also helpful for the adults working with the students. They make it easier to plan, monitor, and assess students’ learning and make instructional decisions that will help all students reach mastery. In fact, when teachers are clear on their learning targets and criteria for success, they become more focused and likely to eliminate the instruction that has no relevance.

Learning targets are a part of a cycle that includes student goal setting and teacher feedback. Formative assessment, assessment for learning, starts when the teacher communicates the learning target at the beginning of the lesson. Providing examples of what is expected along with the target written in student-friendly language gives students the opportunity to set goals, self-assess, and make improvements.

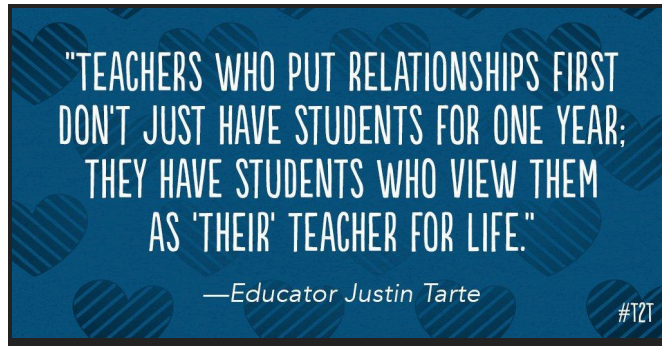
Write student learning targets

Student learning targets should be written using student-friendly language and written from a student’s point of view. In order to write these “I can...” statements, teachers need to ask themselves:

- What concepts and skills do students need in order to be successful with this standard?
- What reasoning skills will they need in order to be successful with this standard?
- What is the intended learning for the lesson?
- How should lessons be scaffolded?
- How will students demonstrate their learning?
- How will students record their thinking and learning about each target?
- Is the learning target written in accessible, student-friendly language?

Clayton, Heather. “Learning Targets.” *Making the Standards Come Alive!* Volume VI, Issue I 2017. Available at www.justaskpublications.com. Reproduced with permission of Just ASK Publications & Professional Development (Just ASK). ©2017 by Just ASK. All rights reserved.

Community Building Circles:



****Reminder**** I am available to come in and lead a circle!!

Community Building

Purpose: To build community.

Materials Needed: talking piece, circle center items

Opening: Where the Big Wind Blows?

Remove one chair from the circle and explain the game- person standing in the middle of the circle states: "Where are my friends who...." and makes a statement. Whomever the statement is true for will have to get up and find a new seat. The person left without a seat goes to the middle of the circle and makes a "Where are my friends who...." statement.

Rounds:

After each round summarize responses and if people are still wanting to share- offer a connection round.

1. If you could live inside any video game or movie, what would it be?
2. While you are living inside the movie or video game you choose, would you act differently or act the same as you do now? What would change?
3. What would your super power-up skill be in the game?
4. Who did you connect with or what would you like to add?

Closing: Read quote 2 – 3 times with 10 second pause in between readings. Students are to listen and think, no sharing is necessary.

As Batman said – "You only have your thoughts and dreams ahead of you. You are someone. You mean something."