East Whittier City School District

October 2018

Coaches' Corner

October

1-BTSA Training
2-1st Grade Math Practices-Cohort 1
3-1st Grade Math Practices-Cohort 2
4-Kdg Math Practices-Cohort 1
5-4th Gr. Fetzer Strategies-Cohort 1
9-Kdg Math Practices-Cohort 2
10-Special Ed Collaboration
11-Special Ed Collaboration
12-4th Gr. Fetzer Strategies-Cohort 2
15-8th Gr. ELA Best Practices
16-6th NGSS Training
17-Special Ed Collaboration
PBIS
18-Special Ed Collaboration
19-Intervention Specialist Training
Middle School Math Reflections
23-PBIS
24-Elementary Thinking Maps TOTs
25-Elementary Thinking Maps TOTs
30-7th/8th Gr. NGSS Training
High School Math Articulation
31-Thinking Maps: Narrative Writing

Hello EWCSD!

We hope you all have had a great start to the 18-19 school year. This year we have welcomed 38 new teachers/itinerants to our EWCSD family. Make sure you go introduce yourself and offer any support you can to our new folks as they acclimate to their new school and district.

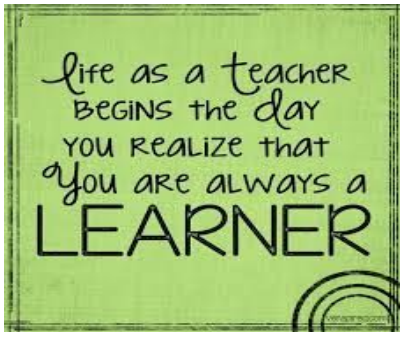
There are a lot of opportunities for professional learning this year and we hope you will take advantage of them as we work collaboratively to improve best first instruction for our 8,600 students.

Our EWCSD instructional coaches' family has grown thanks to our Local Control and Accountability Plan, and we hope that you will book them in your classroom or school to learn from their experience and expertise throughout the year.

In an effort to improve our communication with all thirteen sites, we will be sending a monthly e-version of the Coaches' Corner to share best practices, helpful tips, and a plethora of resources. We would love to hear your feedback and suggestions on future topics!

Let's have a great 2018-2019 school year working together to refine our instructional and leadership skills!

Your ESS Team



THE MATH COACH

Upcoming Dates…

By October 5th
- 7th Grade Math Benchmarks

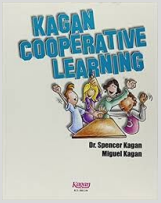
By October 12th
- 6th Grade Math Benchmark
- 8th Grade Functions IAB

October 19th
- Middle School Math Reflections

October 30th
- High School Math Articulation

November 1st
- Teacher Training Day

By November 2nd
- Elementary Math Benchmarks



More on Cooperative Learning:

Kagan is a fantastic source for cooperative learning resources! If you want to learn more, here are some links to get you started:

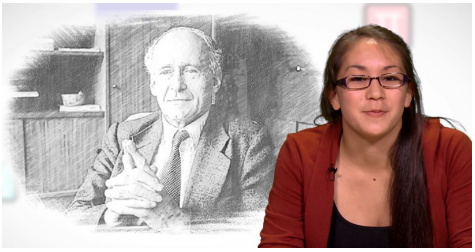
"What is Kagan?" (4 minute video)

The Essential 5: A Starting Point for Kagan Cooperative Learning (article)

Elementary

Changing Students' Beliefs About Mathematics

According to Jo Boaler, "Many people incorrectly believe that being good at mathematics means being fast at mathematics." In fact, this is not true and this belief sometimes discourages students who are deep thinkers. Not only does it discourage deep thinkers, but it also makes some students believe that they will never be good at math because they are simply not fast enough. Click on the image below to see a student friendly video on the topic, that can be shared with students.



Below are some suggestions on how we can help our students move away from these beliefs.

1. Tell students you don't value fast work. Mathematical thinking is about depth not speed.
2. Don't let mathematical discussions be driven by the fastest students.
3. When asking for hands up, don't always take answers from the fastest students.
4. Don't use flash cards, speed competitions, timed tests, instead value depth, creativity, different ways of thinking about math, and different explanations.

If you would like to learn more about Jo Boaler and her research in mathematics education click the link below;
www.youcubed.org

Middle School

Group Work Versus Cooperative Learning:

Putting students in groups doesn't automatically make it cooperative learning. Here are a few key elements that put the focus on learning.

- **Interdependence**. Instead of just dividing up a task, success depends on all members participating.
- **Individual Accountability**. Each member needs to be responsible for showing their learning. It's not one paper with a group grade.
- **Interaction Embedded**. Interaction between members is necessary. Learning social skills is embedded in the tasks.
- **Intentionally Planned**. Teachers assign groups in a purposeful way and students know procedures for cooperative learning.

Elementary

Accountable Talk

What is it?

Accountable Talk is a process of learning via academic conversations. Through structured conversations with the use of sentence frames and academic vocabulary, students share their thinking and build on each other's ideas.

Why use this strategy?

Participating in academic conversations allows students to process the lesson material much more deeply than teacher-centered talk. It also builds students' academic language through routine academic discourse. In addition, it provides a scaffold into reading and writing.

How might teachers implement Accountable Talk routinely in the classroom?

For strategies and frames, select the links below or go to the dropbox folder titled Common Core State Standard Resources and download the following:

- Hints for Success Intentional Partnerships
- Structured Interaction for Collaborative Learning
- Accountable Talk Tent
- Standards Based Sentence Frames

Also, refer to your Instructional Reference Guide pages 39-42.

Middle School

Accountable Talk/Constructive Conversations

What is it?

Accountable Talk is a process of learning via academic conversations. Through structured conversations with the use of sentence frames and academic vocabulary, students share their thinking and build on each other's ideas.

Why use this strategy?

Participating in academic conversations allows students to process the lesson material much more deeply than teacher-centered talk. It also builds students' academic language through routine academic discourse. In addition, it provides a scaffold into reading and writing.

How might teachers implement Accountable Talk routinely in the classroom?

Click on the links below for the Accountable Talk Toolkit and the Constructive Conversation Placemats to get started.

www.theteachertoolkit.com/index.php/tool/accountable-discussions

https://drive.google.com/open?id=17HeNA_IY8GT5jtoVlbtvqZiuvOBv2Dn4

For additional resources. Refer to the 2018-2019 Instructional Reference Guide on pages 39-42.

STEMcoach

Technology

Meet the New Google Classroom

32 Videos to Get Going on Google Classroom

Illuminate Flexible Assessment and Lockdown Browser Guide

Learn How Computers Work by Learning How to Code with Code.org

NGSS

Free NGSS Webinars Hosted by LACOE

5E Instructional Model Summary- Inquiry in Science

Middle School NGSS Curriculum Resource from Stanford University

K-5 NGSS Curriculum Resource from Mystery Science

STEM Education

Early exposure to science, technology, engineering, and mathematics (STEM) is essential to 21st century citizenship because it helps students develop the knowledge and skills necessitated by the rapidly changing labor environment and global issues confronting people of the 21st century. It is essential that 21st century citizens continue to innovate and develop new technologies that will simultaneously solve our global problems, create new jobs, and ultimately improve the quality of life of people throughout the world. These new jobs will require the 21st century skills acquired in STEM education settings. Effective STEM education in K-12 settings provides opportunities for students to learn, practice, and use the essential 21st century skills promoted by our district: critical thinking, creativity, collaboration, communication, and interacting with their communities.

Effective STEM Instructional Practices

1. Tap into student's prior knowledge and prior experience to increase student interest and motivation.
2. Engage students in authentic STEM experiences through an inquiry-driven approach.
3. Encourage students to pursue STEM-related careers and create chances for them to role-play as STEM professionals.
4. Acknowledge the gender gap in STEM fields and be cognizant of how we talk about STEM in regard to gender.

Thanks for taking the time to read through our e-newsletter.
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