Q Comp Calendar

❖OCTOBER❖

Goal Revision

Rockets

10-3-13

- At your October 3 & 10 meetings, please check in with everyone in your group to see that they are on track to submit their individual goal by October 11.
- Ask anyone who has his or her goal set to bring it to the meeting with the rationale & baseline data. As a group, go through the rubric or checklist assessing each member's goals and offer feedback.
- Once that has been accomplished, each member should revise his or her goal and/or supporting documentation.
- Finally, members should fill out the Individual Goal Form that is available on the Q Comp website, sign it, get it signed by you, and submit it to me.
- You can collect all of the forms and send them to me together, or everyone can submit them individually. I am fine with doing it either way. But, please ensure that the two signatures are on them prior to sending them my way.

I will submit the goals to principals for signatures. Principals will contact teachers who they would like to conference with before signing approval.

ANNOUNCEMENTS

*We only have two Thursday morning PLC meetings this month (10-3 & 10-10) due to the fact that we have a late start and Halloween later in the month.

*Our Late Start on October 21st will focus on our new data system, COGNOS.

* Goals for all teachers due October 11. You can let your PLC members know that as soon as they have shared with their PLC groups and their PLC leader, they can send their goal form to me. They do not need to wait until the 11th to turn them in.

* If you need a <u>Teach Like a Champion</u> book, please let me know, and I will send you one.

"A goal is like a strenuous exercise. It makes you stretch."

~Mary Kay Ash

> *"The beginning of wisdom is to call things by their right names."*
>
> —*Confucius*

10-10-13

DATA AND A DREAM

We will be having our initial team training on COGNOS at our late start next week.

1) PLC Leaders give a brief preview of what COGNOS is.
2) Lead your group in an "I wish…" exercise where they document what kind and form of data or reports they wish they had on their students. How would that data help them build student achievement?

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Traci Moore
REAMS
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Office Ext 1005

Q Comp Office Hours
12:00-3:30

Teach Like a Champion

10-10-13

Observation Coaches…you are up!
The first techniques that we are going to be working on in <u>Teach Like a Champion</u> are found on pages 273-276 under the heading *Six Techniques to Reinforce Strong Vocabulary*.

Read the list of techniques to your group or project them on a screen if you have that capability. As a group, choose one or more strategies to try out that you do not ordinarily use.

For your next meeting in November:
1) Try out the agreed upon strategy or strategies.
2) Prepare to bring an anecdotal response giving details on how well your vocabulary lessons worked.
3) Be prepared to evaluate the quality of the learning that took place, including strengths and weaknesses of the strategies.

Added Value Conversations:
➢ What vocabulary words do you teach in your class?
➢ Where do they come from?
➢ How do you choose which words to teach explicitly?
➢ How many words to you teach and how often?
➢ Do you classify your words into: must know, may know, and might know? Or, do students see all vocabulary words with the same weight?

Six Techniques to Reinforce Strong Vocabulary

Observing champion reading teachers in action has allowed me to develop what I hope is a clear and actionable list of the specific methods they use to reinforce vocabulary, especially depth of word knowledge. These methods allow you to reinforce word knowledge, in a variety of settings. Because these approaches are all relatively straightforward, you should be able to do them reliably and consistently with just a little bit of practice.

Multiple takes. To enter a word into their functioning memory, students need to hear a word (and ideally its pronunciation) multiple times. Try to get them myriad quick exposures after introducing a word.

- *Have students practice using a word in different settings and situations and give an example of a time when they might use it.*
- *Circle back to words you previously taught— yesterday, last week, or last month.*
- *Give students a sentence stem with a vocabulary word, and ask them to finish it.*
- *Have students practice saying words correctly.*

Compare, combine, contrast. Beware the "synonym model." It's the difference between similar words that creates meaning in a passage.

- *Ask students to distinguish between or compare two different words; focus on nuances of meaning.*
- *Ask students to describe how and whether they could combine vocabulary words.*
- *Ask students to apply and discuss a change (ideally to a similar word).*

Upgrade. Find opportunities to use richer and more specific words whenever possible.

- *Ask students to use recently introduced words in class discussions.*
  Ask explicitly for a better word.

Stress the syntax. Students often struggle to use new words in different settings. They know *inadvertent* but can't turn it onto *inadvertently*. They say, "I am feeling inadvertent."

- *Ask students to identify or change a word's part of speech.*
- *Ask students to identify or change a word's tense.*

Back to roots. Stress the foundational knowledge of roots so students can apply their understanding to new words.

- *Ask students to identify roots or affixes and describe how they relate to meaning.*
- *Ask students to identify other words containing a root.*

Picture this. Create a multidimensional image of each new word by using pictures and actions.

- *Help students visualize words by giving them a picture that exemplifies a word they've learned. Or have students draw their own picture of a word.*
- *Ask students to act out or personify a word.*
- *Have students develop gestures to help them remember words. Give them the word, and ask for the gesture. Give them the gesture, and have them provide the word.*
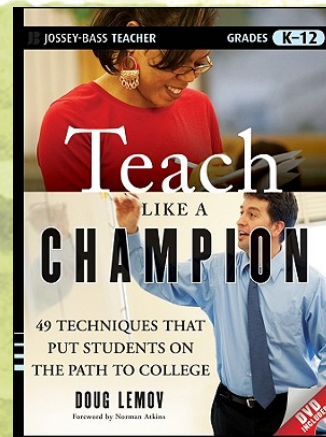
Chapter 11. The Fundamentals: Teaching Decoding, Vocabulary Development, and Fluency

by Doug Lemov