

Nelson's Notes



Dates to remember *Professional Development*

- Wednesday, October 6
TAP Technology Applied Projects workshop...4-8 PM
- Thursday and Friday, October 7 & 8, Title I/Spec Ed Conference
- Wed., Oct. 11, Nonviolent Crisis Intervention training
- Thursday, October 12, RTI training
- October 14-18 Choice Literacy Workshop, Rockport, ME
- October 19-24 PLC workshop, New Orleans, LA



Instructional Coaches Academy

I recently attended the Instructional Coaches Academy for two days and will be attending four more days of training. This was put on by the ND Teacher Support System as a result of the creation of the Student Performance Strategist, as part of HB1400. Chris Bryan from National Staff Development Council was our instructor.

We spent the days defining what was an instructional coach including characteristics, roles, and the impact of coaching. The concept is to train an instructional coach to support you, as teachers, to have a better impact on students' learning.

I have learned a lot and am

excited to be working with you to provide support in literacy and math instruction as well as best practices.

How can I be of help to you this year?

***Work on reading and writing instructional strategies**

***Collaborate with you before and after lessons**

***Offer differentiation strategies**

***Co-teach or co-plan with you**

***Classroom visit with feedback**

***Find resources for a particular subject/strategy**

Writing Essentials Study Group!

I talked to Carla Fettig and she is coming to Hebron to do our first session for our book study on Wednesday, November 17th from 5-7PM. So get your books out and read Chapters 1& 2—and we'll set the time to for the discussion of these two chapters!

Check out these websites!

- www.readthinkwrite.org
- Don't forget to check out our own Bearcat Wiki—found on our own school website:
<http://bearcatelem.wikispaces.com/>

Notetaking and Summarizing...a little research!

Key Research Findings

- Students have to analyze information at a deep level in order to decide what information to delete, what to substitute, and what to keep when they are asked to give a summary (Anderson, V., & Hidi, 1988/1989; Hidi & Anderson, 1987).
- Reading comprehension increases when students learn how to incorporate "summary frames" as a tool for summarizing (Meyer & Freedle, 1984). Summary frames are a series of questions created by the teacher and designed to high-

light critical passages of text. When students use this strategy, they are better able to understand what they are reading, identify key information, and provide a summary that helps them retain the information (Armbruster, Anderson, & Ostertag, 1987).

- Teacher prepared notes show students what is important and how ideas relate, and offer a model for how students should take notes themselves (Marzano et al., 2001).
- Notes should be in both linguistic and nonlinguistic forms, including idea webs, sketches, informal out-

lines, and combinations of words and schematics; and, the more notes, the better (Nye, Crooks, Powlie, & Tripp, 1984).

When students review and revise their own notes, the notes become more meaningful and useful (Anderson & Armbruster, 1986; Denner, 1986; Einstein, Morris, & Smith, 1985).

Shared from Focus on Effectiveness: Research Based Strategies website

<http://www.netc.org/focus/strategies/summ.php>