



Day 1 jitters and excitement are officially behind us! Every student I talked to in the hall yesterday was excited about their schedule and said they loved their first day of class. Onward to the next 179 - let the adventure begin!

Instructional rounds will begin next Thursday with the English department. If you are a visiting teacher, book your sub by 09-07. You will enter the absence under "Professional Development" and in the "Notes to Admin" section, write: "Approved instructional rounds - budget 320155C3152122". Thank you to Alexandra, Donelle, Dan, and Annsley for agreeing to be our Lab Teachers!

As a reminder, I am available for reflective conversation, to help collect & reflect upon data related to your professional learning focus (or anything, really), to help collect & analyze student learning data, or help with lesson planning, assessment development, etc. Please email, call, or stop by anytime!

I will be visiting classes in the CTE department this week and the Arts department next week for pop-ins and/or walk-throughs (Thank you to Mr. Triplett, Ms. Dang, and Mr. Henry for letting me visit yesterday!).

Thank you in advance for allowing me into your space!

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[Link to Instructional Resources on the SPHS Webpage](#)



Collaboration & Community



This article from Edutopia outlines specific methods for using flexible grouping within one class period. This strategy allows students to engage in content while building community. Examples are given for various subject areas!

Click on the image to open.

SPHS Teaching & Learning in Action: Retrieval Practice

In a lesson last spring, Brian Lehrman combined collaborative, small group discussion with retrieval practice to challenge his PLTW 2 students. On day 1, Brian used a model of a kidney, along with visuals on the screen, to lecture about the parts of the kidney and their function as students recorded notes into their notebooks. For the opener on day 2, students met with their teams at a lab counter. Brian instructed students to work together to label the parts of the kidney on a blank model and add arrows to show the order of parts used by the kidney to create urine. All of this was to be done without notes! Students immediately got to work discussing and writing. Students questioned and corrected each other and if they got stuck, Brian was around to give hints and get the teams on track. The opener lasted about 10 minutes, effectively activated previous learning, added opportunity for retrieval, and provided peer support. Thanks for letting me visit and share about your lesson, Brian!

DID YOU KNOW?

A single session of retrieval practice can **generate memory improvements that persist for 9 months**, and the positive effects of retrieval over multiple sessions can last for 8 years.

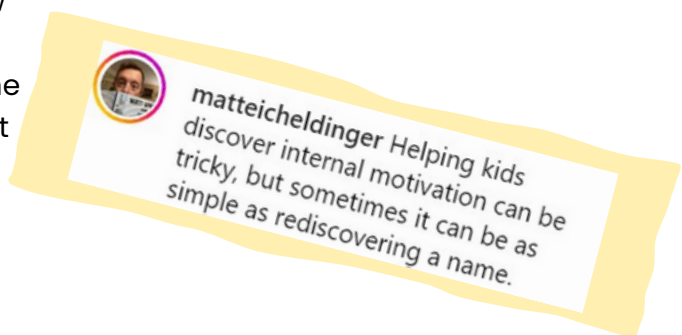
In an authoritative study, researchers emphasized that retrieval practice is not the same as reviewing or rereading. Students must actively draw information from memory into "conscious awareness" to reap the full benefits.

Source: Carpenter, Pan, & Butler, 2022

Making Connections

In his Instagram post, Matt Eicheldinger shares the story of how he finally found a way to motivate his 6th grade student, Liam. What I am struck by is not really that Liam was motivated by the meaning of his name (although that is super neat), but by Matt consistently and intentionally looking for ways to connect with struggling students. This is SEL built into – not separate from – daily lessons! Thank you for letting me share this, Matt!

Click on the thumbnail to open.



Small Groups & Collaboration Strategies

In this article, Nicole Tuttle (Department of Chemistry and Teaching Consultant at Chicago Center for Teaching & Learning), discusses 8 small group structures that might be used to increase student collaboration and discussion. Some are old favorites that most of us already use and others offer something new to try! Click on the thumbnail below to open.



Using Data-Driven Dialogue in a PLC Meetings: Video Example

This video shows snippets of data-driven dialogue meetings and the purpose for each phase of the protocol. It is an elementary school example, but don't get caught up in that – watch for how the meeting proceeds and what type of conversations lead to results.

Video is about 6 minutes. Click on image to watch.



Thanks for taking the time!

I welcome feedback for how to make the newsletter work better you or if you would like to see something specific, please let me know!

Strategies may also be found on the SP Webpage under 'Learn' and then 'Instructional Resources'.