

# Q COMP QUAD X TWO

CHECK OUT THE AWESOME THINGS BEING ACCOMPLISHED THROUGH Q COMP!

Q COMP ADVISORS: CHANDA KROPP, SARAH NELSON, MELISSA WILSON

## LEADERSHIP & PLC LEADERS West Elementary

From top: Denise Einck, Gloriann Heikes, Dawn Holtz, Kathy Nordby, Chelsey Schumaci, Naomi Shadis

At the February Late Start, the West Elementary District Leadership Team Members (also PLC Leaders), facilitated a mid-year PLC celebration in the media center. All staff reported to this meeting at 7:30 am and celebrated until about 8:20 am when they moved to meet within their PLCs. At this event, they enjoyed breakfast as each PLC shared their student achievement goal as well as: action steps, progress, challenges, celebrations, and/or examples of student work. All staff members collaborated, encouraged, and celebrated one another. As groups exited, interdisciplinary conversations continued as they shared resource ideas or asked clarifying questions to enhance the learning development of the students at their school. Congratulations to West Elementary for hosting such an upbeat event in support of your teachers and students. You all played a vital role in this celebration.



**GLORIANN HEIKES**  
1st Grade  
West Elementary

Gloriann discovered a new low tech tool at the TIES conference, PLICKERS. Plickers are paper "clickers" for a Smart Board or projection screen. To begin, Gloriann set up her class and created questions for her students on [www.plickers.com](http://www.plickers.com). During class, her students were able to see the questions on her Smart Board and used the paper clicker (plicker) to show their answer (A, B, C or D). Gloriann held up her iPad and scanned the students' responses and the recorded responses were graphed. This quick formative assessment tool can be used for a warm-up activity or an exit ticket. **The Q Comp Advisors have two sets of plickers to use, contact us if you would like to try them!**

**MAGGIE MUELLER  
& BONNIE HAHN**  
Physical Education  
Teachers, Park Elementary



Bonnie and Maggie incorporate Park C.A.R.E.S and a culture of interdisciplinary learning in their PE lessons. For example, the activity, Titanic, provides nonfictional information about the history of the Titanic and its passengers while also supporting strategies for teamwork/cooperation to execute a safe journey across the gym. This lesson is part of a cooperative game unit in which classes brainstorm what cooperation looks like and sounds like during activities. Historical information about the Titanic was shared with students, including the name and information of a passenger that was onboard the Titanic in 1912. Groups of about 8 students strategically work together to move from their sinking ship to safety on the other side of the gym. The Titanic soundtrack is played throughout the activity and the lights are dimmed near the end to signify the electrical outage that occurred onboard. The atmosphere is filled with urgency and an uplifting anxiousness as students become more successful in their journey.

**MARKUS OKESON**  
4th Grade Teacher  
Park Elementary



Clear, concise learning targets written in student-friendly language (I will or I can statements work well) allow students to understand what they are expected to know, understand, and be able to do by the end of instruction. During an observed writing lesson, Markus displayed the learning target on the SMARTboard for students to see at the beginning of the lesson as he verbally stated the LT for all to hear. Students internalized the information immediately and were prompted to orally state the learning target (as displayed on the board and previously dictated by Mr. Okeson) as well. Students want to be successful. Clear, aligned targets support student success because students become more engaged in their purposeful learning and teachers can provide streamlined feedback to support designated learning targets.



**TODD CARD**  
6th Grade  
Keyboarding  
Middle School

Todd adds movement into his daily lessons in keyboarding. Taking a break to get the body moving provides just enough for most of Todd's students to stay engaged in their learning targets. He uses chair push-ups, chair squats, dips (back turned to the desk and lower your body until arms at 90%), toe-touches, various stretches (arms & legs), balancing, walk a lap around the room (clockwise/counterclockwise, backwards, walking grapevine), and toe-raises (works the calf muscles).



**TROY HIGGINS**  
6th Grade  
Social Studies  
Middle School

Troy's students have group roles when working in small groups. This provides each student responsibility as they complete group assignments. Students wear lanyards to identify their roles when working: the collector gets the materials for the group, the recorder is responsible for writing, the leader makes sure every voice is heard and work is task-focused, and the communicator presents the groups' finished work to the class and answers questions. This is a great way to ensure all students are involved and organized within their group work.

**MANDY HARRIS**  
English Teacher  
High School



Mandy's classroom discussions challenge students to think broadly and deeply. Her students are drawn into the conversation and feel comfortable sharing their perspective; even if it differs from another student. When asked how she creates such rich conversations, she responded that they take time to practice what good listening and discussion skills should look like in her classroom. At the beginning of the trimester, she has the students get into a circle and listen to each other as they form questions and comments. Before a student can share his thoughts however, he must begin his sentence with a thought from another person that relates to his own. For example, "As I was listening to Jennie, it made me think of..." Mandy allows ample wait time for students to organize their thoughts and gives the students specific feedback about what was said to foster an engaging conversation.

**COREY RUDE**  
Math Teacher  
High School



How do we get students to think deeper about what they are learning? Questioning skills help students explore new concepts, elicit evidence of student understanding and promote deeper student engagement.

Corey lead a thoughtful discussion in his Geometry class that included questions such as: What is your prediction? Let's see if it works. What are we going to do next? What did you do, to go from here to there? Do both answers work? How do we check that? Why is that important? Why do you think that? How are we going to figure that out?

Students listened to each other's responses and were able to formulate questions and answers based on the conversation to deepen their understanding of Geometry.