



# Coach's Corner

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Williamsburg Charter High School - 198 Varet St., Brooklyn NY 11206 - 718-782-9830 x2014

*"Great teachers have high expectations for their students, but even higher expectations for themselves."*

*-Todd Whitaker*

## Mini Series!

December 8<sup>th</sup>

*All Teachers*

## Building Your Website

Mini Series sessions are offered during periods 4-7.

Each session starts 10 minutes after the bell and lasts 30 minutes.

Grab a snack and stop by for:

*Strategies on the go!*

## The Teacher Center!!

Not only can you get coffee and chocolate in the Teacher Center, we are now equipped with a computer, printer, and phone!!! Stop by if you need to make calls home, or print out your lesson!

## Is your Do Now actually a Do Later?

If you missed this month's mini-series *The Power of an Effective Do Now*, have no fear the recap is here!!

We all dutifully post our *Do Now* in our lesson plans and on the board, but is it really as effective as it should be? The **Purpose** of a *Do Now* is to understand the previous lesson, correct student misunderstandings and remedy any deficiencies before moving on with your instruction. But often our do now becomes a wrestling match with students to get in and get working while we fumble through some papers, try to post the attendance, or prepare for class.

**An effective *Do Now* is 3-5 minutes and must hold value.**

If there is no value attached to it then why would a student do it? If you assign it then you assess it, and that doesn't mean grading every little part of it, but it does mean walking around assessing that they know what they are doing, checking it off, and offering the students helpful comments. This will prove that the *Do Now* is actually valuable. If you lock yourself behind your desk preparing for the class, then you will lose the class before it even starts. The *Do Now* tends to play out in three ways:

1. They complete the "Do Now" correctly on their own, and then sit idly, socialize, or do something for another class as the teacher reviews the "Do Now"--at which point, for these students the "Do Now" has become the "Did Already."
2. They sit idly, socialize, or do something for another class instead of doing the "Do Now" on their own, since they know the teacher will eventually do it for them--at which time they can copy down the answers. For these students, the "Do Now" is really the "Do Later."
3. They sit idly, socialize, or do something for another class instead of doing the "Do Now" on their own but, unlike their "Do Later" classmates, they remain off task even when the teacher reviews the "Do Now." For these students, as you could probably guess, the "Do Now" is the "Do Never."

I encourage you to test this out by greeting the students at the door and taking attendance as they come in (then post it online quickly or while they are working after the *Do Now*), then walk around and comment on the *Do Now* as they are working and see if this makes a difference in the start of your class!

Remember, as with any change, it will take time but let's see if we can make the *Do Now* and actual *Do Now*!

## Tips & Tricks

### Helpful Tips

- No more than 3-5 minutes
- Assesses or checks for understanding
- Is inviting and engaging
- Is clear and concise, nothing too vague
- Is an actual evaluation
- All student can answer, even if they need additional resources to do so

### Engaging Tricks

- Posits and chart paper
- Laminated cardstock as mini whiteboards
- Anything that has to do with their generation (instagram, vine, twitter)

**The Teacher Center Website is Up and Running!! [www.thewcs.org/theteachercenter](http://www.thewcs.org/theteachercenter)**