Coaches Corner

Stokes County Schools
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Announcements and Important Dates

2017-18
mClass and Fountas and Pinnell MOY Benchmark Dates

K-2 MOY Math Assessment

Progress Reports
December 7
February 15
May 3

Report Cards
November 13
January 25
April 12
June 6

In the Spotlight

It's a Boy!
By: Stacy Buck

Meet our new addition: Liam Buck

Stress-Busting Tips:

1) **Get some exercise** - Physical activity helps bump up the production of your brain's feel-good neurotransmitters, called endorphins. It's actually meditation in motion!

2) **Get more sleep** - Ample sleep is critical for our physical and mental health. Research has proven that a good night's sleep improves your mood.

3) **Take some "me time"** - Even if it is only 5 minutes a day. Take time to sit and relax. If possible, take a long bath, take a nature walk, or just sit and drink a glass of wine.

4) **Play with your kids, a pet, or just be with family and friends.** - Strong social support is a great stress reliever.

5) **Practice "gratefulness"** - Start a journal and write down things you are thankful for each day.

6) **Have a plan for your planning time** - Don't hop around like a bunny trying to do 875 things during your planning. Write down the things you want to accomplish during your planning time and stick to it.

7) **Enjoy your students!!!** - Remember your students! Remember why you became a teacher! Know your students and take the time to enjoy each one of them!

Stressed
By Janet Steward

Teaching can be one of the most rewarding jobs in the world. However, the pressures of teaching can be difficult to manage and it can sometimes feel like you have no time to switch off. In a study published in 2000 in the International Journal of Stress Management, 67 percent of teachers surveyed described their jobs as "extremely stressful." Learning to cope with stress does not happen overnight and can take some effort on your part. So, if you ended last year feeling anxious and overwhelmed, then the start of a new year is the perfect time to make some changes. Remember, the energy you bring into class will, without a doubt, impact the experience your students get out of the class. The following is a simple list of practices to help you unwind and improve your mental and physical health.


"characterized by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved." - Anita Archer, 2011

### Are you explicit with your instruction?
By: Anna McGee

Anita Archer gives sixteen elements of explicit instruction. I have listed eight of them below. How do you apply these in your classroom? If someone were to observe you, would some of these elements be easily recognized? Better yet, would any of your students recognize them? Our goal is maximize students' academic growth. Explicit instruction is one of our best tools.

- **Focus instruction on critical content** - Does your instruction teach the skills strategies, vocabulary terms and concepts to match your student's instructional needs?
- **Sequence skills logically** - Are skills taught in isolation, unrelated, disjointed or choppy?
- **Break down complex skills and strategies into smaller instructional units** - Do you segment complex skills into manageable chunks that students may synthesize over the course of the unit?
- **Design organized and focused lessons** - Are your lessons on topic, organized, focused and sequenced, with no irrelevant digressions?
- **Begin lessons with a clear statement of the lesson's goals and your expectations** - Are you transparent with lesson goals and why what students are learning is important? Do your students know the expected outcomes?
- **Review prior skills and knowledge before beginning instruction** - Do you provide a review that will verify students have the prerequisite skills or knowledge to learn the content being taught?
- **Provide step-by-step demonstrations** -Do you model or complete think alouds targeting a skill, task, strategy or decision making process clearly?
- **Use clear and concise language** - Do you use consistent, unambiguous wording?
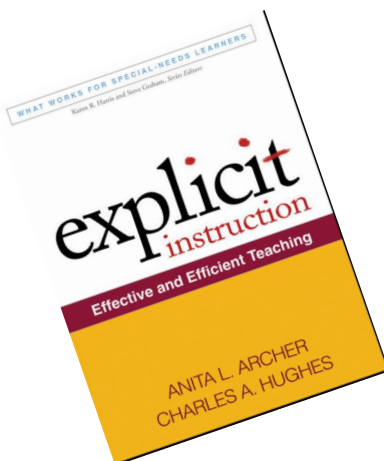
Simply Achieve Tablemats
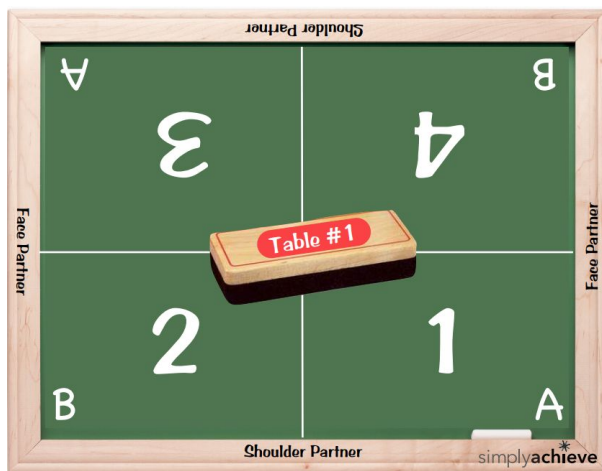
Cooperative Learning: Everyone Needs a Purpose
By Jen Cox

There are many approaches to cooperative learning, but one thing is true for all: every member of the group needs a purpose for participating or one student will do the work, either by choice or by default. Using table markers like the one shown from Simply Achieve, ensures that every member of the group has accountability. That may be in the form of participating in a discussion with their "Face Partner" or turn-n-talk with their "Shoulder Partner". It may be having the two "B" members compete against the two "A" members. It may mean that all the "2" members in the room are in charge of navigating the Chromebook for their groups today, or all the "1" members in the room are in charge of receiving and collecting materials for their groups. To expand, after the "A" team and the "B" team complete two different word problems and switch sheets to check each other's answers, Table 1 works together to write a similar word problem for Table 3 with #1 writing, #2 collecting manipulatives they will need to visualize the equation, #3 drawing a model or diagram, and #4 explaining to Table 3 what they need to do to solve the problem.

The next question is how to choose students for each group. Naturally, you want to take behavior into consideration, but do not let that be the only factor in your decision. If you are using the table markers, create a heterogenous group by selecting a high student for #1, a medium high student for #2, a low student for #3, and a medium low student for #4. Creating this deliberate grouping will help scaffold students as you pair the Face Partners (H & ML, MH & L), Shoulder Partners (H & MH, ML & L) and the A & B teams (H & L, MH & ML).

Another way this grouping can help with each student's purpose and value in the classroom is by using the "jigsaw approach", which is creating heterogeneous groups of students, dividing them into new groups to become expert on a topic, and then returning them to their home groups or tables. The structure the jigsaw approach provides lends itself naturally to differentiating instruction. Learning experiences can be differentiated by content based on student readiness and interests, the jigsaw technique allows students to learn from text that is matched to their interests and independent reading level while also learning from their peers, who have worked with text that is appropriate for them.

For example, the 1s, 2s, 3s, and 4s are reading groups at or near the same text level ability. Each group meets in a spot in the classroom and reads an article or short book together on a different Civil Rights leader. The groups discuss the text using close reading and answer questions relating to the text, with the teacher monitoring. The teacher will need to provide more support to the 3s and 4s. Again, each student needs to have a job within this homogenous group. They are now the experts on that Civil Rights leader. Then the students return to their tables and share with the other members of their group what they have learned about that leader and they can discuss similarities and differences between the leaders, with every member having information to share to the others. These are just examples of how to ensure each student has a purpose during cooperative learning groups.

K I N D E R
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KEA is a the Kindergarten Entry Assessment which represents the first sixty days of Kindergarten. This is a small piece of the larger NC K-3 Formative Assessment Process. This process is used by teachers and students during everyday instruction to provide feedback that constantly adjusts teaching and learning. This helps students improve their achievement of the required instructional outcomes. Our Kindergarten teachers work hard to promote learning that meets the needs of all Kindergarten students. The KEA process aids in teaching and mastering key skills Kindergarteners need to be successful in school.

District Resources
http://r5k3formativeassessmentsupport.ncdpi.wikispaces.net/DIT+Resources

KEA

By Rachel Cain

So what do we look for in the eight constructs?

These constructs provide us with progressions that are suitable for cognitive abilities of a Kindergartener. Each student will not start at the same point or even end Kindergarten at the same point on the progression. Progressions are there to formatively assess the individual needs of each Kindergarten student in Stokes County.

So what do KEA centers look like? How do we set them up? What materials should be used? We are going to take a look into "a day in KEA" with activities that you can use in your classroom!

- Crossing the Midline
  - Crossing the Midline Activity
- Emotional Literacy
- Engagement in Self-Selected Activities
- Following Directions
- Grip and Manipulation
- Hand Dominance
- Letter Naming
- Object Counting

Google Drive Folder with all construct files.

How well do you know K-3 FAP? Take the following Mythbuster Quiz!
Fact-or-Myth

Resources to Centers:

Station Cards

Hand Dominance Activity

Following Directions Activity

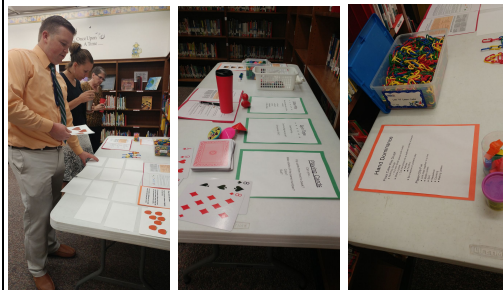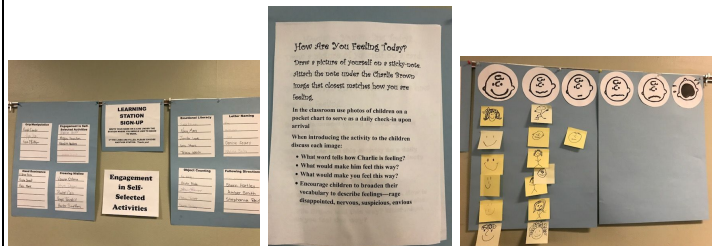### Wordo Directions
Wordo Game

Object Counting Directions
Object Counting Memory Game

Construct Pictures

**Success Is
No Accident!**

**It is hard work,
perseverance, learning,
studying, sacrifice, and
most of all, love of what
you are doing.   ----Pele**

Mission
The mission of Instructional Coaching is to build adult learners' capacity to advance the achievement of all students and to close achievement gaps in SCS Elementary Schools.

Vision
Instructional coaches are integral members of professional learning communities where:
- Professional learning is directly embedded in daily ongoing practices, Student learning is the shared focus at all times,
- Best practices are valued and consistently implemented to deliver standards based instruction.
- Data is analyzed continuously and shared to inform instructional decisions. Success is celebrated frequently, and
- Collaboration is a way of being .

Values
Instructional coaches challenge the status quo and push teachers, leaders, and themselves to improve student achievement. Instructional coaches provide opportunities for the school to explore enhancements and innovations to current practice through job embedded professional development. Working to implement and see results from more effective practices positively impacts achievement gaps. In addition, building capacity within the teachers and teams creates a culture of teacher leaders who are comfortable with data analysis, collaboration, and facilitating professional development.