

Coaches Corner

Stokes County Schools

Elementary Instructional Coach Team

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Announcements and Important Dates

2016-2017

mClass and Fountas and Pinnell EOY

Benchmark Dates

May 1-19, 2017

EOG Test Dates

May 25-June 8, 2017

Progress Reports

May 8th

Report Cards

June 8

K-2 Summative Math Assessment

Month of May

K-3 Formative Assessment Process

Final - Finalization for Winter 16-17

(2) pieces of documentation per student,
per construct

Completed by May 26, 2017

The Value of Self-Reflection

By Janet Steward

The end of the school year offers the opportunity for teachers to practice the art of self-reflection. Self-reflection is critically examining oneself and it is a vital component of effective teachers. Successful teachers feel compelled to reflect due to ethical obligations to students and/or moral beliefs. Reflecting over the previous school year has the potential to make you uncomfortable. As you reflect, you will see areas that need growth and areas of strength, which to some could seem boastful. Thinking deeply about the past school year and identifying these areas may not be easy. However, the outcome of reflective practice will result in professional growth for individual teachers.

Teachers, please take some time at the end of this school year to critically analyze your professional practice. Challenge yourself and you will find the classroom is a place of learning for yourself, as much as your students.

Questions for Self-Reflection:

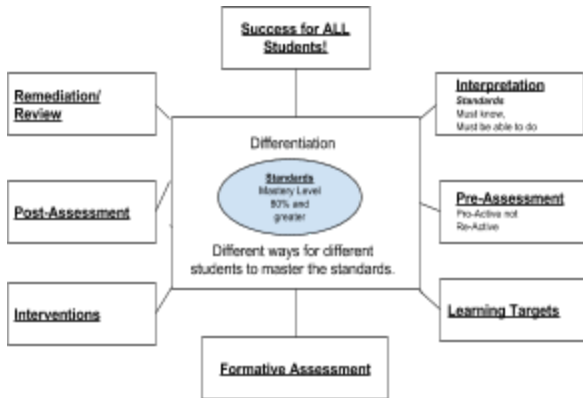
- Were students engaged?
- Was instruction too difficult or too easy?
- Was instruction delivered at a reasonable pace?
- Did I differentiate my instruction?
- Did I cover all the standards?
- Was I perceptive and sensitive to each of my students' needs?
- Did I give clear, concise instructions?
- What resources, materials worked well?
- What resources, materials did not work well?
- How was my overall attitude and delivery to my class?



Do you have a PREP-Plan for EOG(s)?

By: Anna McGee

- 1) Teach with a sense of urgency. No wasted moment!
- 2) Address student test anxiety often.
- 3) Address academic vocabulary - Content, Blooms & Webb's Depth of Knowledge, etc.
- 4) Plan, prepare and ask...higher order thinking skill questions.
- 5) Evaluate your assessments. Are they assessing what you are teaching?
- 6) Ask students for assessment and class feedback.
- 7) Be transparent & clear
- 8) Find out what students know at the end of each class.
- 9) Allow students to formulate major test questions.
- 10) Allow students to formulate test answers.
- 11) Use the Mock and all other data to target individual needs.
- 12) Collaborate, collaborate, collaborate with colleagues
- 13) Evaluate tutoring
- 14) Have high-expectations for all students.
- 15) Give specific, immediate feedback.
- 16) Vary strategies and structures
- 17) Evaluate Instruction and use of Instructional best practices
- 18) Create relationships and self-esteem
- 19) Encourage Growth Mindset - Educators and Students!
- 20) Look for ways to establish Student Ownership of Learning



Let's Review!

By Jen Cox

Here are two web-based programs I want to encourage you to try using to review material with your students in preparation for EOGs:

Quizlet

View these 5th Grade Science vocab sets without signing up on the site.

Weather https://quizlet.com/_3dur58

Chemistry https://quizlet.com/_3dvxo2

Physics https://quizlet.com/_3dwbv2

Anatomy and Genetics https://quizlet.com/_3dwrzs

Biology and Ecology https://quizlet.com/_3dx6xr

You can pull the flashcards up on the SmartBoard. Click on the card to flip it, then use the arrows to go to the next term or go back. Set up a teacher account and create your own cards and/or save and use these. After creating your classroom, you can set up accounts for your students so they can use the program in a center in class, as well as at home. Students can study, play games, take quizzes, and play games. There are a few games they can play including Quizlet Live where they can compete against each other. You can also print the cards for students to have to review without Internet.

Kahoot

Students can access and manipulate Kahoot using any web-connected device, such as a Smartphone, iPad, Chromebook, or classroom laptop. Create your account and get started by designing a quiz, discussion questions, or a survey. After creating your Kahoot activity and "launching" it, get your students involved by having them visit <https://kahoot.it/#> and enter the "Game PIN." Once they enter a username and start quizzing, their scores (their results) are saved to their profiles.



"Here is my absence note. I had Spring fever."

Bonus Ideas:

- 3 minute dance party to get wiggles out
- Deep breathing exercises (bonus bonus--good for testing too!)
- Write letters to future students
- Plant seeds to observe
- Reward good behavior with an outdoor game
- Sidewalk Chalk review questions

MY CLASS HAS SPRING FEVER! HELP! BY: STACY BUCK

It's that time of year when everyone starts staring longingly out the window and forgetting every routine and lesson you've ever taught.

But wait! We still have mClass assessments, K-2 Math assessments, EOGs, and probably even a little bit of new instruction left!! We can't afford to give in to spring fever yet! And even after testing, we have to survive until June 8th!

How can we survive spring fever without losing our minds? Here are some ideas to add to your bag of tricks:

- Keep your **rutines** as similar as possible so your students stay "in the groove"
- **Projects** can keep your students busy reviewing important information in a way that is fun and engaging. Keeping them engaged will keep the discipline problems down!
 - **Technology** options (webquests, creating Google presentations, make a video)
 - **Art!** Let them illustrate their understanding. This often gets left out due to time constraints. Let the creativity flow.
- **Games** are another fun way to review content and up engagement. Roll up review questions in balloons and have kids blow them up. Then, have a balloon pop relay where they have to answer the question before tagging the next kid. (Do this outside. Your neighbors will thank you!)
- Let kids **create their OWN games!** They can make a game board and questions to help each other review. OR, be brave and let them create a review game in Smart Notebook! The older kids really enjoy this.
- Take them **outside.** You aren't giving in, really! You are going to practice observational skills and observe nature. Or you're reading a book under a tree. Whatever works as a reward for your class.

Relieving Stressors in the Classroom by:

"Playing Outside"

Time spent outside has large benefits on students and it can be integrated into the school day.

-By Rachel Cain

Regular time outside gives kids more opportunities to exercise, and it lets them notice and appreciate *all* of nature — not just breathtaking views seen while camping, but also ants on the playground or a squirrel in the yard. Exploring the outdoors introduces children to new sights and sounds and broadens their perspective beyond their immediate families and school. Each of these interactions has its own benefits, but the overall impact of time spent outdoors is clear: better physical health and wellness; increased environmental stewardship; enhanced creativity, concentration, and self-confidence; and stronger collaboration and relationship skills.



As we begin this time of year we tend to focus on testing and end of year responsibilities. This can create stress for teachers as well as students. Just being outside for a few minutes can provide the body with needed vitamin D. Vitamin D is fundamental in the body's overall health as well as improving brain function. A tool our students need to be focused and ready to receive review materials.

Suggestions for Integrating the Outdoors

- Designate a "wild" area for exploration.
- Create an outdoor classroom.
- Foster partnerships between school and local parks.
- Let students eat lunch outside.
- Take students for a walk, nature hike, or stroll.
- Field Trips without technology, completely outside!
- Model student engagement with nature.
- Planting a garden.

**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. By wearing many hats every day, 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.