

Coaches Corner

Stokes County Schools

Elementary Instructional Coach Team

Twitter @stokescoaches

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Announcements and Important Dates

2016-2017

Mock EOGs and NC Check-ins

March 20-24

mClass and Fountas and Pinnell EOY Benchmark Dates

May 8-26, 2017

Progress Reports

May 8th

Report Cards

April 5

June 8

Required Workdays/Professional Development (More information to come...)

March 27th

Check out this video on formative assessments including pre- and post-tests:

https://youtu.be/Ecp5tFwXA_M

Three Tips for Great Formative Assessments:

<https://youtu.be/JJ5yRhyleFI>

The Effective use of Pre- and Post-tests

Pre- and post-tests can be valuable diagnostic tools for more effective teaching. A pre/post-test formative assessment covers the standard addressed in a unit of study. What does the standard say our students should be able to do? Students take the same test, or one very similar, before and after completing the unit of study in order to measure growth. When taking the post-test, students should be able to answer more questions correctly based on an increase in knowledge and understanding.

Pre/post-tests function as a teacher diagnostic tool in the following ways:

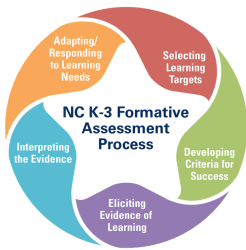
1. Identifying students in a class with the least knowledge or understanding of the material.
2. Identifying the students in a class with the most knowledge or understanding of the material.
3. Identifying topics the students know before the unit, therefore the teacher can spend less time instructionally.
4. Identifying topics the students do not know and will need to spend more time instructionally.
5. Identifying topics the students have not learned during the unit.

Pre/post-tests can be used for more effective teaching in the following ways:

1. Students with the least background knowledge should be given remedial instruction during the unit and, if needed, after the unit.
2. Students with the most background knowledge should be given enrichment materials to extend the unit.
3. Lesson plans should be revised, either during the unit following the data from the pre-test, or as re-teaching or remediation opportunities after the post-test, to ensure students meet the learning targets.

By Jen Cox

(Reference: <https://owlcation.com/academia/PrePost-Test-A-Diagnostic-Tool-For-More-Effective-Teaching-of-EFL-Students>)



Domains & Constructs: Kindergarten and K-3

Domain	Kindergarten Entry Constructs Developmental age 3-6	K-3 Constructs Developmental age 3-10
Approaches to Learning	<ul style="list-style-type: none"> Engagement in Self-Selected Activities 	<ul style="list-style-type: none"> Perseverance in Assigned Activities
Cognitive Development	<ul style="list-style-type: none"> Object Counting 	<ul style="list-style-type: none"> Problem Solving
Emotional-Social Development	<ul style="list-style-type: none"> Emotional Literacy 	<ul style="list-style-type: none"> Emotion Regulation
Health & Physical Development	<ul style="list-style-type: none"> Grip & Manipulation Hand Dominance OR Crossing Midline 	<ul style="list-style-type: none"> Gross Motor: Walking, Pathways, Stair Climbing
Language Development & Communication	<ul style="list-style-type: none"> Following Directions Letter Naming <p>OPTIONAL:</p> <ul style="list-style-type: none"> Book Orientation Print Awareness 	<ul style="list-style-type: none"> Reading Comprehension: Monitoring Meaning School-Related Vocabulary Writing

KEA and the K-3 Formative Assessment

By: Stacy Buck

We teach so many things beyond our standards every year. Children come to us not able to tie shoes, express feelings, or follow directions every single year. And every single year, teachers do an amazing job creating independent students who can express their needs, follow multistep directions, and put on their own coats and shoes.

With all the time and effort spent on things that are “not in our curriculum,” how do we quantify the value of this instruction? With the extreme scrutiny and negativity surrounding public education in our country, how do we justify that what we do is worthwhile and necessary for a well-functioning society?

This is where the [K-3 formative assessment](#) comes in. This allows us to show, in a sequential and methodical manner, the value of all the non-curriculum components of teaching. We can show how following directions leads to better self-monitoring of reading comprehension, because they are both language skills. We can show how allowing students opportunities to engage in self-selected activities for extended periods of time helps them persevere through assigned tasks and even the dreaded EOGs at a later date.

[KEA/K-3 Formative Assessment](#) makes it clear to those who do not know education that every piece of what we do each day has a purpose and the ability to shape the future.

21st Century Learners

By Rachel Cain

Focus: Life and Career Skills



Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

Life and Career Skills

Today's greatest success stories are not about people who are necessarily the smartest but those who can communicate a vision to others and lead them in the execution of it. They also recognize and surround themselves with those that are smarter and more capable than they are. Below are key characteristics for Life and Career Skills.

FLEXIBILITY AND ADAPTABILITY

Adapt to Change
Be Flexible

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time
Work Independently
Self-directed Learners

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others
Work Effectively in Diverse Teams

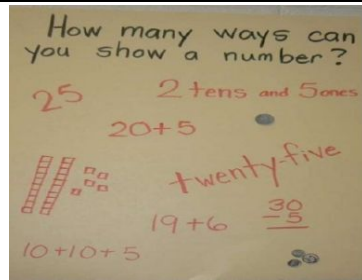
PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects
Produce Results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others
Be Responsible to Others

<http://www.p21.org/index.php> and http://www.21stcenturyskillsmn.org/Life_and_Career_Skills

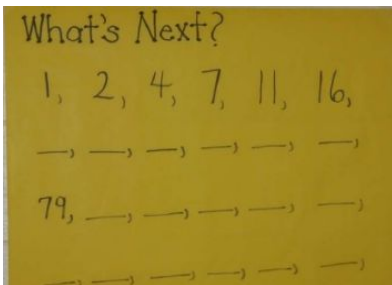
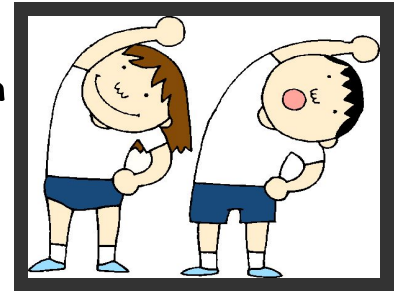


Math Warm-up Or Morning Stretch

By: Janet Steward

Math Warm-ups...

- Set tone for the day
- Help students make a mental shift to math



Math Warm-ups are...

- Brief mathematical activities during the first 10 to 15 minutes of the day or at the start of Math Block.
- Can be used for preview, practice, or review/maintenance.
- Carefully planned based on the standards being taught and the needs of the students.

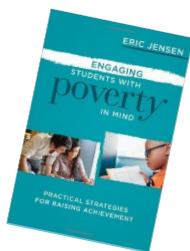


Math Stretch Examples...

- How did my family use Math last night?
- What's next?
- Number of the Day!
- Mathematical current events
- Math related classroom responsibilities!

Seven Engagement Factors

- 1) Health and Nutrition
- 2) Vocabulary
- 3) Effort and energy
- 4) Mind-set
- 5) Cognitive capacity
- 6) Relationships
- 7) Stress level



By Anna McGee

- 1) Upgrade your attitude - Make the choice to engage every student every day! Your students need you to sincerely believe in them.
- 2) Build Relationships and Respect - "Students don't care how much you know until they know how much you care. Students who have positive relationships with their teachers experience less stress, behave more appropriately, and feel more excited about learning."
- 3) Get Buy-In - "Passionate, committed teachers do not accept failure as an option. They are constantly "selling" students on themselves, the content, and the learning process." - Think authentic and relevance" - Reference *The Five Authentic Standards of Instruction* article.
- 4) Embrace Clarity - Be intentional, plan intentional, be transparent, have goals, know your content, use fewer words, be prepared, know the skills and knowledge outcomes, say what you do want, not what you don't want, don't make assumptions and focus on your students' world not yours.
- 5) Show your Passion - Do you love your job! Show it! Our students know if we are just going through the motions. Negative emotions are contagious but POSITIVE emotions are contagious too! Which feeling toward learning to you want to spread?!

**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.