

Coaches Corner

Stokes County Schools

Elementary Instructional Coach Team

Twitter @stokescoaches

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Announcements and Important Dates

2016-2017

mClass and Fountas and Pinnell MOY Benchmark Dates

Wrapping up January 3-30

K-2 MOY Math Assessment

January 3-31

Progress Reports

February 16th

May 8th

Report Cards

January 31

April 5

June 8

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

March 27th

This is me:



By Jen Cox

I join the Stokes County Instructional Coach team after having been an educator for fourteen years in Patrick County, Virginia. I have taught grades 3, 4, and 6, and have served as an Instructional Facilitator. I studied Elementary Education at Averett University in Danville, VA. I earned a Master's Degree in Curriculum and Instruction from Radford University in Radford, VA. Most recently, I obtained a Leadership certificate and administrator's license from Appalachian State University. Go Apps!

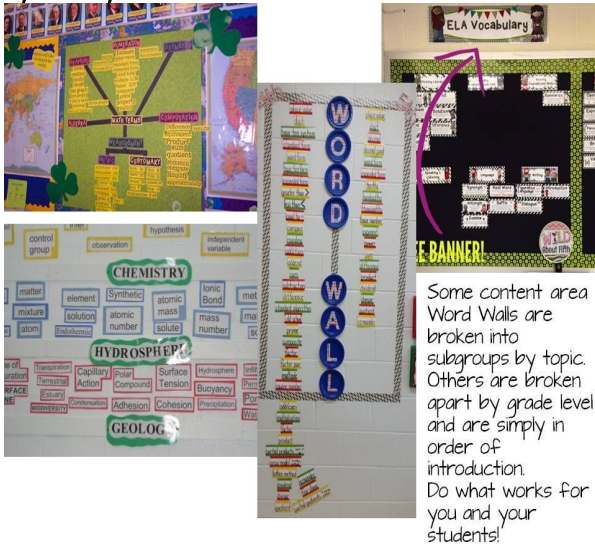
I am married to a fellow educator. My husband is a high school principal. We have lived in Madison for the past six years and attend Grace Baptist Church. We have one daughter, Madison, who is a senior at ASU. We also have a five-year-old Rat Terrier/Poodle mix named Ollie and an eleven-week-old Lab mix named Opie.

I feel very blessed to join such a wonderful group of coaches and the two highly professional staffs at Poplar Springs Elementary and Walnut Cove Elementary.

Academic Word Wall

-What's on your walls?

By: Stacy Buck



It seems like word walls are something upper grades teachers tend to let fall by the wayside--and I'm guilty too! It's easy to see them as a resource for little guys learning to spell high frequency words and not realize the potential for upper grades students.

Academic Word Walls are not **just** for upper grades. I have explored several options, and I feel like this would be a **great** way to help students become comfortable with words that are tricky for them to use. For example--those mClass words that seem too difficult for our grade level. But why do we feel this way? Because our students haven't been explicitly taught this vocabulary and they haven't been made to feel comfortable with these words in their reading and writing vocabulary. We can fix that! Using a word wall or anchor charts to go over complex vocabulary will make a huge difference for your kids.

But don't forget to go back to the words and have students interact with them. A put up and forget about it word wall won't grow your learners. Have students tell the connection between two or more words. Have student illustrate a word. Get creative and review! I have several great links to help you with ideas: [basic to get started](#), [secondary but great](#), [scroll to using the WW](#), [heavy academic text](#), but great next steps!

21st Century Learners

By Rachel Cain

Focus: Learning and Innovation Skills



Learning and Innovation Skills: Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

People referred to as "smart" or "genius" often are not those who have the highest IQs or know more facts but rather are those who can creatively solve problems. These individuals are not bound by the way others have done things in the past and are not afraid to try new approaches.

- Critical thinking and problem solving
- Creativity and innovation
- Communication and collaboration

These learning and innovation skills have to be developed and nurtured in our students. These skills are very different than memorizing how to solve a particular math problem or repeating someone else's research.

Students have to be encouraged to think outside of the proverbial box and learn it is OK to fail when breaking new ground and developing new ideas.

Accountable Talk...



Talk Moves - Stems to help start conversation!

- **Rephrase** – *I think I hear you say...Is that what you said?*
- **Rewind** – *Mark please tell me what Allen just explained.*
- **Review** – *What about Beth's idea made sense to you?*
- **Recharge** – *Who would like to build on this idea?*

Components of Guided Math

By: Janet Steward

What is Accountable Talk? What does it look like in the classroom? Accountable talk happens when students communicate about mathematical ideas in a way to articulate, clarify, organize, and consolidate their thinking. Classrooms should have an environment where students feel free to seriously respond to and further develop what others in the group have said.

The teacher's role:

- Teachers should model the use of precise mathematical language.
- During accountable talk, teachers move into the role of facilitator, actively listening and guiding the conversation.

The student's role:

- Students learn to defend their thinking using the correct mathematical terms.
- Students discuss and evaluate multiple strategies.
- Students listen and critique the reasoning of others in a respectful way.

Accountable talk makes mathematical thinking more visible to students and helps develop better understanding of mathematical concepts.



"Poverty is not just financial- Dr. Payne's definition of poverty is "the extent to which an individual does without resources".

- *Financial
- *Spiritual
- *Emotional
- *Mental
- *Physical
- *Support Systems
- *Relationships/Role Models
- *Knowledge of hidden rules

Brains can and do change everyday.

**But if the experiences stay the same,
so will the brain.**

What we do as educators, makes a difference!

Teaching and Engaging Students with Poverty in Mind

By Anna McGee

Understanding Poverty

[Click here](#) for research by Dr. Ruby Payne

[Click here](#) for information from Eric Jensen

Generational poverty and situational poverty are different. **Generational poverty** is defined as being in poverty for two generations or longer. **Situational poverty** exists for a shorter time is caused by circumstances like death, illness, or divorce.

- ❖ The hidden rules of the middle class govern schools and work; students from generational poverty come with a completely different set of hidden rules and do not know middleclass hidden rules.
- ❖ Language issues and the story structure of casual register cause many students from generational poverty to be unmediated, and therefore, the cognitive structures needed inside the mind to learn at the levels required by state tests have not been fully developed.
- ❖ Teaching is what happens outside the head; learning is what happens inside the head. For these students to learn, direct teaching must occur to build these cognitive structures.
- ❖ Relationships are the key motivators for learning for students from generational poverty.
- ❖ Infants are hardwired with six emotions - joy, anger, disgust, fear and sadness. All other emotions must be taught.

In our next Coaches Corner we will discuss approaches for engaging and educating with poverty in mind.

**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.