

Coaches Corner

Stokes County Schools

Elementary Instructional Coach Team

Twitter @stokescoaches

Marsha Erskine - Elementary Director - Central Office, marsha.erskine@stokes.k12.nc.us

Rachel Cain - Sandy Ridge & London, rachel.cain@stokes.k12.nc.us

Jen Cox - Poplar Springs & Walnut Cove, jennifer.cox@stokes.k12.nc.us

Stacy Buck - Germanton & Lawsonville, stacy.buck@stokes.k12.nc.us

Anna McGee - Mount Olive, Pine Hall & Pinnacle, anna.mcgee@stokes.k12.nc.us

Janet Steward - King & Nancy Reynolds, janet.steward@stokes.k12.nc.us

Issue 6: March 31, 2017



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
April 5
June 8

Rest, Relax & Rejuvenate,
By: Anna McGee

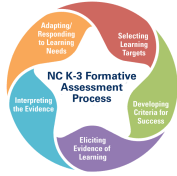
This time of year it is easy to feel overwhelmed, like there is never enough time and if you had the capabilities to clone yourself, you would! We encourage everyone to take time over spring break to rest, relax and rejuvenate.

Rejuvenation-isms! (Is that a word?!)

10. Who Inspires You? What motivates you? Emulate them!
9. Select your words and thoughts with as much effort as you select your clothes or fix your hair.
8. Go outside - exercise, hike, bike, play a sport, work, etc.
7. Read for pleasure!
6. Do something for someone else.
5. Do something for yourself! "Me day"
4. Strive for balance in your day!
3. Collect memories with family and friends.
2. Be gracious.
1. Laugh at yourself!

And when you come back let your **enthusiasm** and **passion** for teaching shine through.

Your enthusiasm will be infectious, stimulating, and attractive to others. They will love you for it. They will go for you and with you.." _Norman Vincent Peale (1898-1993)



APPROACHES TO LEARNING

- Make choices of interest
- Pursue their interests
- Make a plan and accomplish a task of interest

EMOTIONAL & SOCIAL DEVELOPMENT

- Recognize feelings and ways of expressing them
- Explain reasons for sharing
- Create original art that expresses ideas about oneself
- Understand the roles of a citizen
- Exemplify positive relationships through fair play and flexibility
- Understand that emotions may be experienced in their bodies and expressed in their behaviors
- Understand that emotions may be recognized in themselves and others

HEALTH & PHYSICAL DEVELOPMENT

- Recognize the meanings of traffic signs and signals
- Illustrate how to get help in an emergency
- Identify appropriate responses to warning signs, sounds, and labels
- Cross the midline
- Coordinate muscle groups to perform fine manipulation of objects and skilled use of tools

BLOCK CENTER

RATIONALE: Research suggests that block play provides a wide variety of learning opportunities, including possibilities to help children develop the special reasoning skills important for later Science, Technology, Engineering, & Mathematics (STEM) learning (Kerah, Casey, and Young, 2008).

QUESTIONS TO ASK:

- Tell me about your construction.
- Why do you think that happened?
- What could you do differently?

COGNITIVE DEVELOPMENT

- Count to answer "how many?"
- Describe measurable attributes
- Classify objects
- Identify and describe shapes
- Describe the relative positions of objects
- Correctly name shapes regardless of their orientations or overall size
- Analyze and compare two- and three-dimensional shapes
- Model shapes in the world
- Compose simple shapes to form larger shapes
- Count to tell the number of objects
- Classify objects
- Compare the observable physical properties of different kinds of materials
- Use geographic representations and terms
- Use maps
- Identify physical features
- Using positional words

LANGUAGE DEVELOPMENT & COMMUNICATION

- Name what is being written about
- Narrate a single event or loosely linked events
- Demonstrate command of the conventions of standard English grammar and usage
- Use words and phrases acquired



KEA and the Kindergarten Classroom

By: Stacy Buck

There is a heavy push to the academic end of the spectrum in our classes today. We want to make sure we have a sense of urgency and realize that we have a limited amount of time to create learners out of the students within our walls.

With this push, is there still a place for [dramatic play](#), [block](#), and [art](#) centers? According to KEA and the K-3 Formative Assessment, the answer is a resounding **YES**. Children in kindergarten develop social skills, speaking and listening skills, and even fine/gross motor skills when engaging in play-based centers. This does not mean that children do not also need [math](#), [science](#), [reading & listening](#), and [writing](#) centers as well. Keeping a balance of activities to engage students in academic and social-developmental activities is vital to creating well-rounded learners.

If you feel you need research-based backing for your classroom centers, the [KEA Wiki provides planning sheets and center posters](#) to hang in the room for all six of the aforementioned centers. Feel free to investigate this resource. Look for color copies from your coach at the beginning of the 17-18 school year!

Remember that your centers are only as good as you make them...take some time as you pack up this year to examine your center supplies. Do they allow for a variety of engaging situations? Can students easily access supplies independently? Is your room set up in such a way that centers are easily observable and accessible to all students? Let us know what great things your children are doing in centers!



What is Schoolnet?

Schoolnet is a web-based platform provided by Pearson that allows educators to supplement their teaching with digital resources. The tools give teachers the ability to create and modify assessments as well as compare results with relevant data.

This program is so much more than a place to take a benchmark. The program is filled with standards and materials to aid teaching inside the classroom. The online format allows teachers to create and assess students with ease. Feedback is **so** important!

Schoolnet Trainers By: Rachel Cain

The online world is becoming a necessity in the assessment world. Having the ability to create 21st Century assessments for our students is a must for teachers. Here in Stokes County we have been training teachers to use and understand the key features in Schoolnet. We feel that it is important to have school based individuals with the knowledge and ability to aid teachers using Schoolnet in the classrooms. We would like for you to meet your new school based Schoolnet Trainers:

- Germanton - Keasha Rice
- King - Trinica Carpenter & Karen Hall
- Lawsonville - Ashley Marshall
- London - Antionette Carter
- Mt. Olive - Mary Lynn Stone
- Nancy Reynolds - LeeAnn Lundquist
- Pinnacle - Emily Whitaker
- Pine Hall - Kristina Bonds
- Poplar Springs - Maggie Nicholson & Lori Zimmerman
- Sandy Ridge - Odessa Scales
- Walnut Cove - Allison Brown

These ladies have worked hard to learn and understand Schoolnet. They are a wealth of knowledge. They can aid you in the development of assessments and using reports for your classroom instruction. The Trainers are here for support and to provide assistance for your Schoolnet questions!

Effective Uses of Whole Group vs. Small Group Math Instruction?

Whole Group:

- Mini Lessons
- Activating Strategies
- Math-related Literature
- Accountable Talk or Math Huddle
- Formal assessments

Small Group:

- Differentiating Instruction
- Teaching Mathematical “hot spots”
- Teaching with Manipulatives
- Assessing Student Learning Informally
- Supporting Mathematics Process Standards

*Composition of small groups vary from concept to concept

Both Whole Group and Small Group math instruction are valuable. If you are sceptical about using small groups in math, visit a classroom to see it in practice. Talk to other teachers or your coach to see how to effectively manage the planning and organization. A great resource is [Guided Math](http://www.guidedmath.org/) by Laney Sammons. <http://www.guidedmath.org/>

If a visitor walks into your classroom, will your students be able to articulate their learning objectives or will they just describe the activity they are doing? Do they know the “why”?



“The starting place for all effective instruction is designing and communicating clear learning goals.”
Robert Marzano (2009)

Ref: www.memspa.org/files/Developing%20Learning%20Targets%20Presentation.pptx

Guided Math

Whole Group vs. Small Group Instruction

By: Janet Steward

Whole group math instruction has been the norm in most classrooms for decades. During whole group instruction students receive the same instruction and engage in the same activities. However, even the most proficient teacher may have challenges ensuring that all students are attentive and engaged during whole group instruction. Student communication is limited as well. Instructional planning for whole group instruction is much simpler than small group instruction.

Small group math instruction is being used more frequently as teachers are examining and adjusting their teaching practices. Small group math instruction provides instruction at varied levels of difficulty. Communication is high in small guided groups, as even reluctant students learn how to verbally describe mathematical thinking. Monitoring students as they work is much easier. Teachers can give instant feedback to students. Manipulatives can be used easily with a small group of students. One challenge to teaching small math groups is planning. During small group instruction plans must be in place for stations, independent student activities, etc.

So, which approach to math is the most effective? Should teachers use Whole Group or Small Group math instruction? Whole group may not be the most effective approach for teaching math, however, it can be used effectively for some instructional purposes.

Using “I Can” Statements Effectively

By: Jen Cox

“I Can” statements **empower** students, **provide** a common focus, **communicate** what is important, **build** community and engagement and **increase** motivation and confidence.

A recent meta-analysis of 53 research studies (Marzano, 1998) found that when students were clear in advance about what they were learning, their achievement was, on average, **34 percentile points higher** on tests used in these studies than students in control groups!

Ideas for incorporating “I Can” statements into the lesson:

- State and restate “I Can” statements throughout the lesson.
- Read the “I Can” statements at the beginning of every lesson and select up to three non-volunteers to restate the learning goal.
- Students can restate the “I Can” statements at the end of class as an exit ticket.
- As a classroom management tool, teachers can state, or lead the class in reciting, the “I Can” statement to bring students back together or quiet the class during instructional activities.
- Student teams can create “I Can” statements for units and the class can vote on the favorite one to display.

**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.