

Coaches Corner

Stokes County Schools

Elementary Instructional Coaches 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

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 3: December 2, 2016



Announcements and Important Dates



2016-2017

Mini-Flavor Sessions

Time: 3:30—5:00

February 27, 2017 @ WCES

April 25, 2017 @ KES

Progress Reports

December 7th

February 16th

May 8th

Report Cards

January 25

April 5

June 8

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

February 1st

March 28th

We are winding up another year. I can not believe we are ending 2016. I hope everyone gets some much need rest and family time over the winter break! Eat too much!

Laugh too much! Smile too much! Sleep late! Watch mindless TV and movies! Read for pleasure! Spend hours chatting with family and friends! Play with your kids! Do whatever brings you joy!

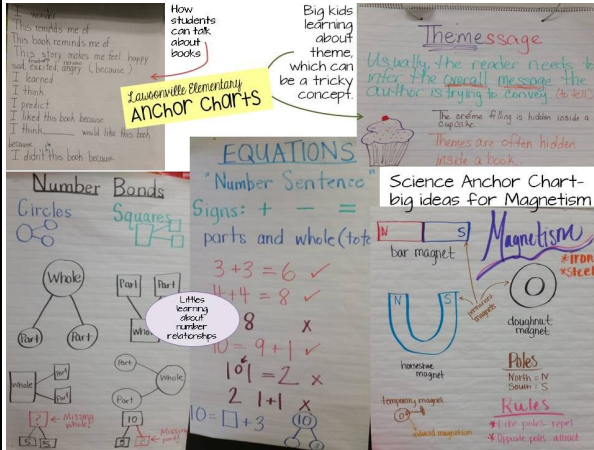
Anna

P.S. Don't forget we will have snacks at our next grade level meetings. Come hungry! PHES: December 13th, MOES: December 14th, PES: December 15th - Just my little way of saying Thank You for collaborating with me throughout the year! I am blessed to work with each of you!



Visual Learning-What's on your walls?

By: Stacy Buck



Special thank you to Anna Brown, Amy Conner, Sherry Hester, & Lindsey Gilbert for your charts!

Anchor charts are a great way to keep your students focused on learning strategies and main ideas of instruction. Some common questions and concerns about anchor charts are:

I just reuse my chart from last year. It looks really nice!

According to resources from [engageNY](#), the [Wisconsin DPI](#), and [Dr. Marcia Tate](#), students need to create anchor charts with the teacher to get the maximum benefit from them. They contain cues and visual aids created together, and this only works when you create the chart your class. If you have more than one section, you should make a separate chart with each!

I'm not a good artist. My anchor charts are never pretty, so I don't want to hang them up.

It's not art class! Don't worry about your artwork. You aren't trying to win a prize, you are trying to create symbols to help students remember key information. When you show what makes think of a particular skill, you are thinking aloud for your class.

But really, my charts are a mess! You have no idea...

Here is a great [blog article](#) about how to lay out an anchor chart for maximum benefit! Super simple, I promise. :)

21st Century Learners

By Rachel Cain

Focus:

Information, Media, and Technology Skills



Information, Media, and Technology Skills

Students today can probably teach most of us about information and computer literacy skills. Most students today are bored without simultaneous stimuli. They can juggle texting, talking on the phone, doing homework and surfing the web. To stimulate their interest and participation, educators must find ways to incorporate the numerous communication and social vehicles of today's students in their classes and assignments.

Encourage all teachers to become 21st century teachers for our 21st century kids!

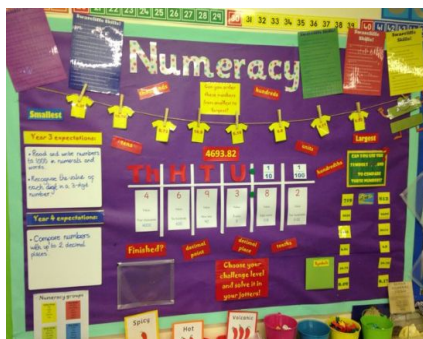
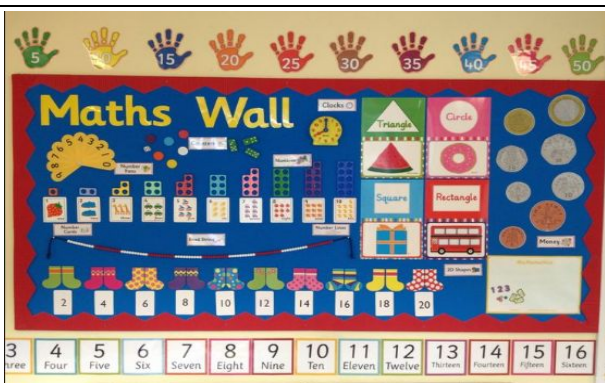
Using a creative technology tools, students learn to manage information as they develop online content, becoming media producers, not just consumers.

Traditional Classroom	21 st Century Classroom
Lecture	Discussion
Lecturer	Facilitator
Whole Group	Small Group
Independent	Collaborative
Single-tasking	Multi-tasking
Teacher-Centered Instruction	Student-Centered Instruction
Traditional Instruction	Differentiated Instruction

Examples of using technology for the elementary classroom:

- Access an online weather forecast also in other languages.
- Include URLs in your monthly calendar.
- Challenge students with online mathematics problems.
- Provide a URL or QR code in place of a quote.
- Introduce an online word of the day.
- Keep them spelling with for example: [Spellingcity.com](#).
- Provide online reading comprehension practice.
- Make the news a learning tool.
- Sign up for a science experiment of the week.
- Make geography a daily event with: [GeoBee Challenge](#) or National Geographic's [Map Machine](#).

Coaches Corner



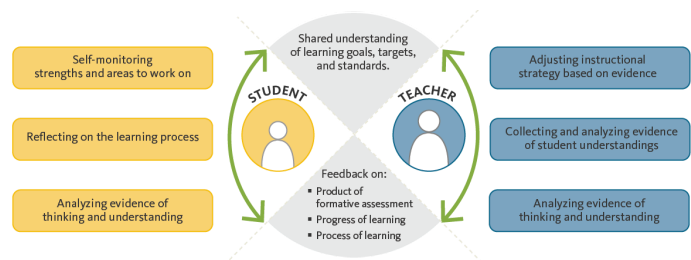
Numeracy

By: Janet Steward

Teachers know that a literacy-rich environment is essential in teaching reading and writing. Therefore an environment rich in numeracy is also essential for teaching mathematics. A classroom environment supporting numeracy enables students to extend their number sense and develop a deep understanding of mathematical concepts. A numeracy rich classroom will help students be more aware of mathematics and how it relates to their everyday lives. A classroom that demonstrates the importance of mathematics could utilize some of the following ideas to promote mathematical learning by students.

- Real-life math tasks
- Data analysis
- Math word walls
- Number lines (vertical and horizontal)
- Instruments of measurement
- Mathematical communication
- Class created charts
- Graphic organizers
- Calendars
- Evidence of problem solving
- Accountable Math Talks
- Promote a Growth Mindset

<http://www.guidedmath.org/>
<http://www.mathcoachscorner.com/>



Formative Assessment:
 All those activities undertaken by teachers, and/or by students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. --Dylan Wiliam

How do you view the words "Formative Assessment"?

By Anna McGee

I'd like for us to view the words "formative assessment" as our instructional planning and student learning cycle. Sometimes the word assessment sends a trigger to our brain that says test, so let's view those words through a different lens with the help of Fisher and Frye!

- Where am I going? (feed-up)
- How am I doing? (feedback)
- Where am I going next? (feed-forward)

Feed-up ensures that students understand the purpose of the assignment, task, or lesson, including how they will be assessed. Feedback provides students with information about their successes and needs. Feed-forward guides student learning based on performance data. For example, when students do not understand the purpose of a lesson (feed-up), they are unlikely to demonstrate their best effort. Without a clear purpose, students are not motivated and do not see the relevance of the content they're expected to master. When students are not assessed or do not receive assessment results (feedback), they are unsure about their performance and assume that they are doing just fine. They are unlikely to make mid-course corrections in their learning processes and understanding. When teachers fail to plan instruction based on student performance (feed-forward), misconceptions are reinforced, errors go unaddressed, and gaps in knowledge persist.

<http://www.ascd.org/publications/books/11013/chapters/Creating-a-Formative-Assessment-System.aspx>

<http://www.learnnc.org/lp/pages/5212>

[Fisher and Frey - The Formative Assessment Action Plan](#)

"Purposeful formative assessment supports all standards, guides instructional decision, and informs targeted responses. It is an essential component of mastery. "

- Laura Greenstein

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.