

Coaches Corner

Stokes County Schools

Elementary Instructional Coaches Team

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Issue 2: October 29, 2016



Announcements and Important Dates



2016-2017

Mini-Flavor Sessions

Time: 3:30—5:00

November 15, 2016 @ GES

February 27, 2017 @ WCES

April 25, 2017 @ KES

Progress Reports

December 7th

February 16th

May 8th

Report Cards

November 14 (Parent/ Teacher Conferences)

11/10/16)

January 25

April 5

June 8

From your coach.....

Greetings MOES, PHES & PES,

Can you believe that a quarter of our year is already over? Time is flying for us all! Thanks for all that you have done to get your students on the right path! As we get ready to enter the Thanksgiving season, I wanted to take a moment and say how thankful I am to work at three amazing schools with such a wonderful group of people. I appreciate each of you! #thank-ful #blessed #colleagues #whoopwhoop

Cumulative Interim Assessments, NC Check-Ins, and Mock EOGs: We completed our first CIAs and Check-Ins in October. We had anticipated doing a CIA in January, but we are not and this is why. Since moving the Mocks and the Check-Ins from April to March (we don't have a choice about the Check-Ins - they must be done in March and we want to do them all together to give a "true" Mock EOG experience), we are NOT going to do one in January!

I hope that some of you will join us for the Mini-FLAVOR on November 15 at Germanton from 3:30-5:00. We are having sessions on the following:

- Inquiry-based Learning
- Engaging Students
- Writing Instruction in the Elementary Grades
- KEA - Winding up the First 60 Days
- Daily 5 Follow-Up Session

You can attend 2 sessions of 45 minutes each with the exception of the KEA session which is as long as you need which can be up to 90 minutes! *not be getting together to this will be a great opportunity for < This will be the end of the 60*

Don't forget to continue to check out my website for important dates and information! annamcgee@weebly.com

"An intervention cannot be called an intervention if it is not progress monitored. An intervention without progress monitoring is just an activity."

Progress Monitoring

By Marsha Erskine

What?

Progress monitoring is a scientifically based practice used to assess students' academic performance and evaluate the effectiveness of instruction.

Who?

All students! But students not performing at grade level should receive special emphasis.

When?

"To implement student progress monitoring, the teacher determines a student's current performance level on skills that the student will be learning that school year, identifies achievement goals that the student needs to reach by the end of the year, and establishes the rate of progress the student must make to meet those goals. The teacher then measures the student's academic progress regularly (weekly, biweekly, or monthly) using -brief, easily administered measures. Each of the probes samples the entire range of skills that the student must learn by the end of the year, rather than just the particular skills a teacher may be teaching that week or month."

<http://www.ascd.org/publications/educational-leadership/feb05/vol62/num05/How-Student-Progress-Monitoring-Improves-Instruction.aspx>

Where?

Within the classroom as part of instruction.

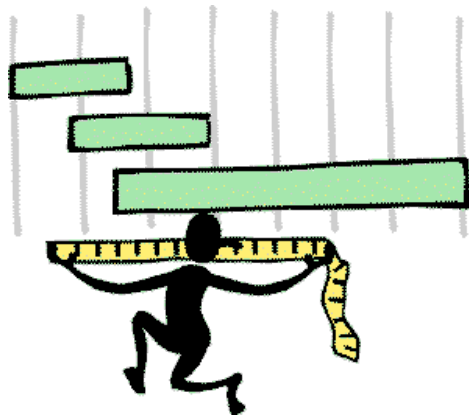
Why?

"In today's education climate, school success is defined as ensuring achievement for every student. To reach this goal, educators need tools to help them identify students who are at risk academically and adjust instructional strategies to better meet these students' needs. Student progress monitoring is a practice that helps teachers use student performance data to continually evaluate the effectiveness of their teaching and make more informed instructional decisions."

<http://www.ascd.org/publications/educational-leadership/feb05/vol62/num05/How-Student-Progress-Monitoring-Improves-Instruction.aspx>

"Both research and common sense support the notion that we need to monitor student performance on an ongoing basis. If we are ever to know how we are doing, we will need to know where our students are. But that is exactly what we don't know. Try asking school staff where each of their students is on the reading comprehension indicator "drawing inferences." Which students are proficient? What evidence do they have that those students are proficient? What data do they have to identify what students who are not proficient still need to learn? Educators who don't know where their students are do not have enough information to know how best to use their instructional time or which students need specific instructional interventions."

http://mdk12.msde.maryland.gov/process/student_achievement/monitor_student_progress.html



Why do progress monitoring (PM)?

"Progress monitoring is when teachers assess students' academic performance on a regular basis (weekly or monthly) for two purposes: to determine whether children are profiting appropriately from the typical instructional program and to build more effective programs for the children who benefit." (Fuchs & Fuchs 2002)

Social-emotional and even physical skills progress monitoring is very appropriate as well....



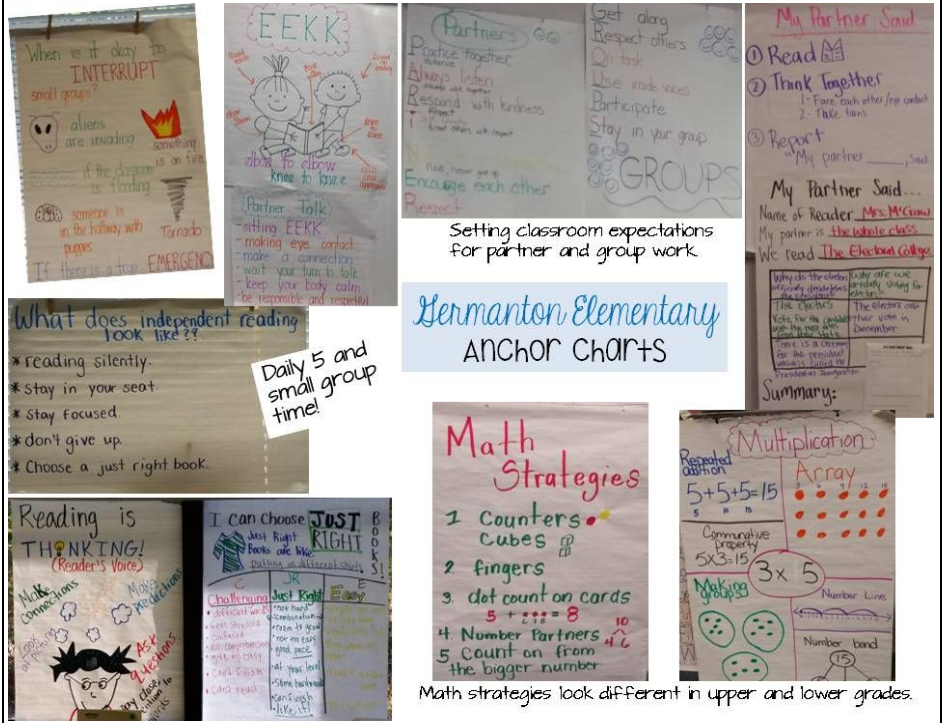
Progress Monitoring

Visual Learning-What's on your walls?

By: Stacy Buck

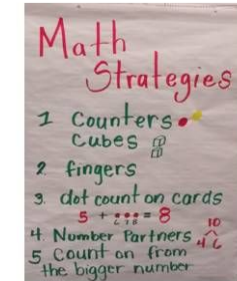
At this point in the year, you have introduced many routines, procedures, and expectations in your class. As a group, you have learned many strategies to solve problems and comprehend texts.

How do you keep this information accessible to the students in your class? Anchor charts are a great way to document shared learning so that students can refer to them as needed. Here are some real-life examples from different grade levels at Germantown Elementary!!



Setting classroom expectations for partner and group work.

Germantown Elementary ANCHOR CHARTS



Math strategies look different in upper and lower grades.

Special thanks to Anna Alverson, Rachel DeValle, Amanda Dover, Keasha Rice, and Stacey McCraw for sharing their anchor charts.

21st Century Learners

By Rachel Cain

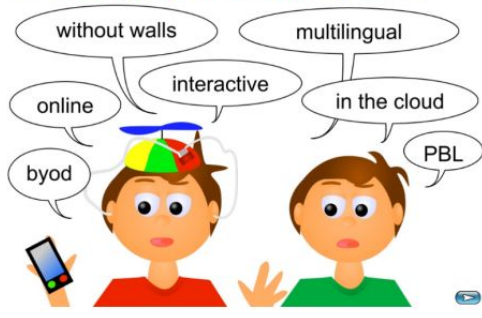
Content Knowledge and 21st Century Themes vs. Learning and Innovation Skills

3R's meet the 4C's

3R's	4C's
Reading	Communication
Writing	Collaboration
Arithmetic	Critical Thinking
	Creativity

In our over stimulated world there is a constant outcry for the return to the basics of the 3R's in our classrooms. However, in our ever changing world a need to be globally competitive is of great importance. The best way to help students master these skills is to change **HOW** we teach and learn in our classrooms. It is the process of learning, not the content of learning, that addresses the 4 C's. Technology is a perfect vehicle for facilitating this. Yet this isn't about learning how to use technology or even teaching with technology tools, it is about students creating and constructing with technology.

21st Century Classrooms must be



Today's students must continue the basics daily. To take learning above and beyond the basics students need to use the "super skills" or the 4C's for the 21st century!



Communication
Sharing thoughts, questions, ideas, and solutions



Collaboration
Working together to reach a goal — putting talent, expertise and smarts to work



Critical Thinking
Looking at problems in a new way, linking learning across subjects & disciplines



Creativity
Trying new approaches to get things done equals innovation & invention

Five Standards of Authentic Instruction Self-Evaluation and Reflection

1. Higher Order Thinking

lower-order thinking only 1...2...3...4...5... higher order thinking is central

2. Depth of Knowledge

knowledge is shallow 1...2...3...4...5... knowledge is deep

3. Connectedness to the World Beyond the Classroom

no connection 1...2...3...4...5... connected

4. Substantive Conversation

no substantive conversation 1...2...3...4...5... high-level substantive conversation

5. Social Support for Student Achievement

negative social support 1...2...3...4...5... positive social support

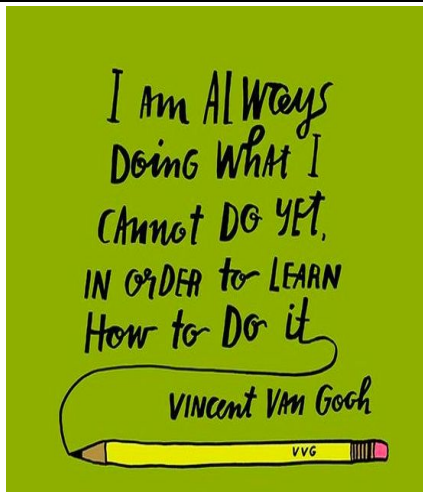
Five Standards of Authentic Instruction

By: Janet Steward

Educators today are faced with the challenge of how to ensure student achievement is based around authentic instruction that is significant and meaningful. This is a daunting task for most educators because it's not as simple as adopting innovative teaching strategies. Educators today must deliberately thwart two infirmities that make conventional instruction inauthentic: 1) Students are often given work that does not challenge them to use their minds skillfully. 2) Students complete work that is not useful to them other than success in the classroom. So, how can we, as educators, make sure our daily instruction is authentic, not trivial and useless? Researchers have created a framework of instructional standards for teachers to use to insure that any given activity engages students in a significant and meaningful way. These five instruction standards will help educators evaluate daily learning activities to see if the activity challenges students and requires students to use their minds well. Educators can use the Self Evaluation Rubric to evaluate the degree from "less to more" of each standard. The rubric allows instructors to see if instruction is authentic, significant, and meaningful. --Newmann and Wehlage (1993)

The five standards are:

- 1) Higher Order Thinking
- 2) Depth of Knowledge
- 3) Connectedness to the World Beyond the Classroom
- 4) Substantive Conversation
- 5) Social Support for Student Achievement



Growth Mindset

By Anna McGee

"We found that students' mindsets—how they perceive their abilities—played a key role in their motivation and achievement, and we found that if we changed students' mindsets, we could boost their achievement. More precisely, students who believed their intelligence could be developed (a growth mindset) outperformed those who believed their intelligence was fixed (a fixed mindset). And when students learned through a structured program that they could "grow their brains" and increase their intellectual abilities, they did better. Finally, we found that having children focus on the process that leads to learning (like hard work or trying new strategies) could foster a growth mindset and its benefits." --Carol Dweck (2016)

Read complete article by following this link.

<http://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html>

Using literature as a spring-board to help students begin to synthesize growth-mindset.

The Dot by Peter Reynolds

Your Fantastic Elastic Brain Stretch It, Shape It by Dr. Joanna Deak

The Most Magnificent Thing by Ashley Spires

The Girl Who Never Made Mistakes by Mark Pett

Beautiful Oops by Barney Saltzberg

What Do You Do With an Idea by Kobi Yamada

Thanks for the Feedback by Julia Cook

Spaghetti in a Hotdog Bun by Maria Dismondy

For us as educators: Do you accept failure as part of the learning process... for yourself... for your colleagues.... for your administrators... for county office for your students?

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.