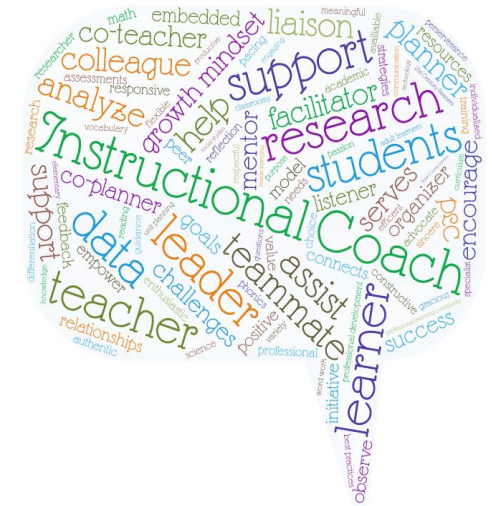


# Coaches Corner

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 2: December 18, 2017



## Announcements and Important Dates

**2017-18**

**mClass and Fountas and Pinnell  
MOY Benchmark Dates**  
MOY Benchmark Jan. 3 - 24

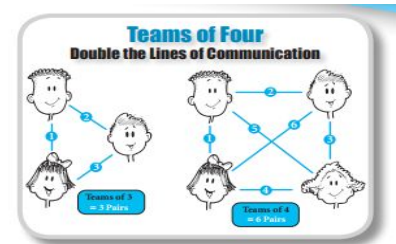
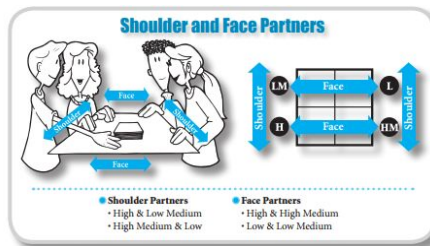
**K-2 MOY Math Assessment**  
MOY Formative Assessment  
Benchmark - January

**Progress Reports**  
February 15  
May 3

**Report Cards**  
January 25  
April 12  
June 6

## Cooperative Learning Structures "Activities for all Classrooms" By Rachel Cain

Cooperative Learning takes your classroom to the next level. Students are engaged in activities that promote learning through interaction. Simple changes in your classroom can really increase the interaction among students providing a safe learning environment for all. Turning students to face one another opens up the ability for students to work together and verbalize with peers to learn. This takes learning from the traditional classroom to an innovative cooperative learning classroom.



See the following for making [teams](#). This cooperative classroom allows students to help each other while observing different methods to reach the same outcome. Applying structures will give you the flexibility to facilitate the learning in your classroom. Your students will be in control and drive their own personal learning. The structures promote achievement, engagement, thinking skills, and social skills. Check out these structures that you can try in your classroom!

- [Quiz-Quiz-Trade](#)
- [Fan-n-Pick](#)
- [Round Robin and Rally Robin](#)
- [Rally Coach](#)
- [Showdown](#)
- [Timed Pair Share](#)
- [Mix-Pair-Share](#)

## 10 Ways to LIVE an Adventurous Life

1. **Live every day with a fresh new start.** Don't be held back by what happened yesterday. Life is short, so live in the present moment.
2. **Be true to who you are.** Stop trying to please other people or to be someone else. It's better to be an original version of yourself.
3. **Quit complaining.** Stop complaining about your problems and work on them instead.
4. **Be proactive.** Stop waiting for others around you to do something and take action yourself instead.
5. **Rather than think "what if," think "next time".** Don't think about the things you can't change or unhappy things, because these are disempowering. Instead focus on the things *you* can change. That's the most constructive thing you can do in any situation.
6. **Focus on WHAT vs. How.** Focus on WHAT you want first, before you think about HOW to do it. Anything is possible as long as you set your mind, heart, and soul to it.
7. **Create your own opportunities.** You can wait for opportunities. Or you can go out there and create your own opportunities. The latter is definite and much more empowering.
8. **Live more consciously each day.** Stop sleepwalking through life. Your life is something to be experienced, not coasted through.
9. **Stop putting life on hold.** Are you putting any parts of your life on hold? What is one area of your life you have been putting off, avoiding or denying? Uncover that and start working on it.
10. **Create your bucket list,** which is a list of things to do before you die. Then, get out there and do them.



## Get Busy Living!!!

By Janet Steward

As most of you know, this will be my last time to be a part of the Coaches' Corner. For the past 17 years I've been an educator in some form or fashion. As of January 1, 2018, I will begin

a new journey in my life outside of education. Even though I will miss my fellow colleagues and students, I'm looking forward to beginning a new chapter in my life.

This final edition, I decided to write on a more personal note because some things have happened recently that made me step back and take a good look at my own life. I want to emphasize to you that life is short.

Are you currently living your life to the fullest? Your life experience is yours to create. Dream BIG! Take chances! You never know if you will ever get those opportunities again. It may even surprise you what amazing things can come out of those opportunities. You deserve nothing but the best, why settle for anything less.

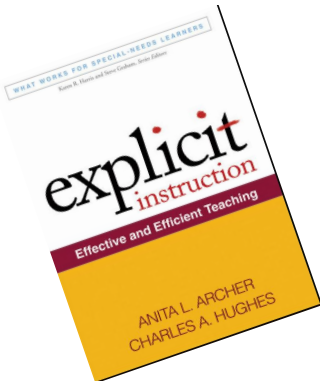
I don't want to waste any more time! I want to really LIVE every day, filled with joy, passion, and excitement. Life can be an amazing experience, and I don't want any of you to miss out on living your life to the fullest! So, get busy LIVING!

## Are you explicit with your instruction? (continued)

By: Anna McGee

In our last edition, I shared with you 8 of the 16 elements of explicit instruction that Anita Archer shares with us in her book. As you read those elements, I hope you were able to take a moment and reflect upon your teaching practices and self-evaluate. In this issue, I will share the last eight. Think about these elements as best practices for all students. What do you do well? What could you improve upon? What do you need to start incorporating?

- **Provide an adequate range of examples and non-examples.** When teaching a concept do you provide a wide variety of examples and non-examples? Sometimes we fear non-examples will confuse our students. But it is just as important for our students to understand when not to apply a strategy or rule.
- **Provide guided and supported practice.** Do you apply Gradual Release of Responsibility? I do, We do, You do
- **Require frequent responses.** Do you plan for student-teacher interaction frequently?
- **Monitor student performance closely.** Do you carefully observe and listen to students' response to make timely adjustments to instruction?
- **Provide immediate affirmative and corrective feedback.** Do you follow up with students quickly and give clear, concise feedback?
- **Deliver the lesson at a brisk pace.** Not too fast, not too slow but just right, so that instruction is delivered at an appropriate pace to optimize instructional time?
- **Help students organize knowledge.** Do you provide instruction in a way that makes connections of skills and concepts for students?
- **Provide distributed and cumulative practice.** Do you give your students multiple opportunities to practice a skill throughout the year in a variety of ways?



"...through monitoring of student responses, you can check the clarity of your teaching and adjust the lesson as needed: reteaching critical information, clearing up any misconceptions, or moving ahead in the lesson. You can also provide corrective feedback to the group or individual when errors occur, thus reducing the discrepancy between current understanding or performance and the desired outcome."



***“You can tell whether a man is clever by his answers. You can tell whether a man is wise by his questions.”***

Naguib Mahfouz, winner of the 1988 Nobel Prize for Literature

### Strategic Questioning can

- Deepen Learning
- Build a Growth Mindset
- Increase Student Awareness of Their Own Thinking Process

### Here are some starters!

[Bloom's Taxonomy Question Stems](#)

*Adapted from Five Strategies for Questioning with Intention by Arthur L. Costa and Bena Kallick published in Sept. 2015 Educational Leadership*

## Strategic Questioning

By Jen Cox

Asking strategic questions, with specific goals in mind, can lead students to deeper levels of learning.

### Tip 1: Use questions at all cognitive levels.

Start with Level 1- *Input of data*, by asking students to recall basic facts from the text. Next, move to Level 2- *Processing of data*, by working into questions about descriptions and comparisons. Finally, conclude with Level 3- *Output of concepts*, where you ask students to formulate opinions and justify their viewpoints through textual evidence. Additionally, ask them to consider alternate viewpoints.

### Tip 2: Use questions to build positive assumptions.

Example to promote positive thinking **before**: “What goals do you have in mind for this project?” Example to promote positive thinking **during**: “Are you pleased with how this project is going or are there changes you could make in order to make the outcome better?” Example to promote positive thinking **after**: “What did you learn from this that you can use in future projects?”

### Tip 3: Use questions to build habits of mind.

- Persistence
- Using all senses when responding to text
- Communicating clearly
- Metacognition (thinking about thinking)
- Thinking independently as well as interdependently
- Managing impulsivity
- Applying prior knowledge
- Posing questions and problems
- Finding solutions

### Tip 4: Use questions to encourage reflection.

Invite students to examine and take ownership of their own thinking processes such as problem solving, decision making, and creative thinking. Example: “How did your group decide on a solution to the problem?”

### Tip 5: Use questions to pose long-range eternal thoughts.

These are the types of questions that challenge students to think deeply and apply new learning gained from text to their own life. Example: “What is the *real* problem in this situation?”



## [Google for Education](#)

**December: Slides**  
**January/February: Forms**  
**March: Calendar**  
**April: Hangouts**  
**May: Keep**  
**Possible Bonus: Expeditions**

*If you are interested in becoming a Google Certified Educator, let Stacy Buck know. If there is enough interest, a virtual support group will be formed! If you are already a Google Certified Educator, let us know if you are willing to help support others in our district!*

## Slides: It's more than just PowerPoint

*The Sweetness of G Suite for Education*

By Stacy Buck

Our county is fortunate to have Gmail accounts for all students in 4th grade and higher, and access to G Suite for 3rd graders. As teachers, we can utilize this suite of applications to help our students internalize the [4 Cs of 21st Century Learning: Critical Thinking, Communication, Collaboration, and Creativity](#).

There are so many things we can do with Google for Education, and the basic apps are so much more than their MS Office equivalent. My goal is to share some of the innovative ways we can use each app with students, starting with Slides.

### Group Presentations

Slides is great for creating presentations, and that is our first thought. [Groups of students can work collaboratively on one presentation](#), each adding information and editing from his or her own device. This keeps all students engaged and forces them to work together more than a traditional power point. [Shared documents](#) still allow teachers to see what contributions individuals have made, and teachers can comment on the presentation for immediate feedback.

### eBooks

Creating [eBooks](#) is another way slides can be used with students. You can adjust the size of the slides to 8.5 x 11 and share with the entire class. Each child might be responsible for one page in the [book](#), and then it can be saved as a PDF to share on a class website or even be printed!

### HyperDocs

[HyperDocs](#) are documents that include all the information needed for a lesson, including space for students to record their own thinking and reflect on their learning. It might include links to other websites or embed videos on a topic, and then have a graphic organizer to complete. Students may link to another file they create as part of an assignment, or even another website where a piece of work was completed. A HyperDoc can be done as a Google Doc or as a Google Slide deck, but I find there is more flexibility in creating a Slide deck and sharing it with students.

All three of these examples are great ways to get started, but sharing can get messy. [Google Classroom](#) is the easiest way to push documents out for students, especially if you want them all to have a personalized copy to edit. Within classroom, you have a folder with each student's copy and any work they have done. You can assign things to small groups and have them edit within the single document instead, or even assign the entire class to edit one document, as in an eBook. The possibilities are endless!

Contact your coach for more information if you would like to try any of these, but aren't sure where to start or would like some assistance!

**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. 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.