

Coach's Corner

Elementary Instructional Coaches, Stokes County Schools

Announcements and Important Dates

BOY mClass & Fountas & Pinnell Window

BOY mClass Window -
September 6 - September 26 (1-5)

August 30th—September 20th (K)

BOY Cumulative Interim Assessment

October 3rd - 7th
3rd - Math
4th - Reading & Math
5th - Reading & Science

5th Grade Math will be taking part in a pilot this year from the state, Proof of Concept Study. The state will provide the dates and assessment for 5th grade BOY math.



2016-2017 Mini- Flavor Sessions

Time: 3:30—5:00

Dates:
October 13, 2016 @

GES
November 29, 2016 @

PSES
February 27, 2017 @

WCES
April 25, 2017 @ KES

Progress Reports

September 28th

December 7th

February 16th

May 8th

Report Cards

November 14 (Parent/
Teacher Conferences

11/10/16)

January 25

April 5

June 8



Congratulations to Erin Lynch and her husband Daniel on the birth of Anne Faye Lynch. Born: September 3, 2016 Weight: 8 lbs. 6 oz.

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From your coach.....

Hi everyone! I look forward to working with you all this year. I hope we get the opportunity to create some amazing learning experiences for your students. Please feel free to contact me with any needs that may arise. I am still getting used to being at two schools, and I feel like that is going to be a challenge for me this year! My calendar is very colorful already. I want to make sure I am able to connect with everyone, so let me know if you aren't seeing me as much as you'd like. Let's make this year amazing!

~Stacy Buck

21st Century Learners

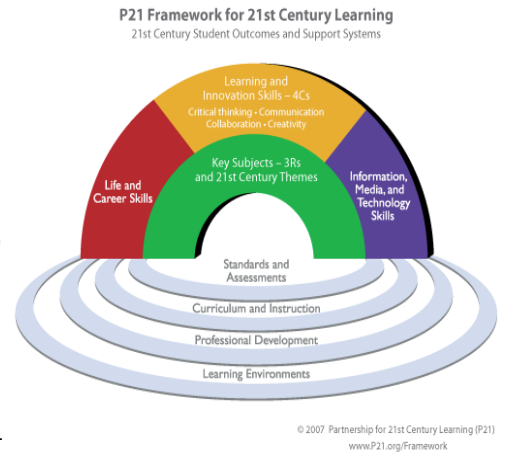
What does it mean to teach 21st Century Skills and to grow 21st Century Learners?

Content Knowledge and 21st Century Themes : Mastery of fundamental subjects and 21st century themes is essential for students in the 21st century. Disciplines include: English, reading or language arts, World languages, Arts, Mathematics, Economics Science, Geography, History, Government and Civics

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.

Information, Media and Technology Skills: Today we live in a technology and media-suffused environment with: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to create, evaluate, and effectively utilize information, media, and technology.

Life and Career Skills: Today's students need to develop thinking skills, content knowledge, and social and emotional competencies to navigate complex life and work environments. P21's essential Life and Career Skills include: Flexibility & Adaptability, Initiative & Self Direction, Social & Cross-Cultural Skills, Productivity & Accountability & Leadership & Responsibility



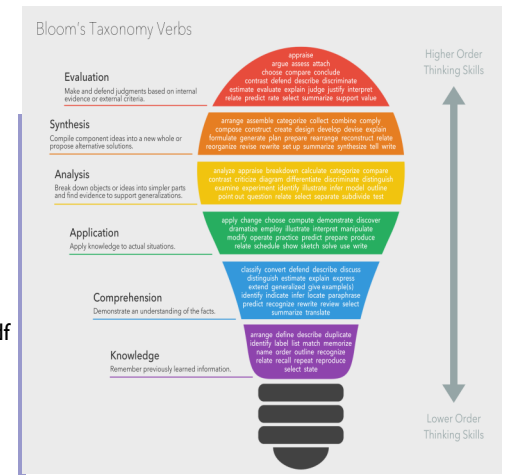
21st Century Resource:
<http://www.p21.org/our-work/p21-framework>

Revised Bloom's Taxonomy

Over the years we have heard many things about Revised Bloom's Taxonomy. Where do you find your instruction? Are we always instructing in the Knowledge and Comprehension levels or do we create opportunities to Evaluate, Synthesize, Analyze and Apply?

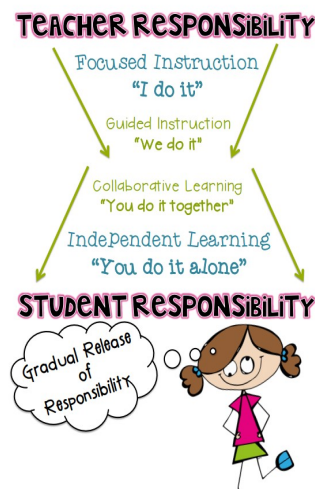
Resources:

- <http://www.dpi.state.nc.us/acre/standards/>
- Teacher Toolkit: http://www.cant-col.ac.uk/files/8914/0247/1827/Blooms_Taxonomy_Teacher_Planning_Kit.pdf
- <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>



Gradual Release of Responsibility

Scaffolded instruction, or the gradual release model, is broadly recognized as a successful approach for moving classroom instruction from teacher-centered, wholegroup delivery to student-centered collaboration and independent practice.



	Teacher	Student
I do it <i>Direct Instruction</i>	<ul style="list-style-type: none"> Provides direct instruction Establishes goals and purpose Models Think aloud 	<ul style="list-style-type: none"> Actively listens Takes notes Asks for clarification
We do it <i>Guided Instruction</i>	<ul style="list-style-type: none"> Interactive instruction Works with students Checks, prompts, clues Provides additional modeling Meets with needs-based groups 	<ul style="list-style-type: none"> Asks and responds to questions Works with teacher and classmates Completes process alongside others
You do it independently <i>Independent Practice</i>	<ul style="list-style-type: none"> Provides feedback Evaluates Determines level of understanding 	<ul style="list-style-type: none"> Works alone Relies on notes, activities, classroom learning to complete assignment Takes full responsibility for outcome
You do it together <i>Collaborative Learning</i>	<ul style="list-style-type: none"> Moves among groups Clarifies confusion Provides support 	<ul style="list-style-type: none"> Works with classmates, shares outcome Collaborates on authentic task Consolidates learning Completes process in small group Looks to peers for clarification

Stokes County Schools Elementary Livebinder

Have you checked out the updates on the SCS Livebinder?

There were additions and changes to...

K-2 Math

4th Math

K-3 Science

Instructional Use of Time

Math Framework

ELA Framework

Reading & Writing Workshop

Fact Fluency

Math Resources

Digital Resources

And much, much more.....

Link:

http://www.livebinders.com/play/play/932795?backurl=%2Fshelf%2Ffeatured&play_view=play&present=true&tab_layout=top

PW: stokes



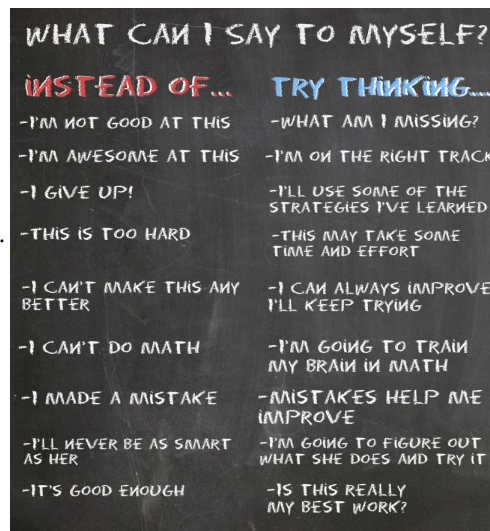
Growth Mindset

How do we improve Growth Mindset?

- Focus on effort, struggle, persistence despite setbacks
- Specific Feedback vs. vague praise
- Challenging task
- Celebrate the struggle
- Allow time to grapple
- Focus on Process—Reflect on different strategies that work and don't work
- Focus on learning and improving
- Allow for mistakes
- Hard work

Watch this short YouTube Video by Carol Dweck for an illustration on Growth Mindset.

<https://www.youtube.com/watch?v=YI9TVbAal5s&feature=youtu.be>



Visual Learning—What's on your walls?

Creating Anchor Charts

Content:
Reflects instruction by stating explicit strategies or showing the process of how to do something.

Language:
Reflects reading level and language of the students you teach. Make it like a billboard.

Drawings:
Simple drawings, clipart, or photographs communicate information to your students.

Student exemplars and examples reinforce expectations and provides models that are within the zone of proximal development of the other students in the classroom.

Teachers and students add to anchor charts as they debrief student work time, recording important facts, useful strategies, steps in a process, or quality criteria.

Students add ideas to an anchor chart as they apply new learning, discover interesting ideas, or develop useful strategies for problem-solving or skill application.

Anchor Charts should....

- Anchor & Reflect learning
- Model
- Hook & Hold Thinking
- Complete with students
- Interactive
- Simple & Easy to Read
- Created during whole group, small group, independent



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 delivered standards based instructio
- 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.



So often you find that the students you're trying to **INSPIRE** are the ones that end up **INSPIRING** you.
---- Sean Junkins

