

Coach's Connection

White Station Elementary

Sarah Hamer, PLC Coach

March 2018

Loren Craddock, Inst. Facilitator

PLCs This Month:

Tuesday-

We are in our 3rd Quarter Cycle of Professional Learning (CPL) which focuses on rigorous tasks with an emphasis on productive struggle and math discourse. PLC focuses this month are EL and Eureka Planning, TNReady Practice Tests (including writing), Peer Walk-throughs, and Looking at Student Work (LASW) (bring writing tasks, problem sets).

Thursday- Admin will continue planning with grade level, content specific teams. Checkout: <https://vlp.scsk12.org/> for curriculum resources.

Upcoming District PD

- Mar. 1- Apr. 10 IPG, EL, Eureka, & TEM Crosswalks course #15727
- Mar. 22 DEC Eureka Math SPED Support Course# 14717
- Self-Paced -Classroom Management Elem. Course #PD360-2407
- Self-Paced Hands-on STEM for Elementary Classrooms Course# PD360-13403
- Self-Paced PhysED Summit 2017 Course#14593

Faculty Meeting Focus
Register in PLZ

*Wednesday, Mar. 7, 2018
ILTs - Quarter 3 CPL

*Wednesday, Mar. 21, 2018
Collaborative Planning

*See the Spartan Tribune for more information

I AM A TEACHER

I steal things from HOME and bring them to WORK.



Thank you AdvancED Committees. Job WELL Done! Our AdvancED is Complete! Dropbox:

UN: wseadvanced@gmail.com

Password: SpartanStrong1

*A Special thanks to Mrs. R. Stewart

In the Know:

iReady – Mrs. K. Coleman
Achieve 3000/Smarty Ants – Mrs. Craddock

MAP Testing – Mrs. Hamer
PowerSchool – Mrs. Barbour, Mrs. Craddock, Mrs. Hamer
PLZ – Mrs. Craddock, Mrs. Hamer, Ms. A. Johnson, Mrs. Sheefel

Observations – Dr. Breeden

Protocol Of The Month - Gallery Walk/Hosted Gallery Walk

Purpose: This protocol offers participants an opportunity to share information with others in a gallery setting. This protocol involves small-group collaboration, while making individuals responsible for the learning and, when hosted, the teaching.

Procedure:

1. Divide participants into groups—the size of group will vary with the topic and how it can be divided, size of class, age of participants, etc.
2. Assign each group a specific segment of the topic (example: legislative branch of government, role of a worker bee, or transportation on the river).
3. Provide each group with additional materials they need to further enhance the study that has already been introduced, probably in a large-group setting (example: government, insects, importance of the river).
4. Allow time for group to read and discuss the new information. Using prior knowledge along with the new knowledge, have each group create a chart with key points and a visual representation that—in the hosted version—each person in the group will use to teach others in the class.
5. Be clear that each person has to understand the text and images on the poster in order to present the information effectively. Allow time for the groups to help one another focus on key components.
6. Post the work around the room or in the hallway.
7. Regroup participants so each new group has at least one member from the previously established groups.
8. Give specific directions at which poster each group will start and what the rotation will look like.
9. The speaker at each poster is the person(s) who participated in the creation of the poster.
10. When all groups have visited each poster, debrief. Possible debrief questions:
 - A. What was your biggest “a-ha” during the tour?
 - B. How was your learning enhanced by this method?
 - C. What role did collaboration play in your success?
 - D. Why was the individual responsibility component so important?



KK-2 Expeditionary Learning (EL) Website:
education.org