

Coach's Connection

White Station Elementary

Sarah Hamer, PLC Coach
Loren Craddock, Inst. Facilitator

December 2018

PLCs This Month:

Tuesday- We are in our finishing our Cycle of Professional Learning (CPL). PLC focuses this month are Analyzing Data (bring TNReady Practice Data Tracker & student work samples), and LASW (bring mid-module or end of module assessment).

Thursday- Admin will continue intentional planning with grade level, content specific teams. Checkout: <http://www.scsk12.org/ci/maps.php?PID=1226> for curriculum resources. Expeditionary Learning (EL) Website: eleducation.org; Eureka Math: <https://greatminds.org>; Journeys: <https://www.k6.thinkcentral.com/ePC/start.do>

Upcoming District PD

ELA – Using Learning Targets to Frame Student Thinking- Course #16327

Math – TNReady Aligned Instr. (K-5) - Course #16352

Science – Are you Sherlock Holmes?- Course #23373

EL & Social Studies – K-5

Putting the Practices to Practice - Course #23765

Misc. – New Teacher Learning Series – Course #24636 (Nov), #24635 (Dec)

- Smart Interactive - Course #23694

-KK Portfolio – Course #25625; 25626

Faculty Meeting Focus
Register in PLZ

Thursday, Dec. 13, 2018

*See the Spartan Tribune for more information



Protocol of the Month - Peer Critique

Purpose: This protocol can be used to offer critique and feedback in preparation for revision of work. It should be used after a draft of what will become a finished product is completed. This process will help participants see what is working and then ask questions and offer suggestions, leading to revision and improvement. It is important participants understand that the focus should be on offering feedback that is beneficial to the author/creator. Explicit modeling is necessary for this protocol to be used successfully.

Procedure:

1. Begin with the non-negotiables:
 - A. Be Kind: Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.
 - B. Be Specific: Focus on particular strengths and weaknesses, rather than making general comments like “It’s good” or “I like it.” Provide insight into why it is good or what, specifically, you like about it.
 - C. Be Helpful: The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of others or cleverly pointing out details that are irrelevant wastes time.
 - D. Participate: Peer critique is a process to support each other, and your feedback is valued!
2. Have the author/designer explain his or her work and explain exactly what type of critique would be helpful (in other words, what questions does he or she have or what is s/he confused about that s/he would appreciate help with).
3. The critique audience should begin comments by focusing on something positive about the work (“warm” feedback), then move on to constructive sharing of issues or suggestions (“cool” feedback).
4. When critiquing a peer’s work, use “I” statements. For example, “I’m confused by this part,” rather than “This part makes no sense.” Remember the three important phrases:
 - A. “I notice....”
 - B. “I wonder....”
 - C. “If this were my work, I would....”
5. Use questions whenever possible. For example, “I’m curious why you chose to begin with...?”, or “Did you

In the Know:

iReady & Smarty Ants – Mrs. Craddock

MAP Testing – Admin Team

PowerSchool – Mrs. Barbour

PLZ – Mrs. Hamer

TVAAS – Dr. Breeden

Observations – Dr. Breeden & Mrs. Coleman

Behavior – Mrs. Coleman, Mrs. Camphor, & Ms. Freeman

SMART Board

Reminder: Do you need an air can?
Clean Projector Filter & Pen Tray!