

Coach's Connection

White Station Elementary

Sarah Hamer, PLC Coach
Loren Craddock, Inst. Facilitator

March 2019

Upcoming
District PD

PLCs This Month:

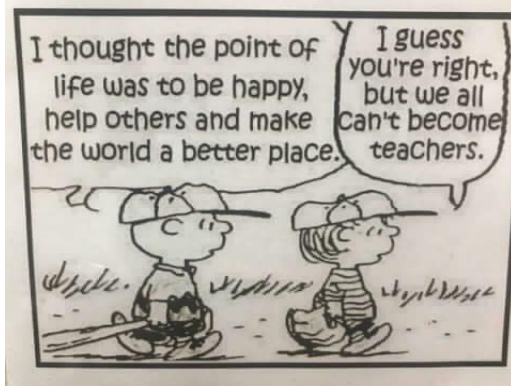
Tuesday- We will be beginning our Fourth Quarter Cycle of Professional Learning (CPL). PLC focuses this month are Analyzing Data, Peer Walk Throughs, Professional Readings, and LASW

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: www.eleducation.org; Journeys: <https://www.k6.thinkcentral.com/ePC/start.do>; Eureka Math: <https://greatminds.org>; Question Bank Website: <https://edulastic.com>

New Teacher Learning Series Course #26151 (Mar), #26152 (Apr)
Pre-K Mondays, Course # 25821 (Mar), 25822 (Apr), 25823 (May)
TEM Webinars, Course #s 26249, 26253
Beginner EXCEL Course # 27230 (Mar), #27207 (Apr)
What Every Librarian Needs to Know, Course # 25920
TEM for Teachers Series: TEM & Professionalism, Course # 26252 (Mar), #26255 (April)
Promethean Board Training, Course #26324, 26334, or 26346
SMARTboard Webinar, Course# 16238
Visual Arts Bootcamp, Course# 26077 or 26078 -See Spring Catalog for more options - There are 2 copies in PLC Lab

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



Relating to Students: It's What You Do That Counts R.J. Marzano

Faculty
Meeting Focus

Register in PLZ

Thursday, Mar. 7, 2019
RTI2B Training II
Course # 27280

*See the Spartan Tribune for more information

Reminder:

Clean projector
Filter(s) and Pen
Holders.

Do you need an air
can?

Positive relationships between teachers and students are among the most commonly cited variables associated with effective instruction. If the relationship is strong, instructional strategies seem to be more effective. Conversely, a weak or negative relationship will mute or even negate the benefits of even the most effective instructional strategies. Perhaps the most powerful message from the research is that relationships are a matter of student perception. They have little to do with how a teacher actually feels about students; it's what teachers *do* that dictates how students perceive those relationships.

The major factor is how the teacher interacts with the student.

Developing Positive Perceptions: Showing Interest in Students' Lives: Teachers can cultivate a positive relationship by knowing students by name; asking them what they thought of recent occurrences, such as a sports game, popular movie, or song; asking them what they're interested in; and simply inquiring whether school is going well for them.

Advocating for Students: Students believe that teachers are advocating for them if the teachers appear to want the students to do well in class. Teachers can promote the perception of teacher advocacy by setting up times when students can talk individually with them, asking struggling students if they need assistance, and helping struggling students determine what they need to work on most. **Never Giving Up on Students:** Promoting this perception means that even when students don't perform well or when they get behind in their assignments, the teacher continues to offer ways to help them catch up. Never giving up on students also includes being a cheerleader for some students, telling them to "hang in there" and keep trying. Teachers might also relate personal stories of when they had a particularly tough time with a class.

Acting Friendly: Fostering the perception of a friendly relationship has nothing to do with how "friendly" a teacher actually feels. Many teacher behaviors promote this perception of friendliness. For example, a teacher might banter or joke with students; smile or make eye contact.

The Keystone of Effective Teaching: These teacher behaviors can, with rare exceptions, make all students feel that they have a positive relationship with their teachers. Teachers should engage in these behaviors daily, especially with their disenfranchised students, who are most in need of this positive support