

Coach's Connection

White Station Elementary

Sarah Hamer, PLC Coach
Loren Craddock, Inst. Facilitator

February 2020

Upcoming
District PD

PLCs This Month:

Monday- We are in our 3rd Quarter Cycle of Professional Learning (CPL). PLC focuses this month are Analyzing Data, Peer Walk Throughs, creating SWOTs, Professional Readings, and LASW.

Wednesday- Admin will intentionally plan with grade level, content specific teams.

Checkout: <http://www.scsk12.org/ci/maps.php?PID=1226> for

curriculum resources. Expeditionary Learning (EL) Website: www.education.org;

Journeys: <https://www.k6.thinkcentral.com/ePC/start.do>; Eureka Math:

<https://greatminds.org>; Question Bank Website: <https://edulastic.com>

In the Know:

iReady – Mrs. Craddock

Illuminate Fast Bridge –

Mrs. Craddock, Dr. Breeden

PowerSchool – Mrs. Barbour

PLZ – Mrs. Hamer

TVAAS – Dr. Breeden

Observations – Dr. Breeden
& Mrs. Coleman

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

Mastery Connect – Mrs.

Hamer, Dr. Breeden, Mrs. Miller,
Mrs. T. Taylor

ILTs – Cowan, Jeans, Ford, A.
Miller, Admin Team

Early Literacy Laureate –
Mrs. Delmonico

New Teacher Mentor – Mrs.
Clark

"The fact that you
worry about being a
good teacher, means
that you already are
one"
- Jodi Picoult



Early Literacy Course #31475

Work Attack Skills Course #17864

Social Studies Course #21107

ESL Course #20999

Classroom Management Course #18401

Library Course #17975

PreK Toolbox Course #18490

TEM Course #21903

NEW Teacher Series Course #21210

ELA Curr. Overview Course #30542

Co-Teaching Course #20781

SMARTboard Course #16237

ACEs Course #18400

Fine Arts Portfolio Course #21186

-See PLZ & Spring Catalog for more options



Teaching Secrets: Asking the Right Questions by Elizabeth Stein

Cooperative learning is a must. Break free from traditional row seating to allow students to collaborate. Setting aside time for socialization around your topic will increase active learning, and generally works best when students are free to engage in dialogue. Divide the class into two groups, small groups, or pairs. **Encourage students to ask their own meaningful questions.** Prepare lessons that make your job as facilitator painless. Remember the idea is to have your students in charge of their learning. You want them to generate & ask meaningful questions, seek relevant answers, and explore the thinking of peers with an open mind. You can guide their ability to investigate and vary their thinking around topics by providing a visual scaffold (such as Bloom's taxonomy) that guides them to think critically. Plan to "listen-in" during each group's discussion during aggressive monitoring. Jump in as necessary—adding questions, giving compliments, or making comments that will help students dig deeper. **Observing can be part of learning.** Think about how much you learn as you observe students. Students can also learn by observing one another. Give those quiet ones a purpose for listening and new ways to share their thinking through oral or written expression. Encourage students to take turns being active listeners and speakers. Try the Fish Bowl Protocol. **Give yourself time to roam.** Take advantage of opportunities for assessment, which are plentiful during student discussions and inquiry. To make the most of this time, prepare a grid or have a notebook handy with a list of all students' names. During class, you can jot down your observations and snippets of what you hear them say (aggressive monitoring). This provides valuable insights about students' learning in the moment and can help inform future lessons.

Some effective question types to deepen learning and keep discussions going:

Open-ended questions leave room for students to say what's on their minds without worrying that there is only one right answer. These questions also give students a chance to justify their thinking by explaining their responses. What's your opinion of...?

Diagnostic questions require students to explain information and formulate some kind of understanding of what could be going on behind the scenes. What would happen if...? Challenge questions ask students to analyze, apply, and evaluate. Do you agree or disagree...why? **Elaboration questions** nurture students' listening and speaking skills as well as comprehension skills. Can you add your thinking to...? Extension questions inspire students to think beyond the text. Can you think of an original way to...? How would you adapt this to make it different? **It's All About the Questions:** When effective questioning is commonplace in the classroom, students grow more confident in evaluating how new information connects with what they already know. They learn to respect the varied thinking of others—and are energized by hearing others' questions and answers. When a teacher regularly asks students to analyze, apply, evaluate, and adapt what they have learned, they are more likely to generate their own meaningful questions. And this kicks up the level of learning—both in the moment and in the future. By the way, my co-teacher and I did go back to build upon that science lesson. Our students worked in groups to recap the main points, as we roamed around to provide individualized support. We modeled questions that required students to go beyond just repeating the text: What did you notice about...? How would you compare.../contrast...? How would you paraphrase...? How does this connect to what you already know about...? (And my all-time favorite, who can add his or her thinking to...?). By the end of the class, students were directing questions to one another, and engaging in animated

Faculty Meeting Focus

Register in PLZ

Feb. 6 - High Bytes

Feb. 11 - ILT PD

Feb. 14 - DDI

Feb. 20 - Vertical Team -
Progression of Standards

*See the Spartan Tribune
for more information

Reminder:

Clean projector
Filter(s) and Pen
Holders.

Need an air-can?
See Mrs. Hamer