

Coach's Connection

White Station Elementary

Sarah Hamer, PLC Coach
Loren Craddock, Inst. Facilitator

December 2020

PLCs This Month:

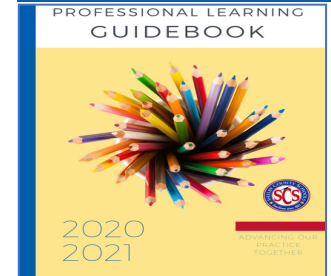
Monday- We are finishing our 2nd Quarter Cycle of Professional Learning (CPL). PLC focuses this month are Analyzing Data, Peer Walk Throughs, creating SWOTs, Professional Readings, and LASW. This work will focus around Donyell Dickey's PLC Work for Instructional Practice 3 & 4.

Wednesday- Admin will intentionally plan with grade level, content specific teams. Checkout: <http://www.scsk12.org/ci/maps.php?PID=1226> for curriculum resources. McGraw Hill Wonders: <http://www.my.mheducation.com/>; Eureka Math: <https://greatminds.org/>; Question Bank Website: <https://edulastic.com>



Upcoming District PD

-See PLZ for more options



The document can be found at: <https://bit.ly/39NreD>

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 – Pascal, Jeans, Anderson, Ford, A. Miller, Admin Team
Early Literacy Laureate – Mrs. Delmonico
New Teacher Mentor – Mrs. Clark
MIE Ambassadors – Ms. Copenhaver & Mrs. Hill
Tech. Inventory – Mrs. West
PRO – Mr. Denson



Meet with the PLC Coach

7:15-7:45	Open Office
8:45-9:30	1 st Grade
9:45-10:30	2 nd Grade
10:30-11:05	Specialists
11:05-11:50	3 rd Grade
11:55-12:40	4 th Grade
1:20-2:05	KK
2:15-3:00	5 th Grade
3:15-3:45	Open Office



SCS Instructional Practice 3

Practice 3: The Gradual Release of Responsibility model or GRR model is an fluid approach to teaching and assessing new knowledge and ability framed around the process of devolving responsibility and building student capacity – from dependence upon the teacher to eventual learner independence.

Phase	Purpose of Phase
I Do	To give teachers an opportunity to show students how to do what will be expected of them independently, eventually (represented by the performance-based objective).
We Do	To give each student an opportunity to demonstrate the extent to which the "I Do" met their needs.
You Do in Pairs	(1) To give students another opportunity to practice what was modeled in the "I Do" and what they practiced in the "We Do" with a peer. (2) To give the teacher an opportunity to assess and assist every student (where needed).
You Do without Assistance	To provide students with an opportunity to demonstrate independent knowledge and ability relative to the performance-based objective.

Faculty Meeting
Focus

Register in PLZ

Dec. 9 - Re-Entry Plan
Dec. 16 - Holiday & Retirement Celebration

*See the Spartan Tribune for more information