

# Coach's Connection

## White Station Elementary

Sarah Hamer, PLC Coach

Loren Craddock, Inst. Facilitator

January 2021

### PLCs This Month:

**Monday-** We are finishing our 2<sup>nd</sup> Quarter Cycle of Professional Learning (CPL). PLC focuses this month are Analyzing Data, Peer Walk Throughs, creating ELA & Math 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/>;

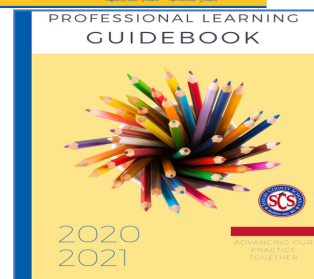
Eureka Math: <https://greatminds.org>; Question Bank Website: <https://edulastic.com>

Generic Wonders Acct: Go To: My.mheducation.com: UN: TNELA2019: PW: TNReview2019



Upcoming District PD

-See PLZ for more options



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



### 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, 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

IN THIS SITUATION	INSTEAD OF	TRY
WHEN STUDENTS ARE WORKING INDIVIDUALLY	"Would you clean up this mess?" Asks a question, which can confuse students or lead to a power struggle.	(privately) "Lorraine, clean up the supplies." Brief redirection given privately sends a clear, respectful message.
DURING ACTIVE TEACHING	"I suggest that everyone quiet down and stop their side conversations" Makes a suggestion, which can confuse students or lead to a power struggle.	"Stop. Eyes on me. Listen." Gives students a clear, brief message about what they need to do.
DURING SMALL-GROUP LEARNING	"It looks like someone needs to work harder." Sends an indirect message and does not tell the student what action to take.	(privately) "Ted, finish Part A of your assignment now." Addresses the student directly and tells him exactly what to do.
DURING WHOLE-GROUP DISCUSSIONS	"I think Sara's got something very interesting to say, so I'd like you to pay attention." Implies that pleasing the teacher is what's important and doesn't specify the desired behavior.	"Pencils down. All eyes on the speaker." Focuses on students' actions and is specific in naming the desired behavior.

### Meet with the PLC Coach

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

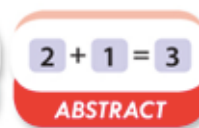
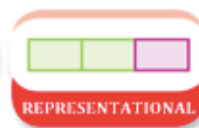
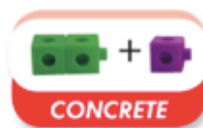
## SCS Instructional Practice 4

**Instructional Practice 4a: Students should be required to produce original texts characterized by the use of information/content from multiple sources.**

**4a:** curriculum-driven opportunities for students to consume information from more than one source [K-12] to compose original informative, explanatory, opinion/or argumentative texts for others to read, consistent with the six ways that informational texts are organized [3-12].

**4a** is important because the ability to write is a universal expression of new learning and ability.

Type of Writing	K-5
Informative	X
Explanatory	X
Opinion	X



**Instructional Practice 4b for Mathematics ONLY:**

**4b** is curriculum-driven opportunities for students to use manipulatives (tangible or virtual) to develop conceptual understanding of abstract mathematical concepts.

**4b** is important because many students will grapple silently to reach proficiency or demonstrate growth in the absence of access to tangible representations of discrete mathematical concepts.

Faculty Meeting  
Focus

Register in PLZ

Jan. 13 - Practice 4

Modeling Part I

Jan. 27 - Practice 4

Modeling Part II

\*See the Spartan Tribune  
for more information