

Nancy's Notes for School of Leadership



“Cheering on the good work we can do together.” 11/01/07

FYI:

Throughout this year instructional coaches from NCNSP will introduce **7 common instructional strategies** that prepare all students for college, work, and citizenship.

All teachers in a school no matter the subject area, are expected to be on the team to learn and use:

**Protocol One:
Collaborative
Teams✓**

**Protocol Two:✓
Mastering MAP**

**Protocol Three:
“Writing to Learn”**

**Protocol Four
Literacy Groups**

**Protocol Five:
Questioning**

**Protocol Six:
Scaffolding Texts**

**Protocol Seven:
Classroom Talk**

Secrets of University Park ???

On October 31, PLTs gathered to review protocols one, and two and begin an introduction to the third protocol: Writing to Learn. Teams viewed scenes from University Park High School in Wooster, Mass. and discussed comparisons of the success in that small school to what could continue to be done in the Scotland School of Leadership and Public Policy. Earlier in the month, Principal Kay Fuller and teacher Jason White participated in a peer review at GTCC Early College then joined many other schools in Hickory for a symposium on school reform. Pictured here are teachers and leaders from Atkins School of Computer Technology and Surry Early College and Scotland School of Leadership and Public Policy in serious discussion of challenges to large school conversions.



NEXT STEPS

Attached is an article on “Low Stakes Writing”. Please read and bring it along with “LS” examples of your students’ writing to our next staff development on **Nov. 27**.



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Or leave a note in my bag.

Be Thinking About:

*Student Learning Focus Questions

1. Are students actively engaged in each part of the lesson?
2. How effective was the collaborative group activity in helping students learn?
3. Were students asking each other questions that promoted thinking?
4. Did you get the sense that all students were collaborating and working together?
5. Is there evidence the students gained an understanding of the lesson?
6. Did students reflect on their thinking?
7. Do students support one another in learning?
8. Is collaborative learning evident?