

## EMBEDDED COACHING REFLECTION

<b>SCHOOL - Brookdale Elementary</b>	
<b>DATE - January 20, 2017</b>	
<b>VISIT FOCUS</b> X Collaborative Team Time X Collaborative Coaching Reflection (Principal Collaboration) X Leadership/Guiding Coalition Meeting	
<b>Team Focus</b> Circle Grade: <b>Grade 3</b> <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Intervention <input type="checkbox"/> Common Formative Assessments <input type="checkbox"/> Data Analysis X Instructional Practices X Other-Common Language/understanding of PLC work	<b>Team Focus</b> Circle Grade: <b>Grade 2</b> <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Intervention <input type="checkbox"/> Common Formative Assessments <input type="checkbox"/> Data Analysis X Instructional Practices X Other-Common Language/understanding of PLC work
<b>Team Discussions</b> - Accomplishments this year, impact of pacing guide, planning template, data protocol, and book study, identifying areas to support  - Shared understanding and language for what they are trying to accomplish, why that is their focus, and how their work is being done by all staff members  - Open discussion about needs and perspective with pacing guide, planning template, data protocol, and concepts in book study	<b>Team Discussions</b> - Accomplishments this year, impact of pacing guide, planning template, data protocol, and book study, identifying areas to support  - Shared understanding and language for what they are trying to accomplish, why that is their focus, and how their work is being done by all staff members  - Open discussion about needs and perspective with pacing guide, planning template, data protocol, and concepts in book study
<b>Next Steps</b> - Ground team's work with planning template and protocol in the common language discussed  - Strengthen the alignment of intervention instruction to the learning targets that are being focused on during reading and math	<b>Next Steps</b> - Ground team's work with planning template and protocol in the common language discussed  - Strengthen the alignment of intervention instruction to the learning targets that are being focused on during reading and math

<p><b>Team Focus</b>  Circle Grade: <b>Grade 1</b>  <input type="checkbox"/>Math  <input type="checkbox"/>Reading  <input type="checkbox"/>Intervention  <input type="checkbox"/>Common Formative Assessments  <input type="checkbox"/>Data Analysis  X Instructional Practices  X Other-Common Language/understanding of PLC work</p>	<p><b>Team Focus</b>  Circle Grade: <b>Grade K</b>  <input type="checkbox"/>Math  <input type="checkbox"/>Reading  <input type="checkbox"/>Intervention  <input type="checkbox"/>Common Formative Assessments  <input type="checkbox"/>Data Analysis  X Instructional Practices  X Other-Common Language/understanding of PLC work</p>
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<p><b>Team Focus</b>  Circle Grade: <b>Grade 4</b>  <input type="checkbox"/>Math  <input type="checkbox"/>Reading  <input type="checkbox"/>Intervention  <input type="checkbox"/>Common Formative Assessments  <input type="checkbox"/>Data Analysis  <input checked="" type="checkbox"/>Instructional Practices  <input checked="" type="checkbox"/>Other-Common Language/understanding of PLC work</p>	<p><b>Team Focus</b>  Circle Grade: <b>Grade 5</b>  <input type="checkbox"/>Math  <input type="checkbox"/>Reading  <input type="checkbox"/>Intervention  <input type="checkbox"/>Common Formative Assessments  <input type="checkbox"/>Data Analysis  <input checked="" type="checkbox"/>Instructional Practices  <input checked="" type="checkbox"/>Other-Common Language/understanding of PLC work</p>
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**Leadership/Guiding Coalition Focus**

- X Data Analysis
- X PD Planning
- X Team Reflections
- X Other - Planning for team and student support

**Leadership/Guiding Coalition Discussion**

- Reviewed team discussions and highlights from individual team meetings that were held throughout the day
- Discussed how teams were doing with the Bibb pacing guide, team planning template, data protocol, and the book study
- ELA & Math coach shared that they are encouraged by teams that are adapting PLC practices, but are challenged to support some teams to adapt more quickly and align team efforts throughout the school

**Next Steps**

- Incorporate student performance data from identified learning targets into the student data being reviewed in room 301
- ELA & Math coach need to provide direct teaching support to students in the grade 4 classroom with the teacher who has performance concerns to best prepare students for Georgia Milestone Assessment
- ELA & Math coach will share their coaching work with grades 3, 4, & 5 to allow the group to share strategies and support each other's efforts to support these teams focus on their learning targets and the four critical questions
- Leadership Team will watch Global PD videos detailed below and reflect how it will influence their coaching with the teams they support
  - Rick DuFour - A Different Image of Leadership
  - Rick DuFour - Keys to Responding to Resistors
  - Luis Cruz - Responding Tactfully to Resistors

**PRINCIPAL REFLECTION:** What did I learn? Based on what I learned, what will have the greatest impact on student learning?

(Notes I took from our discussion):

- Evident from the meetings with each team, that teachers are responding well to the book study about leveraging PLCs for School Improvement - embracing the work and reflecting on their practices
- Administrators attending more team planning meetings has strengthened communication and consistency of team practices
- Validation of the need to shift team structure for grade 4 to a self-contained model to strengthen team collaboration practices
- The Leadership Team's item analysis of Post Two - Progress Assessment, listing which students were proficient on which standards was a valuable experience that is informing instructional practices and reinforcing our PLC learning
- Meeting with each team to clarify the differences between groups and teams, following the district training with Dr. Sharon Kramer
- Identifying and documenting a teacher with performance concerns as "at risk" and working with district supervisory expectations to support and address this underperforming teacher is reinforcing our commitment to and the urgency of our PLC work
- Shifting our grade 4 team from their departmentalized model to a self-contained model to strengthen team collaboration and target support for underperforming teacher also reinforces our commitment to our PLC work
- Our book study and training with each grade level team today validates our decision to use our daily intervention block to increase instructional time spent on ELA learning targets
- We feel some optimism that the shifts in our approach and our focus on student learning give us a chance for our CCRP of 52 to increase by 8 or more points and no longer be labeled as a failing school by Georgia Department of Education

**NEXT STEPS:** What are the actions needed before next coaching meeting?

- Identify additional instructional time for intermediate teams (grades 3-5) to deliver reading and math instruction aligned with learning targets teams have identified and defined
- Share with Matt - the two previous agendas from the Better Seeking meetings and dates of scheduled meetings for remainder of the year
- Share with Matt - completed data protocols for grades 3, 4, & 5 from the month of January
- Work to make "actionable data" more prevalent
  - Incorporating student performance data from identified learning targets in data reviewed in room 301
  - Align instruction provided during the intervention block, additional time identified for ELA and math instruction, as well as Saturday School to identified learning targets
- View and reflect on the Global PD videos detailed below
  - Rick DuFour - A Different Image of Leadership
  - Rick DuFour - Keys to Responding to Resistors
  - Luis Cruz - Responding Tactfully to Resistors

**AGENDA ITEMS:** Topics for next coaching visit.

- Identify which staff will be available to work with on February 20, given that this is a district training day
- Work with coaches and teachers to identify learning targets that have been taught, that are critical to student success on the Georgia Milestone Assessment
- Work with coaches and teachers to explicitly detail instructional time during February, March, and April that will be utilized to provide additional instruction on critical learning targets and the assessments that will be used each week to monitor student attainment of these critical learning targets