

## EMBEDDED COACHING REFLECTION

<b>SCHOOL</b> McKibben Lane Elementary	
<b>DATE</b> 02.09-10.17	
<b>VISIT FOCUS</b> <input checked="" type="checkbox"/> Collaborative Team Time <input checked="" type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) <input type="checkbox"/> Leadership/Guiding Coalition Meeting	
<b>Team Focus</b> Circle Grade: PreK <u>K 1 2 3 4 5 6 7 8</u> <input type="checkbox"/> Math <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Intervention <input checked="" type="checkbox"/> Common Formative Assessments <input type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> Instructional Practices <input type="checkbox"/> Other _____	<b>Leadership/Guiding Coalition Focus</b>  <input type="checkbox"/> Data Analysis <input type="checkbox"/> PD Planning <input type="checkbox"/> Team Reflections <input type="checkbox"/> Other _____
<b>Team Discussions</b> <ul style="list-style-type: none"> <li>Worked with teams to calibrate scoring across the grade level.</li> <li>Engaged teams in a 'pass and post' protocol that provided a value opportunity to examine student work samples, discuss individual rubric scoring, and experience the process of coming to consensus regarding student learning outcomes</li> <li>Collaborated with instructional coach to identify ways to support teams in using available resources               <ul style="list-style-type: none"> <li>District pacing guide</li> <li>Existing benchmarks</li> <li>Textbook adoptions</li> </ul> </li> </ul>	<b>Leadership/Guiding Coalition Discussion</b> <ul style="list-style-type: none"> <li><b>Discussed team structures and implications for further support</b> <ul style="list-style-type: none"> <li>Existing strengths</li> <li>Staff 'capacity' issues</li> <li>Some teams are self-contained, other teams are completely departmentalized</li> </ul> </li> <li>CFA progress was challenging since teachers weren't always familiar with the learning progressions and/or the big picture of where they were taking their students by the end of the year.</li> </ul>

<p><b>Next Steps</b></p> <p>Continue to reinforce strategies used by the instructional coach to build ownership and confidence in the process</p> <p>Calendar time for teams to have a ‘facilitated’ half day of planning to engage in identifying essentials that are aligned with the ‘ideal profile’ of a (content area) student at (X) grade level. Even though there are some capacity issues, it’s definitely time to build ownership by having teachers engaged in the process of selecting essential targets...followed by creating a commonly owned plan to ensure that every student masters the identified essential targets.</p>	<p><b>Next Steps</b></p> <p>Explore the examinations of essential standards and their relationship to the pacing guide, etc.</p> <p>Consider restructuring teams more consistently. At the very least, I believe they need more than one teacher teaching math and reading. The very core of effective collaboration is rooted in teachers leveraging their collective expertise. Small schools with one teacher per grade level have to deal with the challenges of one teacher per grade level. I don’t believe it to be in the best interest of students to create teams of ‘singletons’ when ‘job alike’ collaboration is possible.</p>
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*Complete each section that represents the session you attended.*

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

**Reinforcement of CFA development**  
**Differentiated support for teams**  
**Restructuring team structures to support collaboration (may be next year)**  
**Teams identifying essential learning targets**

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

**Schedule a time for teams to identify essential targets, and then commit to ensuring every student's mastery of selected targets.**

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

**Ongoing support for team engagement in the process, including the use of CFAs**  
**Support for the instructional coach**  
**Identification of essentials by grade level for ELA and math, using district resources as a basis for decision-making**