

EMBEDDED COACHING REFLECTION

SCHOOL Bruce Elementary School	
DATE: February 9th and 10th Next Visit: March 16th and 17th	
VISIT FOCUS <input checked="" type="checkbox"/> Collaborative Team Time <input checked="" type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) <input type="checkbox"/> Leadership/Guiding Coalition Meeting	
Team Focus Circle Grade: PreK K 1 2 3 4 5 6 7 8 <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Intervention <input type="checkbox"/> Common Formative Assessments Data Analysis Intentional Instructional Practices <input type="checkbox"/> Other _____	Leadership/Guiding Coalition Focus <div style="border: 1px solid black; padding: 2px; display: inline-block;"><input type="checkbox"/> Data Analysis</div> <input type="checkbox"/> PD Planning <input type="checkbox"/> Team Reflections Other _____
Team Discussions Each team engaged in review and discussion of the following: <p>Day One: Each team used a 45-minute planning time to review the instructional calendar and use the data discussion via the district data protocol as a springboard to discuss intentional instruction to ensure alignment of the written, taught and assessed curriculum.</p> <p>Day Two: Each team used the 45- minute planning period to focus on process and planning that supports intentional instruction and focused feedback as it pertains to the knowing and doing of learning targets.</p>	Leadership/Guiding Coalition Discussion <p>The leadership team again was a partner in the work. They were present for the coaching sessions, participated in discussions, and shared resources in support of the process.</p> <p>We continue to support and move educators to providing evidence of intentional instructional planning that supports both the knowing and doing of the standards as well as embrace the outcomes not outputs are directly correlated to their planning scaffolding, and feedback.</p>

<p>Next Steps</p> <ol style="list-style-type: none"> 1. Now that educators are aware of strategies that include, total body response, visuals, kinesthetic and hands on techniques that ensure learning at a deeper level, they must plan intentionally teaching both the knowing and doing. 	<p>Next Steps</p> <ol style="list-style-type: none"> 1. Document in the instructional plans the knowing and doing that learns must demonstrate to master skills 2. Discuss during team meetings and demonstrate how their practice is impacting student and educator learning
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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?

What I learned was the school leaders are knowledgeable of where the teams and individual team members are. The work is going in the right direction.

Our work is aligned to much of what the district and campus leaders value and have shared. The greatest impact on student learning continues to be to assist educators in having aligned standards, intentional instructional strategies, and a culture that allows ownership for learning to be embraced by the community in an effort to empower both students and educators.

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

Before the next coaching meeting, the next steps include:

1. Following up with the principal to learn how the work has been advanced and where clarity and support is needed.
2. Upload additional resources including Global PD into shared folder.
3. Prepare for the kinder team resources on student goal setting and monitoring of their work.
4. Prepare for the review of standards and capturing and celebration of learning to create institutional memory.

AGENDA ITEMS: Topics for next coaching visit.

Topics for the next coaching session include:

1. **Celebrations of Learning: An Evidence Showcase (Goal 1)**
2. **Group vs Team: Team Artifacts (Norm, Essentials, Student Work, Concerns and Celebrations) (Goal 1)**
3. **Clarity on the Essentials: A Focus on Instruction and Making Learning Visible (Goal 2 and 3)**
4. **Differentiation: Student Goals and Ownership of Learning (Goal 2)**
5. **Pacing Guidelines and Calendar for Essentials/Proficiency Maps (Goal 2)**

We will continue our work on items one, three, and four.