

## EMBEDDED COACHING REFLECTION

<b>SCHOOL</b> Ballard-Hudson Middle	
<b>DATE</b> February 27-28, 2017	
<b>VISIT FOCUS</b> <input type="checkbox"/> Collaborative Team Time <input type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) <input type="checkbox"/> Leadership/Guiding Coalition Meeting	
<b>Team Focus</b> Circle Grade: PreK K 1 2 3 4 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Intervention <input type="checkbox"/> Common Formative Assessments <input type="checkbox"/> Data Analysis <input 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 checked="" type="checkbox"/> Team Reflections <input checked="" type="checkbox"/> Other _____
<b>Team Discussions</b>  <b>February 27</b>  7:45-Pickup 8:15-9:00           Meet with principal 9:40-10:50       Professional learning on RTI and common assessments (7 <sup>th</sup> grade) 11:25-11:50      Working lunch & debrief with principal 11:50-1:05       Professional learning on RTI and common assessments (8 <sup>th</sup> grade) 1:20-2:25       Professional learning on RTI and common assessments (connections) 2:40-4:00       Professional learning on RTI and common assessments (6 <sup>th</sup> grade)  <b>February 28</b> 7:15               Pick up 7:30-8:35       Leadership Team Meeting 9:40-10:50      Collaborative planning (7 <sup>th</sup> grade) 11:25-11:50      Working lunch & debrief with coaches 11:50-1:05      Collaborative planning (8 <sup>th</sup> grade) 1:20-2:25       Collaborative planning (connections)	<b>Leadership/Guiding Coalition Discussion</b>  <b>For each strategic priority we used the SWOT          graphic organizer Strengths, Weakness,          Opportunities, Threats</b>  1. Vision, mission, values <b>(P01)</b>  2. Celebrations <b>(SC5)</b>  3. Strategic Priority I: Get students reading on grade level <b>(P02)</b>  4. Strategic Priority II: Be successful on the Georgia Milestones <b>(P02)</b>  5. Strategic Priority III: Increase the number of students in school each day <b>(P02)</b>  6. Strategic Priority IV: Respond to individualized student needs <b>(P02)</b>

2:40-4:00  
grade)

Collaborative planning (6<sup>th</sup>

**Professional Learning and covered the following:**

- Reviewed the difference between assessment and evaluation
- Gave this example: You give homework and give a scholar 16/20, B or a sticker then you are using it in some kind of evaluative way, but what would it sound like if we used it as an assessment like there was 5 Learning targets on last nights HW and you are demonstrating proficiency on 3 of those targets and on target 4 you are making this type of mistake and this is what we are going to have to do to fix it and target 5 this mistake and what we have to do to fix it, but when we give 16/20 on HW or test scholars can't learn it or explain why they missed it (we should use the same pedagogy with homework as we do assessments with scholars
- Misconception of Quantity leads credence & Quality leads credence actually ( If we focused on the rigor of the common core as Marzano discusses and when we design our CFA
- Had each collaborative team to define in their own words what formative and summative assessment meant on chart paper
- Each team wrote examples of what formative and summative assessments task, assessments could be
- I went over three researched based definitions of formative and summative (Rick Stiggins, Doug Reeves and Rick DuFour)
- Each team then went to a different teams chart put a plus or minus by

**7. Strategic Priority V: Work hard to support your staff (P02)**

Strategic Priority VI: Establish a culture of accountability for everyone **(P02)**

the teams definition and examples if they felt it matched one of the three researchers definition I had discussed and if there was a minus by one task we had a debate and discussion as to why and how we might change it to be formative or summative

- Discussed Common Assessment are designed to do two things
- Identify scholars who are struggling and/or excelling
- Improve (and reflection) our professional teaching practice
- Discussed what should happen during discussing CFA data- Meet with your team
- Bring assessment data to the team
- Follow team norms
- Compare your results with your colleagues to identify effective instructional practices (example I see 2 of my teammates knocked it out of the park on standard XYZ)
- Common Assessment data tells us if we need a tool or a skill
- Tool – something to help you reach this group of scholars
- Skill – a learned/ developed aptitude or ability
- Importance of teachers creating common formative assessments, not just pulling released questions from item banks all the time, ensuring they use bloom taxonomy wheel to ensure the level of rigor when creating those CFA's
- Collaborative teams must manage the data collectively in order to make an intervention plan that best suits our scholars and teachers
- Individual teachers need to know the following:
  - What's the skill I'm measuring
  - Which of my kids struggled to meet proficiency?
  - Where do the kids need help?
  - Where do I need to help as a

<p>teacher?</p> <ul style="list-style-type: none"> <li>• Assisted champions with planning next lesson and finding resources</li> <li>• Reviewed the last common formative assessment and data results</li> <li>• Provided feedback on those results</li> <li>• Went over the cycle protocol with two new teachers</li> </ul>	
<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Principal, leadership team will continue to provide support and follow up on PL training given to champions to implement CFA effectively in the classroom</li> <li>• Principal will build time in the schedule for the next visit for RTI due to not enough time to cover it during the last visit because of common formative assessment and data review</li> <li>• Teachers will have continue to use the open planning period opportunity to plan, assess and desegregate data prior to attending collaborative planning on Tuesday's for this work on Monday's, Thursday's or Friday's to complete cycle 2 and cycle 3 protocol to discuss the data and share instructional strategies in collaborative planning</li> <li>• RTI will be apart of the cycle 2 protocol process during collaborative planning and champions will also reflect upon their instructional teaching practices to see how to modify instructional teaching strategies for learning targets from standards to best meet the needs of the scholars</li> <li>• Due to timing champions will intervene</li> </ul>	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>• Coaches and AP's (both APs need to be assisting with this it is to much for one individual) will need to be in the teachers classrooms more to provide targeted support to improve instructional practices and a huge concern that is needed for the teachers</li> <li>• Coaches and AP's will also need to model lessons as needed in the classroom for the teachers as needed this is a huge concern</li> <li>• Coaches will continue to help plan instructional activities with the new teachers and long term subs in the building to ensure they are following standards to prepare students for the GA milestone</li> <li>• AP's, Principal and coaches will continue to monitor the PLC process to ensure it is implemented with fidelity</li> <li>• APO will create a transition plan for students upon returning from suspension and how to get work to students while on suspension as well as when the students who go to alternative school</li> <li>• Counselors will meet with the students when they return from suspension that</li> </ul>

for scholars by differentiating the activators by the learning targets scholars need by standard in groups (ex. Group A, B, and C with names and a different activator). They may work on this activator for the entire week until the scholar has shown they have mastered this one.

- Drilling down to specific standards by learning targets for scholars and creating different exit slips as well based on the data into three groups. The champions will design these in their collaborative planning groups. This will be another way to try to remediate the standards.
- Champions will continue on with teaching the new content for the lesson using multiple formative assessments throughout the lesson to see if the scholars are getting the information.
- They will make modifications to the activators and exit slips based on the data and continue to use flexible re-grouping based on the data until scholars master the learning targets that have been deconstructed from the standard
- Champions will go back and look at questions that scholars have missed and begin to bring the scholars into their learning and have them do a self-reflection as to why they missed the question. What better way to know why they missed a question than to involve them into their learning. Then the champions will look for trends and patterns and designs re-teaching strategies to best meet the needs of the scholars based on that real time data
- Cycle 1 and cycle 2 protocols will be completed during the extra time of planning prior to teachers coming to collaborative planning

fight to do peer mediation before (Still on here don't now if this is happening or not) returning to the classroom sitting

- Counselors will refer students to inside or outside mental health services if needed working with family engagement coordinator to get paperwork completed from parents (don't know if this is happening or not)
- Hall monitors need to be more on 6<sup>th</sup> and 7<sup>th</sup> grade for assistance especially when so many subs are in the building
- Administrators need to visit those classes to provide assistance as needed
- Ensure everyone is on leadership team is sharing the data with the department as needed upon completion of meeting possibly giving a timeline as to when this should occur
- Administrators continue to show teachers they are appreciated and praise them (Ballard-Hudson is a tough place to work with the combining of the two middle schools. There is a large amount of subs and huge attendance issue with teachers being out, but they need continual support, building up of morale, referral possible for services outside, but consistency, staff that want to be at Ballard-Hudson and believe in the mission and vision of the school and the teachers need and want to feel valued

*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?

- Teachers needed to have autonomy in planning during collaborative planning
- Some teachers are following the PBIS school wide strategies put in place
- Teachers still need to create a PLC calendar to include times to plan, create common formative assessments and analyze data, plan for RTI and enrichment
- Teachers were not clear on the cycle protocols because they had been given different information from leadership
- Still a trust issue with teachers and some administrators this is a huge issue to moving the work forward
- Administrators have become apart of the collaborative planning process
- Still there is No current protocol in place for students who return form alternative school or suspension but they are working on a plan

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

- Teachers will have planned agenda's with instructional items to help improve scholar achievement with differentiated lessons based on data
- RTI and interventions will be implemented and data presented to see if strategies are showing improvement in the classroom
- Teachers will plan lessons based on the cycles, data and district benchmarks
- Teachers will have created a CFA for cycle 2 and have data analyzed
- Teachers have created a self reflection tool for scholars to self reflect on questions to why they choose what answer they did or how they interpreted he question asked

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

- Evidence that scholars have reflected on their own learning results
- RTI Professional Learning
- Common Formative Assessment and cycle 2 protocol results
- Results and update on Activators and Exit slips (by learning targets) Naming and Claiming Scholars
- Specific Data by teacher and growth from last visit on benchmark
- Evidence of administrators and coaches follow up with support to champions in the classroom