

EMBEDDED COACHING REFLECTION

Complete each section that represents the session you attended.

SCHOOL Northeast High School	
DATE 3/14/17	
VISIT FOCUS <input checked="" type="checkbox"/> Collaborative Team Time <input checked="" type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) <input checked="" type="checkbox"/> Leadership/Guiding Coalition Meeting	
Team Focus Circle Grade: 9 10 11 <input checked="" type="checkbox"/> Math <input type="checkbox"/> Reading <input checked="" type="checkbox"/> Intervention <input type="checkbox"/> Common Formative Assessments <input type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> Instructional Practices <input type="checkbox"/> Other _____	Leadership/Guiding Coalition Focus <input checked="" type="checkbox"/> Data Analysis <input type="checkbox"/> PD Planning <input checked="" type="checkbox"/> Team Reflections <input type="checkbox"/> Other _____
Team Discussions <ul style="list-style-type: none"> Classroom rigor Instructional pacing Intentional questioning Building relationships with students Health pathway focus on student engagement Checking for understanding is done at the global level 	Leadership/Guiding Coalition Discussion <ul style="list-style-type: none"> Increasing Lexile level Parent/student climate survey Teacher Retention Teacher recruitment Rigor in the classroom
Next Steps <ul style="list-style-type: none"> Shift PLC conversations to focus to rigor Add intentional questions within the lesson plans Continue to reinforce PBIS strategies Seek high interest activates to boost student engagement 	Next Steps <ul style="list-style-type: none"> Shift monitoring focus to instructional rigor Gather cumulative data on instructional rigor Monitor intentional questions are added to lesson plans Continue to monitor PLC planning process

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

- The planning process is working. The transition to better instruction and high levels of learning and engagement must be planned and monitored
- Intentional question will be added to the lesson planning process to ensure rigor
- Limited academic language must address on a schoolwide basis
- Hiring highly effective teachers is the priority

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

- Gather cumulative data around rigorous instruction
- Add intentional questions to lesson planning template
- Continue the conversation about addressing academic vocabulary
- Provide PL for student engagement for the Health Careers class

AGENDA ITEMS: Topics for next coaching visit.

- Testing Schedule
- Blitz plan implementation/How will we know if it was successful
- Intentional Questioning
- Rigor
- Vacancy status
- Master schedule

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Team Discussions <ul style="list-style-type: none"> Academic language is limited Wait time needs to be increased to allow the students to struggle with their learning Closing must be done with every instructional hour 	Leadership/Guiding Coalition Discussion <ul style="list-style-type: none"> Utilization of Title 1 fund for adding tutor within the science classes Planning for incoming science teaching assignments Using PBIS rewards for Milestones English and math planning for Blitz
Next Steps <ul style="list-style-type: none"> Review test taking language and strategies before Milestones Monitor to ensure bell work and closing is done during classroom observations 	Next Steps <ul style="list-style-type: none"> Continue to offer a clear vision of expectations for the Title 1 tutor and co-teaching courses Compile and make decision for Blitz

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

- There is a stark contrast in the manner our academic teams collaborate. English is positive, collaborative in decision making, welcoming to new ideas and differing options. Denmark seeks input from all members. This team's focus was on students being successful. Formative Assessments will determine grouping. They bring the conversation back to PBIS and the testing environment that students will be most successful.
- Math decision making was about operations. The meeting focused on the adults and their roles. There was no mention of PBIS or student motivation even though this department on multiple occasions discuss the students being unmotivated. Their Blitz grouping will be based on grades. Not utilizing their formative assessment data for DI is a concern.
- Rigor must be addressed

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

- Discuss the decision to not use formative assessments to obtain a better understanding of their rational
- Discuss the use of PBIS as a reward system for Milestones in Math
- Celebrate the English team's focus on students
- Consider how to incorporate test taking strategies into everyday curriculum

AGENDA ITEMS: Topics for next coaching visit.

- Finalize the Blitz plan
- Communication of the Blitz plan
- Master schedule
- Milestone teaching assignments