

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="margin-left: 40px;"> <input type="checkbox"/> Data Analysis <input type="checkbox"/> PD Planning <input checked="" type="checkbox"/> Team Reflections </div> 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 and use the data from previous student performance 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 continued the work of focused feedback as it pertains to the knowing and doing of learning targets but moved to deeper understanding of a growth mindset and how to empower learners as educators made learning more explicit.</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>It was evident that a cultural shift is taking place in the approach and discourse among the staff.</p> <p>The data is beginning to indicate a shift.</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 while being intentional with feedback and designing instruction that promotes learner empowerment.</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, quality feedback, lesson design, and empowerment of learners. 2. Because many of the learners are experiencing gaps in their knowledge. It is imperative for the administrators to continue to promote and support the work of a learning community. This would include teams explicitly understanding what it means to be a team, SMART goals, shared knowledge and shared accountability. 3. Continuing the work of aligning standards based on the needs of the learners with interventions will be critical for continued success. 	<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 3. Continue to work to create a culture supported by a growth mindset, involve learners in the learning by creating scaffolding questions and tools to support them in their thinking and ownership of the knowledge prior to instruction
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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. The district continues to move in the right direction as their professional learnings are being utilized and appear helpful.

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. As the current principal is not returning, it would be important to collaborate on needs and next steps.
3. The need to work on an aligned curriculum for the beginning of the 2017 - 2018 school year would be of great assistance for educators.

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 for next school year (Goal 2)**

As the work with Bruce Elementary is shared, I closed my work with the team with a focus on items one, three, and four. Item 5, as we continue the work, may help teams as the final visit is after state testing.