

## EMBEDDED COACHING REFLECTION

<b>SCHOOL Ballard-Hudson Middle</b>	
<b>DATE May 3-4, 2017</b>	
<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 K 1 2 3 4 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Intervention <input type="checkbox"/> Common Formative Assessments <input checked="" 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>  <b>May 3</b> Overview on revisiting the PLC process- A professional learning session to talk about lessons learned through the PLC process; where are we; how do we improve the process; looking at the components of a high functioning PLC and what work needs to be done to get there.  7:45 Pickup 8:15-9:00 Meet with principal 9:40-10:50 Professional learning on PLC process, lessons learned and components of high functioning PLC (7 <sup>th</sup> grade) 11:25-11:50 Working lunch & debrief with principal and coaches 11:50-1:05 Professional learning on PLC process, lessons learned and components of high functioning PLC (8 <sup>th</sup> grade) 1:20-2:25 Professional learning on PLC process, lessons learned and components of high functioning PLC (connections) 2:40-4:00 Professional learning on PLC process, lessons learned and components of high functioning PLC (6 <sup>th</sup> grade)  <b>May 4, 2017</b>	<b>Leadership/Guiding Coalition Discussion</b>

7:15	Pick up
7:30-8:35	
9:40-10:50	Collaborative planning for remediation (7 <sup>th</sup> grade)
11:25-11:50	Working lunch & debrief with coaches
11:50-1:05	Collaborative planning for remediation (8 <sup>th</sup> grade)
1:20-2:25	Collaborative planning (connections)
2:40-4:00	Collaborative planning for remediation (6 <sup>th</sup> grade)

**Professional Learning and covered the following:**

- Reviewed Post Assessment on PLC journey
- Identify PLC journey level as a teacher as it relates to a belief in Learning for All scholars
- Reviewed the difference between first order and second order change
- Identified lessons learned through PLC process
- Discussed where we are and how to improve process
- Reviewed the use of cycles 1, 2 & 3 protocol process effectively & collaborate with team champions, using fresh data, implementing what we have learned and measure whether or not it worked
- Had each collaborative team to define in their own words three big ideas were (Focus on Learning, Collaborative Culture and Focus on Learning) assessment meant on chart paper
- Each team did a peer assessment on each big idea on what they wrote on the chart paper
- Each team then went to a different teams' chart put a plus or minus by the team's definition and examples if they felt it matched one of the three researcher's definition I had discussed and if there was a minus by one task we had a debate and

**discussion and how the 4 PLC questions connect with the 3 Big Ideas**

- **Discussed the difference between a traditional school and PLC school**
- **Identify scholars who are struggling and/or excelling from assessments and planned lessons to remediate standards**
- **Discussed improvement (and reflection) our professional teaching practice**
- **Discussed lessons learned**
- **Reviewed assessment data to the team**
- **Reviewed the components of high functioning PLC Importance of teachers**
- **Collaborative teams assessed current status of components and identified how the school could get to a 5**
- **Reviewed what 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 teacher?**
- **Assisted champions with planning next lesson and finding resources**
- **Went over the cycle protocol with teachers and how they fit into the 4 PLC questions**

### Next Steps

- Principal, leadership team will continue to provide support and follow up on PL training given to champions to become a high functioning PLC
- Principal will revisit the master schedule for next year to allow for sufficient time to build time in the schedule for data analysis and planning next steps for teaching and learning
- Teachers will 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
- Due to timing champions will intervene 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 identifying the needs of the scholars and provide the necessary intervention or enrichment
- 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

### Next Steps

Ballard-Hudson needs are as follows:

- Teachers with experience
- Eliminate placing teachers with no experience
- Training in DI and incorporating the strategies in the classroom
- Consistant staff and possibly instructional assistants in the classrooms to assist with instruction and regrouping
- Cultural audit

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
- Have Solution Tree Associate (Dillard) to return another year and begin the PL process with the school at the beginning of the school year
- Have data analysis half days to backwards plan, deconstruct standards and create learning targets
- Dillard to provide training on DI and how to incorporate these strategies in the lessons
- Streamline the initiatives and focus on them
- Both AP's must be involved in instruction to move the school forward
- To improve milestones assessments next year in the number of scholars mastering the standards (this year roughly 100 Ballard-Hudson 8<sup>th</sup> graders had to do remediation for reading and 100 for math out of 235? Scholars, of those only 79 out of these numbers needed to remediate in both areas. We will strive to cut this in half the upcoming school year

*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