

## EMBEDDED COACHING REFLECTION

<b>SCHOOL</b> Hartley Elementary School	
<b>DATE</b> May 4-5, 2017	
<b>VISIT FOCUS</b> Collaborative Team Time <input type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) <b>Leadership/Guiding Coalition Meeting &amp; Walkthroughs</b>	
<b>Team Focus</b> Circle Grade: <b>PreK K 1 2 3 4 5 6 7 8</b> <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Intervention <input checked="" 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>  <b>Data Analysis</b> <b>PD Planning</b>  <input type="checkbox"/> Team Reflections <input type="checkbox"/> Other _____
<b>Team Discussion</b> <ul style="list-style-type: none"> <li>Data analysis student performance on state assessment 5<sup>th</sup> Grade ELA, Math, SS, and SCI</li> <li>Data Analysis student performance on state assessment 3<sup>rd</sup> Grade ELA</li> <li>Review of school's last focus walk data conducted on May 2</li> <li>Scheduling of coaching sessions for 2017-18 school year and objectives for year               <ol style="list-style-type: none"> <li>Alignment of common assessments to the intent of standards</li> <li>Student Engagement</li> <li>DOK and Academic rigor</li> </ol> </li> </ul>	<b>Leadership/Guiding Coalition Discussion</b> <b>Develop plan for monitoring</b> <ul style="list-style-type: none"> <li>Develop data notebook</li> <li>Data notebook includes, essential standards, common formative assessments, data analysis and item analysis, daily schedules, and pacing guides by subject area</li> <li>Work with teachers on difference between classroom checks for understanding and formative assessments</li> <li>Work with teachers on difference between formative and summative assessments.</li> </ul>
<b>Next Steps</b> <ul style="list-style-type: none"> <li>Work with teachers on what interventions we do with kids that have not mastered essential standards.</li> </ul>	<b>Next Steps</b> <ul style="list-style-type: none"> <li>Work on collaboration with Ingram Pye to provide collaboration for departmentalized teachers</li> </ul>

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| <ul style="list-style-type: none"><li>• Identification of students and flexible grouping (developing a plan of action for students who haven't mastered standards)</li><li>• Teachers establish pacing guides at the beginning (pre Planning) of the school year</li><li>• Work with teachers on developing high level questioning on assessments</li><li>• Planning for effective Tier 1 instruction</li></ul> | <ul style="list-style-type: none"><li>• Collaborative planning time for teachers will increase from 45 minutes of 70 minutes of collaborative time.</li></ul> |
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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?

We learned that the team had developed a deeper knowledge and understanding for how to teach reading based on the framework provided by Saxon Phonics. The school will implement Saxon Phonics at the onset of the school year for 2017-18.

We learned based on the data that we need to develop a rigorous curriculum that aligns directly with the intent of the standards. State assessments indicate the school is making progress in Reading and Math, however, there is a need for rigorous Tier 1 instruction and that common assessments be aligned. More collaboration is needed among teachers on the grade level, specifically for departmentalized teachers to work with others in their content area to analyze data, develop assessments, and activities that are aligned to the learning target.

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

The teachers will submit their pacing guides, identify essential standards and calendar for formative and summative assessments. Data notebooks will be developed. Teachers will conduct an analysis by domains of the state assessment to determine the needs in terms of instruction and flexible grouping.

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

Developed pacing guides and development of common assessments aligned to intent of standards