## **EMBEDDED COACHING REFLECTION**

DATE 05.10-11.17   VISIT FOCUS	SCHOOL McKibben Lane Elementary	
☑ Collaborative Team Time       ☑ Collaborative Coaching Reflection (Principal Collaborative)         ☐ Leadership/Guiding Coalition Meeting         Team Focus         Leadership/Guiding Coalition Focus         Circle Grade: PreK ★ 1 2 3 4 5 6 7 8         ☑ Math       ☑ Data Analysis         ☑ Intervention       ☑ Data Analysis         ☑ Data Analysis       ☑ Data Analysis         ☑ Data Analysis       ☑ Data Analysis         ☑ Dram Reflections       ☑ Other         ☑ Intervention       ☑ Data Analysis         ☑ Dram Reflections	DATE 05.10-11.17	
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□Other		□PD Planning
☐ Instructional Practices	☑Common Formative Assessments	☐Team Reflections
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Divide trends in each of the three areas according	reflection activity and note both trends and outlier responses for each of the three areas.	opportunities to own regarding communication, support, capacity building and resources provided
to issues that have direct impact on student For both issues identified as 'continue doing' and		For both issues identified as 'continue doing' and

issues to 'stop doing'...the guiding coalition

learning and issues that do not have direct impact on student learning

Of the trends that have direct impact on student learning, arrange them in order from highest perceived priority and lowest perceived priority members should reflect on what they've done/provided to both support and enable the issues.

For issues identified in the 'start doing' section, what resources, support, and capacity building does the guiding coalition need to provide to ensure the highest priority 'start' issues are addressed?

Complete each section that represents the session you attended.

<b>REFLECTION:</b> What did I learn? Based on what I learned, what will have the greatest impact on student learning?	
on student rearrang.	
Reinforcement of CFA development	
Differentiated support for teams	
Restructuring team structures to support collaboration (may be next year) Teams identifying essential learning targets	
reams identifying essential learning targets	
NEXT STEPS: What are the actions needed before next coaching meeting?	
Cabadula a time for too make identify according to read their according to a constitute and their according to	
Schedule a time for teams to identify essential targets, and then commit to ensuring every student's mastery of selected targets.	
student's mustery of selected targets.	
AGENDA ITEMS: Topics for next coaching visit.	
Ongoing support for team engagement in the process, including the use of CFAs	
Support for the instructional coach Identification of essentials by grade level for ELA and math, using district resources as a	
basis for decision-making	
<b>3</b>	