

## EMBEDDED COACHING REFLECTION

<b>SCHOOL</b> McKibben Lane Elementary	
<b>DATE</b> 05.10-11.17	
<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 6 7 8 <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Reading <input 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>  <input type="checkbox"/> Data Analysis <input type="checkbox"/> PD Planning <input type="checkbox"/> Team Reflections <input type="checkbox"/> Other _____
<b>Team Discussions</b> <ul style="list-style-type: none"> <li>Worked with teams on end of year reflection and some desired outcomes for next school year.</li> <li>Engaged teams in a 'start-stop-continue' reflection protocol that provided valuable feedback for peers and leadership. Each team had an opportunity to provide insight and feedback in various areas of the organization.</li> <li>I made sure to gather input from teams independent of the input of previous teams.</li> <li>Teams then had an opportunity to see the feedback from other colleagues. We identified patterns, trends and outlier responses.</li> </ul>	<b>Leadership/Guiding Coalition Discussion</b> <ul style="list-style-type: none"> <li>Made principal aware of the reflection activity completed by teams</li> <li>The data was posted on several large sheets of chart paper and left in the learning space where we met.</li> </ul>
<b>Next Steps</b>  Analyze the response data collected from the reflection activity and note both trends and outlier responses for each of the three areas.  Divide trends in each of the three areas according to issues that have direct impact on student	<b>Next Steps</b>  Using the trend information found, look for opportunities to own regarding communication, support, capacity building and resources provided by leadership.  For both issues identified as 'continue doing' and issues to 'stop doing'...the guiding coalition

<p>learning and issues that do not have direct impact on student learning</p> <p>Of the trends that have direct impact on student learning, arrange them in order from highest perceived priority and lowest perceived priority</p>	<p>members should reflect on what they've done/provided to both support and enable the issues.</p> <p>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?</p>
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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?

**Reinforcement of CFA development**  
**Differentiated support for teams**  
**Restructuring team structures to support collaboration (may be next year)**  
**Teams identifying essential learning targets**

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

**Schedule a time for teams to identify essential targets, and then commit to ensuring every student's mastery 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**