

EMBEDDED COACHING REFLECTION

Complete each section that represents the session you attended.

SCHOOL Charles H. Bruce Elementary School	
DATE: May 10-11, 2017	
VISIT FOCUS <input checked="" type="checkbox"/> Collaborative Team Time <input checked="" type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) <input checked="" type="checkbox"/> Leadership/Guiding Coalition Meeting	
Team Focus 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 type="checkbox"/> Instructional Practices <input type="checkbox"/> Other _____	Leadership/Guiding Coalition Focus Data Analysis <input checked="" type="checkbox"/> PD Planning <input type="checkbox"/> Team Reflections <input type="checkbox"/> Other _____
Team Discussions All grade levels worked two days on proficiency maps for their grade level for the 2017-18 school year. This was a very beneficial two-day session as we had discussions about the maps the first day and had work time on it the second day. More time is needed and our hope is to have this time in August next year.	Leadership/Guiding Coalition Discussion Concerns arose with Dr. Johnson regarding teacher retention. The difficulty in keeping teachers at their grade levels at Bruce is high. Currently, he has all his fifth-grade teachers leaving, two second grade teachers, one fourth grade, one first grade and possibly a kindergarten teacher. The difficulties that arise from the lack of consistency with teachers are many. The assistant principal will become the principal due to the principal's retirement. While someone has been named to the assistant principal's position, I did not meet her. Many of the teachers who are leaving drive the culture of Bruce so having new teachers who share the "whatever it takes" way of working will be a good change for the staff and kids at Bruce.
Next Steps Each grade level will need to go deeper and be more intentional to identify the specific standards that are essential with the development and use of proficiency maps.	Next Steps Administration must discuss with staff loose and tight for Bibb. What are the priorities of our school and what are the non-negotiables.

REFLECTION: What did I learn? Based on what I learned, what will have the greatest impact on student learning?

Teachers have a clear understanding of essentials and welcomed the proficiency map to move forward next year.

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

It is our hope that in August, we are able to meet to cement our proficiency map that we worked on over these two days. Additionally, we need to work on what strategies are being used in the classroom during the first unit identified on the map. The concern of the principal and the instructional coach is that even though we put proficiency maps together, the teachers do not know how to change their instruction based on common assessments that will be used.

School City is an assessment program that will be used to help design assessments that are used with the proficiency map. During our time, we will go over this as well and align them to what is going on in the classroom.

AGENDA ITEMS: Topics for next coaching visit.

Review Proficiency Maps (written in May)

Discuss and plan for first level of instruction for first unit identified on map.

Discuss School City and ensure alignment with what they have with what they need.