

EMBEDDED COACHING REFLECTION

SCHOOL: Appling Middle School	
DATE: 11/3/16 & 11/4/16 (visit #3)	
VISIT FOCUS <input checked="" type="checkbox"/> Collaborative Team Time <input type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) <input type="checkbox"/> Leadership/Guiding Coalition Meeting	
Team Focus Circle Grade: PreK K 1 2 3 4 5 6 7 8 <input type="checkbox"/> Math <input 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 _____	Leadership/Guiding Coalition Focus <input type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> PD Planning <input type="checkbox"/> Team Reflections <input checked="" type="checkbox"/> Other – SI Needs Report
Team Discussions <ul style="list-style-type: none"> Met with 7th grade teachers during their common planning time after conducting informal classroom observations District coordinators in both Science and Social Studies supported the common planning period (provided collaborative instructional strategies) debriefed about common student engagement/instructional strategies across grade levels (i.e. thinking maps, Cornell notes, notebook organization) Principal and Solution Tree Coach reviewed current progress monitoring data (pre-post assessments) from district and any common formative assessments to determine areas of weakness Discussions around increasing the level of rigor in classroom instruction to support learning 	Leadership/Guiding Coalition Discussion <ul style="list-style-type: none"> Reviewed the SI Needs Assessment Report to determine implementation timeline and PD needs Conducted guided classroom observations to calibrate level of rigor in common formative assessments, quality instructional practices, and instructional planning Debriefed with principal about next steps, non-negotiables, differentiated instruction, rigorous tasks, etc. Determined support schedule adjustments for future visits

<p>Next Steps</p> <ul style="list-style-type: none"> • Work with academic coach to increase level of rigor when planning with grade level teams • Determine common instructional strategies for teachers (3-4 strategies) • Review google docs to determine how to use CFA data in classroom instruction 	<p>Next Steps</p> <ul style="list-style-type: none"> • Work with Mr. Philips to implement PBIS structures with fidelity • Work with Ms. Childers and Ms. J-Walker to calibrate RtI framework • Deliver PD on formative instructional practices on 11/4/16 and 11/14/16 (new teachers) • Meet with grade teams to review the feedback from informal classroom observations
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Complete each section that represents the session you attended.

<p>REFLECTION: What did I learn? Based on what I learned, what will have the greatest impact on student learning?</p>
<p>I learned that teachers were not designing tests that were at a challenging level for students or were not structured like the Milestones Assessment. Teachers were asked to provide constructive response items and to place standards on each assessment.</p>
<p>NEXT STEPS: What are the actions needed before next coaching meeting?</p>
<p>The academic coach and district content coordinators will work with teachers on creating assessments. Kimberly Cano will provide professional learning to teachers on increasing rigor within their lessons and aligning standards to assessments.</p>
<p>AGENDA ITEMS: Topics for next coaching visit.</p>
<ol style="list-style-type: none"> 1. Updates from last meeting 2. Review 30 Day Plan 3. Classroom Visits 4. Professional Learning for Teachers during Collaborative Planning (Increasing Rigor in lessons and designing test questions that align with standards) 5. Debrief about PL and Next Steps