

EMBEDDED COACHING REFLECTION and Summary of Visit

SCHOOL Riley Elementary School	
DATE: December 12, 13, 2016	
VISIT FOCUS Collaborative Team Time (all six teams) Leadership Coaching and planning for second term	
<p>Team Focus</p> <p>Circle Grade: Pre-k K 1 2 3 4 5 6 7 8</p> <p>Math</p> <p>Reading</p> <p>Intervention</p> <p>Common Formative Assessments</p> <p>Data Analysis</p> <p>Instructional Practices</p> <p>Other</p> <p>Monday, December 12- With each PLC, K. Power led a discussion on the importance of evidence being used to understand student needs. Each team spent time to begin a data sheet that includes the names of each student, the available data and the needs of students identified through the data. A triage plan will be developed focusing on grades 3-5 and the weighted standards for the Georgia milestones. The teams were asked to reflect on the discussion that they had with K. Power on November 14th in relation to the expectations that they have for student mastery. To meet these expectations for grade level mastery, what do they need to provide to the students for instruction- whole group, small group, and individuals? In other words, how do we backwards plan to ensure that students are well prepared for success at grade level? The November discussion should support their use of data now as they begin to think about alignment of student needs to adult actions.</p> <p>Coach Dawson pulled the sample questions and the weighted standards for the Georgia Milestones in preparation for Tuesday's PLC meetings. Grades 3-5 will be provided with the sample questions and their student data (grades 4 and 5 from the previous year's assessment). Tuesday's PLC will focus on the grade level expectations and each team has been asked to bring student samples of writing to focus the discussion on what grade level proficiency means.</p>	<p>Leadership/Guiding Coalition Focus</p> <p>Leadership Coaching and Planning for January-May</p> <p>Georgia Milestone Data Analysis</p> <p>Triage Plan for school wide progress monitoring</p> <p>Meeting with "Better Seeking" School Improvement Team Meeting</p> <p>School Improvement Team:</p> <p>Dr. Malone reminded the "Better Seeking" team that there is an identified need to go deeper and that we must impact the classroom. The leaders were also reminded of the data protocol template that was provided for common assessments. The template supports understanding the needs of students based on the team discussions of common assessments.</p> <p>A triage plan was developed and reviewed with the school improvement plan: Triage Plan- Evidence-Based Planning.</p> <ol style="list-style-type: none"> 1. Each team will create a data template with all students in each grade. Several data points will be included and this will be aligned to weighted standards for Georgia Milestones (for grades 3-5). K. Power created a sample data protocol template that can be used by each team as a monthly template. Dr. Malone also has some data protocol templates to review that may help teachers during their PLCs and their common formative assessments. 2. Needs of individual and group of students (root cause) will be identified based on the data as well as knowledge

The team schedules for literacy block were also reviewed as collected to ensure that there was a focus on both reader and writer workshop.

The K team discussed was co-led with Mrs. Glissen, State of Georgia. Teachers were asked to reflect on both the needs of their students and how needs are being assessed. Each teacher is trying to address the student needs individually however, as a team they are not having the collaborative discussions that are needed. Instructional strategies were discussed to include more flexible grouping.

Tuesday, December 13, 2016

An important point made with each team is the reminder of the need to align the standard, assessment and instruction. K. Power, Dr. Malone and Coach Dawson worked with each team to review:

1. The 4 critical questions of PLCs
2. The need to understand the current reality of student needs (template being created by Coach Dawson)
3. What grade level proficiency looks like (each teacher brought student work)
4. The Georgia Milestone sample questions (for grades 3,4,5).

Second grade team also reviewed the important work needed to understand the standards. The team projected a common assessment and requested feedback on the alignment and level of rigor of the standard. The team was reminded that deep understanding of the standard and the DOK levels is important prior to beginning to develop assessment questions. The team also reviewed some third grade sample questions from the Georgia Milestones. Coach Dawson reminded this team that they are to collaborative plan their lessons. This collaboration will support deeper understanding of the standard and the alignment needed to ensure grade level work.

about the weighted standards in the Georgia Milestones

3. Plans for individual students and groups of students will be developed, collaboratively by, the teaching team, Dr. Malone and Ms. Dawson. As needs are identified, expertise will be needed to determine the most effective instructional strategies, interventions, etc. This also should include a plan for developing stamina, practicing with test sample questions, using grade level text especially informational text and a follow up monitoring plan that includes classroom observations
4. Teachers were given Georgia Milestone data from last year to include as evidence of individual student needs
5. As teams, teachers and administrators must consider the time needed, the resources needed, the human capital needed and the monitoring needed to meet the needs of the students
6. The most effective instructional strategies must be understood by teachers and they will need support with this especially with the three priority areas of guided reading, writer's workshop and number talks
7. PLC time should continue to be focused on identifying root cause and meeting the needs of students based on standards based planning and assessments
8. The school has to stay focused on the work of identifying root cause and alignment of instruction and assessment to standards based planning

The leaders were reminded by Mr. Miles (state support) that the Georgia Frameworks document should be used to ensure alignment of priorities with what will be assessed.

PLC Next Steps

- Continue standards- based planning with assessments aligned to the level of rigor of the standard
- Support PLC teams in understanding how to use the evidence of student needs that is available from their different data points including their common assessments
- Support instructional discussions/strategies that are also aligned to grade level expectations
- There is an immediate need to support 2nd grade teacher Randall in moving from compliance to deep understanding of planning-instruction-assessment to using data to meet the needs of students. It does not appear that collaborative planning is effectively being used to plan lessons that lead to strong use of data
- Grades 3,4,5 will use the Georgia Milestones sample questions and rubrics to understand and plan instruction and assessment for students that is aligned to the Milestones
- Student focus on building stamina, using complex text and continuing to develop reading comprehension, writing and vocabulary skills are top priorities for PLC teams
- In January, the data from the template developed for each grade should be analyzed by each team to triage next steps for each student (K Power to review in January with each team)

School Wide Next Steps

- As a school wide practice, each team should be accountable for data that informs the leadership team of the current realities of student needs. A monthly template is being developed by Coach Dawson that should be used by all teams to focus each student with attention to several data points
- School administration will use this data to inform decisions about instruction, assessment, intervention needs for students
- There is an immediate need to support 3rd grade Richard and 2nd grade teacher Randall in moving from compliance to deep understanding of planning-instruction-assessment to using data to meet the needs of students. It does not appear that collaborative planning is effectively being used to plan lessons that lead to strong use of data
- Classroom observations should be aligned to look-fors associated with the identified strategies and differentiated groupings determined by teams from their common data
- Classroom observations and support will focus on guided reading, small group instruction, writer's workshop and number talks
- Administration reviewing and addressing the norms that we agreed to on the next steps in November 14th
- Administration must address the issues of teachers coming late, being unprepared and not participating in planning of their lessons
- Revisit the next steps identified in November visits on coaching documents
- Administration and instructional coach should meet on a regular basis to review data and make evidence based decision

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? (For Dr. Malone to complete for her own use)
