

## EMBEDDED COACHING REFLECTION

<b>SCHOOL</b> Ingram Pye Elementary School	
<b>DATE</b> 12-7-16	
<b>VISIT FOCUS</b> <input type="checkbox"/> Collaborative Team Time <input checked="" type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) <input checked="" type="checkbox"/> Leadership/Guiding Coalition Meeting <input checked="" type="checkbox"/> Classroom Observations	
<b>Team Focus</b> 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 type="checkbox"/> Data Analysis <input type="checkbox"/> Instructional Practices <input type="checkbox"/> Other _____	<div style="background-color: yellow; padding: 2px;"><b>Leadership/Guiding Coalition Focus</b></div> <input checked="" type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> PD Planning <input checked="" type="checkbox"/> Team Reflections <input type="checkbox"/> Other _____
<b>Team Discussions</b>	<b>Leadership/Guiding Coalition Discussion</b> The admin team (Principal, assistant principal, and academic coach) along with other support personnel (District Intervention Coach and Principal's Coach), met to discuss results of our recent classroom observations and determine next steps. Classrooms observations revealed a slight increase in engagement questions to 17%. Open ended fishing questions hovered at 68% and teachers asked single-response questions 18% of the time. Additional conversations included the following topics: <ol style="list-style-type: none"> <li>1) Effective small group instruction</li> <li>2) Increasing engagement opportunities during whole lesson (opening, work session, and closing)</li> <li>3) Clarity around guaranteed and viable curriculum and next steps</li> </ol>
	<b>Next Steps (short term- next 11 days, *long term)</b> <ol style="list-style-type: none"> <li>1) Deliver PL around the 'why' use engagement to increase mastery based on Dylan Wiliam's work, by comparing proficiency to engagement percentages and by aligning and embedding increased</li> </ol>

	<p>engagement with current district/school work (TKES, District Strategic Goals, State Priority Standards)</p> <ol style="list-style-type: none"> <li>2) Grade levels will decide and commit to use 1 new engagement strategy during opening, work-session and closing of the lesson.</li> <li>3) As data analysis continues, grade levels will increase percentage of time on engagement questions and less time on single-response/ open-ended-fishing questions.</li> <li>4) *Grade level teams will revise instructional calendars to reflect common clarity around guaranteed and viable curriculum.</li> </ol>
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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?

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

**AGENDA ITEMS:** Topics for next coaching visit.

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