

## EMBEDDED COACHING REFLECTION

Complete each section that represents the session you attended.

<b>SCHOOL Northeast</b>	
<b>DATE 8/17 and 8/18/17</b>	
<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 <input checked="" type="checkbox"/> Instructional Rounds	
<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 type="checkbox"/> Common Formative Assessments <input 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 checked="" type="checkbox"/> PD Planning <input type="checkbox"/> Team Reflections <input type="checkbox"/> Other:
<b>Team Discussions</b> <ul style="list-style-type: none"><li>• Go slow to go fast.</li><li>• Teach to mastery.</li><li>• Variety of assessment strategies are being used to establish master of standards. Exit tickets, verbal question, and written assessments</li><li>• Rigor is still a struggle in 1/3 of classrooms visited</li><li>• Binders and student proficiency sheets are utilized with fidelity</li></ul>	<b>Leadership/Guiding Coalition Discussion</b> <ul style="list-style-type: none"><li>• Flex time was used in a variety of ways including extended time for tests</li><li>• Attendance in all collaborative meetings</li></ul>
<b>Next Steps</b> <ul style="list-style-type: none"><li>• Establish clear acceptable assessments for mastery of standards for proficiency sheets</li><li>• Discuss rigor in planning meetings</li><li>• Discuss proficiency sheets</li></ul>	<b>Next Steps</b> <ul style="list-style-type: none"><li>• Attend all required collaborative meetings</li><li>• Ask probing questions to establish the teachers understand of rigor</li><li>• Communicate the proper assessment for mastery of standards on proficiency sheets</li></ul>

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

- Binders and student proficiency sheets are being used with fidelity
- Rigor is still an issue with instructional delivery
- There 24 new teachers may have a gap in understanding of the purpose and protocols for flex time
- Mastery of standards is not being measured with a common way of assessment which could adversely affect Milestones if not corrected
- Begin to investigate what gradual release of restrictions on student transitioning from the middle school
- When instructional leaders are not in collaborative meeting, focus and clarity suffer

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

- Continue to monitor the use of proficiency forms
- Continue to utilize hi 5's for binders
- Plan or plan and provide PD on student engagement/classroom management strategies for those specified teacher
- Continue to address the conflict with the co-teacher and science teacher
- Establish and publicize where students and teachers obtain replacement items for binders
- Establish uniform expectations for what can be considered mastery of standards to be recorded on proficiency sheets
- Provide written expectations to instructional leaders on expectations for attendance in meetings
- Establish a leader of Algebra 1

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

- Plan for utilizing Lexile scores for this year's plan
- Review Milestone scores
- Revisit co-taught class
- Discuss any PD provided
- Discuss Algebra 1 leadership
- Spot check utilization of binders and take a close look at student proficiency sheets