

COACHING REFLECTION

Brookdale Elementary	
September 18-20, 2017	
VISIT FOCUS XX <input type="checkbox"/> Collaborative Team Time XX <input type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) XX <input type="checkbox"/> Leadership/Guiding Coalition Meeting	
09/18/17 Grade: 2, then K <input type="checkbox"/> Math XX <input type="checkbox"/> Reading <input type="checkbox"/> Intervention <input type="checkbox"/> Common Formative Assessments XX <input type="checkbox"/> Data Analysis XX <input type="checkbox"/> Instructional Practices	09/18/17 Grade: 3 <input type="checkbox"/> Math XX <input type="checkbox"/> Reading <input type="checkbox"/> Intervention <input type="checkbox"/> Common Formative Assessments <input type="checkbox"/> Data Analysis XX <input type="checkbox"/> Instructional Practices
Team Discussions iRead training session with Ms. Shannon Shultz. Reviewed connection of phonics to foundational standards. Reviewed reports available to allow teachers to monitor student progress relative to specific skills and standards. Highlighted the goal setting form for students to communicate expectations and allow them to monitor their progress. The “Groupinator” report was also highlighted to show teachers how the program groups students by standard/skill and provides resources for direct instruction and independent work.	Leadership/Guiding Coalition Discussion The grade 3 team observed 20 minutes of a grade 3 teacher’s ELA lesson from 9/8/17. The team provided compliments and constructive feedback following the video on teaching strategies and student engagement strategies.
Next Steps The district was updating class rosters so teachers could login and begin using. Teachers are expected to have students on CPU for 20 minutes a day. Teachers are encouraged to use the “Groupinator” to deliver skill based small group instruction.	Next Steps Continue to reflect on your teaching practices and effectiveness of your instruction. Share ideas and practices with teammates.

09/18/17 Grade: 3 XX <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Intervention <input type="checkbox"/> Common Formative Assessments <input type="checkbox"/> Data Analysis XX <input type="checkbox"/> Instructional Practices	09/18/17 Grade: NA - 1 on 1 discussion with principal XX <input type="checkbox"/> Math XX <input type="checkbox"/> Reading <input type="checkbox"/> Intervention <input type="checkbox"/> Common Formative Assessments XX <input type="checkbox"/> Data Analysis XX <input type="checkbox"/> Instructional Practices
Classroom Observations with Principal (TKES) We observed a grade 3 and grade 4 classrooms for 20 minutes. The lessons observed were in math reading, and science. Clear learning targets identified and shared with students along with alignment of instruction to the learning target was the focus of each observation. Feedback provided was organized within the teaching standards. The principal provides direct written feedback through these observations and “Get Better Faster” observations for new teachers. Following the observations, the principal and I reflected on the observation and shared perceptions.	1-1 Discussion with Principal We discussed the status of teams use of planning templates and data protocols. We discussed new assessment resources of Star 360. We also discussed and reviewed the content I planned to cover during the afternoon staff meeting to make sure there was alignment between messages and work teams have been doing.
Next Steps The principal provided written feedback to the teachers aligned to teaching standards. The teachers are expected to reflect on the feedback provided to strengthen instructional practices and focus future observations.	Next Steps Discussion informed our work with connecting the 30-60-90 Day Plans to Bibb Strategic Priorities and Brookdale’s CIP goals.

<p>09/18/17</p> <p>Grade: Staff Meeting</p> <p><input type="checkbox"/>Math</p> <p><input type="checkbox"/>Reading</p> <p><input type="checkbox"/>Intervention</p> <p>XX<input type="checkbox"/>Common Formative Assessments</p> <p>XX<input type="checkbox"/>Data Analysis</p> <p>XX<input type="checkbox"/> Instructional Practices</p> <p>XX<input type="checkbox"/> PLC Tenants</p>	<p>09/19/17</p> <p>Grade: 3, then 2</p> <p>XX<input type="checkbox"/>Math</p> <p>XX<input type="checkbox"/>Reading</p> <p>XX<input type="checkbox"/>Intervention</p> <p><input type="checkbox"/>Common Formative Assessments</p> <p>XX<input type="checkbox"/>Data Analysis</p> <p><input type="checkbox"/> Instructional Practices</p>
<p>Staff Meeting</p> <p>During the staff meeting we reinforced and assessed our shared knowledge of our PLC common language. We reinforced the concepts of their work with essential standards, learning targets and establishing a guaranteed and viable curriculum. We also spent time making sure that every grade level team knew the difference between a group and a team, and what the purpose of their team collaboration is.</p>	<p>Team meetings with instructional coaches and principal</p> <p>Teams met with coaches to review the Star 360 data and complete the district RTI report. Teams identified which students were below grade level or at risk based on their math and literacy scores.</p>
<p>Next Steps</p> <p>Continue to review and reinforce our common language of our PLC. Continue to integrate learning targets into daily instruction and work to elevate the prominence of common formative assessments teams are using to direct instruction and adult learning.</p>	<p>Next Steps</p> <p>The principal and Solution Tree Coach discussed after the team meetings the need for grade level teams to use their common formative assessments that align to the learning targets the teachers are teaching.</p>

<p>09/19/17</p> <p>Grade: Planning Meeting</p> <p><input type="checkbox"/>Math</p> <p><input type="checkbox"/>Reading</p> <p><input type="checkbox"/>Intervention</p> <p>XX<input type="checkbox"/>Common Formative Assessments</p> <p>XX<input type="checkbox"/>Data Analysis</p> <p>XX<input type="checkbox"/> Instructional Practices</p> <p>XX<input type="checkbox"/> PLC Tenants</p>	<p>09/20/17</p> <p>Grade: 1 on 1 with principal</p> <p>XX<input type="checkbox"/>Math</p> <p>XX<input type="checkbox"/>Reading</p> <p>XX<input type="checkbox"/>Intervention</p> <p>XX<input type="checkbox"/>Common Formative Assessments</p> <p>XX<input type="checkbox"/>Data Analysis</p> <p><input type="checkbox"/> Instructional Practices</p>
<p>Planning Meeting, including RISA and District Coach</p> <p>We discussed the District Priorities and the Brookdale Continuous Improvement Plan. We also looked at how “Leverage Leadership and Get Better Faster” was being integrated into the daily work with staff. We spent time discussing the gains made by teams last year and the work teams need to focus on this year. These conversations were used to inform and align their 30 - 60 - 90 Day Plans.</p>	<p>1-1 Meeting with principal</p> <p>Spent time reviewing and discussing each of the six SMART Goals detailed in the Continuous Improvement Plan. Discussed how the SMART goals connect to the PLC work being done with teams. Then we refined our drafted 30 - 60 - 90 Day Plans.</p>
<p>Next Steps</p> <p>Continue to collaborate and align the efforts of school-based leaders, district leaders, and State leaders. Use Brookdale’s CIP and their 30 - 60 - 90 Day Plans that are aligned and directly support the District Priorities to focus our support with students and staff.</p>	<p>Next Steps</p> <p>The refined 30 - 60 - 90 Day Plans need to be shared and discussed with Brookdale’s instructional coaches to gather their input and perspective to make sure everyone understands the work detailed in the plans and agree that they are directly aligned to the school’s CIP.</p>

<p>09/20/17</p> <p>Grade: Leadership Team</p> <p><input type="checkbox"/>Math</p> <p><input type="checkbox"/>Reading</p> <p><input type="checkbox"/>Intervention</p> <p>XX<input type="checkbox"/>Common Formative Assessments</p> <p>XX<input type="checkbox"/>Data Analysis</p> <p><input type="checkbox"/> Instructional Practices</p> <p>XX<input type="checkbox"/> PLC Tenants</p>	
<p>Leadership Team</p> <p>We reviewed the 30 - 60 - 90 Day Plans and the discussed the alignment of the plans with the Brookdale CIP. Roles and responsibilities were clarified as related to the plans.</p>	
<p>Next Steps</p> <p>Begin implementing the 30 - 60 - 90 Day Plans that we created and agreed to. Support each other as this group works to support the work of every instructional team in the school.</p>	

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

With several new teachers at our school this year, I am glad we are reviewing the work from last year. The work teams are doing deconstructing the standards, defining learning targets, and communicating those learning targets to their students through their instruction is really important for every teacher to understand.

I see the value and want to increase our focus on common formative assessments. I am also looking forward to maximizing the support from our RISA and District Coach by using our 30 - 60 - 90 Day Plans to align everyone's efforts in ways that directly support our CIP.

I appreciate that it is not "new" work, that it is aligned to what we are doing and it feels manageable. Using the team discussions about their recorded lessons and learning targets that we are already having on a routine basis, but making them stronger by focusing them on "actionable data" from their common assessments will be good for teams.

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

The instructional coaches, assistant principal, and I will use implement the work detailed in our 30 Day Plan. Working with teams to identify learning targets to monitor as a team, support their efforts to define those targets and have common assessments to monitor student learning. We will also work on increasing the visibility of the work of our teams to increase our culture of accountability and allow teams to better support each other with this work.

AGENDA ITEMS: Topics for next coaching visit.

2 Day Visit in October:

Day 1:

- Principal and coach will review the work being done related to the 30 Day Plan and the CIP
- Principal, coach, assistant principal, and instructional coaches will meet to review the work being done with each team and support each other with this work
- Join team meetings and classroom observations as appropriate
- Staff meeting focused on the work teams are doing monitoring learning targets and organizing around their common formative assessments

Day 2:

- Principal and coach will join instructional coaches as they meet with each grade level team and support their work
- Principal and coach will reflect on the two-day visit and the 30 - 60 - 90 Day Plans to discuss work that will continue between the next coaching visit and during the next coaching visit.