

## EMBEDDED COACHING REFLECTION

<b>SCHOOL</b> Riley Elementary School	
<b>DATE</b> October 19, 2017	
<b>VISIT FOCUS</b> <input checked="" type="checkbox"/> Collaborative Team Time <input checked="" type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) <input checked="" type="checkbox"/> Leadership Coaching/ <del>Guiding Coalition Meeting</del> Instructional Rounds	
<b>Team Focus</b> Circle Grade: PreK <b>K 1 2 3 4 5 6 7 8</b> <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 Coaching/<del>Guiding Coalition</del> Focus</b>  <input checked="" type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> PD Planning <input type="checkbox"/> Team Reflections <input checked="" type="checkbox"/> Other: <b>30/60/90 day goals</b>
<b>Team Discussions-</b> Team meetings were attended by Principal Coley, Coach Boynton and Coach Power <b>3<sup>rd</sup> grade PLC</b> <ul style="list-style-type: none"> <li>The 3<sup>rd</sup> grade team reviewed their interim ELA and Math data from School City reports. This led to a discussion about the level or rigor that is needed to meet grade level expectations. What does this look like and sound like in 3<sup>rd</sup> grade standards?</li> <li>The team discussed the need for more student ownership and accountability using tools such as graphic organizers and being clear on expectations of students when they are working individually or in small groups. The team also quickly looked at Fix-It Strategies and Close Reading strategies</li> <li>There was also a discussion about increasing text complexity with students so that interest levels as well as deeper comprehension could be a priority</li> <li>Two of the teachers bravely talked about the need form more understanding and support in developing small groups and having effective small group instruction</li> <li>The team also talked about their desire and understanding that they should be progress monitoring together, looking at student needs together and grouping their</li> </ul>	<b>Leadership Coaching/<del>Guiding Coalition</del> Discussion</b>  <u>Review of 30/60/90/ day goals and action plans (updated below in red)</u> The following three priorities were established for the 30/60/90 days: <ol style="list-style-type: none"> <li>1. <i>To build common understanding and focus of the Professional Learning Community protocol (aligns with District Strategic Goal #3) and develop processes to guide and improve this practice with the overall goal being to increase literacy achievement. (as per School Improvement Goal and aligns with District Strategic Goal #1) During the first 30 days, this work was initiated and the PLC teams are meeting twice a week under the guidance of Coach Boynton. This is on-going work with both Principal Coley and Coach Boynton</i></li> <li>2. To implement common formative assessments that are aligned to grade level essential standards (skills and concepts)(aligns with District Goal #3 and #4) and specific learning targets with the overall goal being to increase literacy achievement. (as per School Improvement Goal and aligns with District Strategic Goal #1) <i>The teams will be able to move towards this priority once they work more</i></li> </ol>

students, as a team, to identify needs and instructional strategies to meet these needs, as a team. This is the work that should be progress monitored and can lead to flexible groupings within the team

#### 4<sup>th</sup> grade PLC

- The 4<sup>th</sup> grade team examined interim data and they were able to identify the root cause of student needs to focus on place value and word problems as two key areas. They also talked about the need to build confident learners and stamina with their students
- Dr. Coley had spent several hours looking at school wide data. Numbers and operations as well as base ten are school wide needs and this aligned with what was identified in 4<sup>th</sup> grade
- Time was spent looking at 2<sup>nd</sup> and 3<sup>rd</sup> grade standards that support place value to deepen the understanding of what the students are missing and what needs to be addressed
- There was a discussion about the need to do both interventions (during intervention time) and to do remediation during core instruction
- The 4<sup>th</sup> grade math teacher explained that she is working on “what questions did you ask today?” Instead of “what did you do today or what did you learn today?”

#### 5<sup>th</sup> grade PLC

- The 5<sup>th</sup> grade team reviewed their interim data (ELA) and were able to identify parts of standards that were assessed (for example, summarize the text) representing a higher level of rigor that may not be being taught or assessed in class
- The unpacking/deconstructing of the standard is a key practice to support deeper understanding of the rigor of what and how the skills and concepts should be taught and assessed
- Several instructional strategies were discussed such as close reading to support analysis of text, increasing the student’s ability to sequence, analyze and how to ensure that students understand how to

*deeply to understand the level of rigor in the standards. They have started to use district progress report data, Dibels data, STAR Reading and Math data to inform their practices*

3. *To establish non-negotiable literacy strategies that will be consistently used to respond to the needs of students with the overall goal being to increase literacy achievement (as per School Improvement Goal and aligns with District Strategic Goal #1 and #3)). This priority includes coaching, professional learning, observation and feedback of specific strategies (guided reading, close reading, shared reading, writers workshop, vocabulary, phonics) Literacy strategies are being supported and this work will be on-going. This is being led Coach Boynton and Principal Coley. A focus of discussion at all PLCs was literacy needs and strategies. Principal Coley referenced Hattie/Frey/Fisher’s Visible Learning for Literacy and looked at other resources (ECRI, Fix It Strategies and Jan Richardson’s Guided Reading site)*

#### Leadership Coaching

Principal Coley, Coach Boynton and Coach Power spent the day together. The time was split between PLC meetings and leadership coaching. The conversations were focused on the evidence from data (District Progress Monitoring, Dibels, STAR Reading and Math), the standards based planning needed by teams to ensure that they understand the rigor of the standards and the work to be done to deepen the work of the PLC teams.

Several references were reviewed including Jan Richardson’s Guided Reading resources, ECRI Phonics resources and Hattie/Frey/Fisher’s Visible Learning for Literacy.

#### Successes:

- Principal Coley is extremely focused on evidence-based planning and understands the questions needed to lead the PLC process
- Coach Boynton is respectfully building relationships and supporting instruction

summarize a grade level text

### **1<sup>st</sup> grade PLC**

- The 1<sup>st</sup> grade PLC have Dibels data and STAR data to use (no district interim benchmarks) for data analysis
- The team explained that they are progress monitoring nonsense words based on Dibels data
- Dr. Coley asked the team to consider “How they know what they are missing? For example can they decode but not put the word back together?” “What instruction has been put in place to do this?”
- Instructional strategies were discussed and the team was asked how they plan instructional strategies and are they working together to do this work?
- Jan Richardson’s Guided Reading videos and website were referenced
- The team identified key areas that students are missing and that should be developed further in kindergarten (blending words for example)
- Phonics instruction was also discussed and Coach Power shared a Phonics continuum with Principal Coley and Coach Boynton

### **Kindergarten PLC**

- The kindergarten team reviewed Dibels data and discussed the need to focus on phonics
- The team discussed their focus on letter sounds
- It was unclear if the team was working from the Kindergarten prioritized standards to identify their year long plan and immediate work (Articulating explicitly what they want students to know and be able to do)
- It was unclear if the team was working with the urgency needed to ensure that reading and writing would be developed further this year
- The team would benefit from a stronger focus on collaborative instructional planning from the standards

- Literacy instruction is a priority
- PLC teams are meeting twice a week
- Root cause of student needs is a priority
- Despite having almost a 100% new teaching staff, the culture of Riley is collaborative and focused on the right work

*(see Next Steps below)*

### Next Steps

Overall:

Teams need to do some backwards planning from prioritized standards and with the understanding of the deficits that are evident as weaknesses across the school

- There is a need to continue to develop a deeper understanding of evidence based planning and instructional strategies to address root causes of student needs and to pay attention to the rigor of the standards in both instruction and assessment
- There is a need to focus teachers on the prioritized skills and concepts with alignment to high-yield instructional strategies
- The selection of text and the expectation that students are deeply reading with purpose and writing as a response to reading is an area to focus attention on in discussion and observation with teachers
- Some specific instructional strategies will need to be taught to teachers (phonics, close reading and Fix It strategies were discussed as examples)
- Small group instruction and flexible grouping are identified areas of continuous professional development to ensure that the evidence from any progress monitoring leads to well planned opportunities for student growth
- PLCs will be reintroduced to the work of teams through the action steps outlined in the SMART goal document
- Teams should be using the Georgia Frameworks to ensure that teachers are planning from the level of rigor in the tasks/questions for both instruction and assessment

### Next Steps

- See list in column under PLCs for **immediate attention** with collaborative teams
- Prioritize a few **explicit instructional strategies** that can be immediately taught to teachers and implemented with fidelity as school wide practices
- Review the 30-60-90 day goals and action plans to ensure that this work continues to be the focus
- Principal Coley support as many PLC teams as time permits to ask guiding questions to deepen implementation of this work

*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?

**Principal Coley's Response:**

- I have continued to consider how to support the PLCs in their Tier I focus of instruction and at the same time give them what they need to do in their Tier III opportunities based on identified student deficits
- I need to focus on PLC Question 1- "What do we want students to know and be able to do? " Prioritized, deconstructed standards (ELA first) in order to understand what has to be taught before we consider how we teach this
- Instructional strategies need to continue to be supported with professional learning, coaching, observations and feedback

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

- K Power will send a revised lesson plan template that includes a place for teams to unpack/deconstruct priority standards
- K Power will send a list of questions for Coach Boynton to use at PLC meetings to engage teachers in the work
- K Power will send the Phonics Continuum
- See above next steps under both PLC implementation and leadership
- Review the 30/60/90 day priorities and actions

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

- November 14,15
- PLC support
- Leadership Coaching
- 30/60/90 day plan/review