

EMBEDDED COACHING REFLECTION

Complete each section that represents the session you attended.

SCHOOL Hartley Elementary School	
DATE Oct. 5-6, 2017	
VISIT FOCUS <input checked="" type="checkbox"/> Collaborative Team Time <input checked="" type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) <input checked="" type="checkbox"/> Leadership/Guiding Coalition Meeting <input type="checkbox"/> Classroom Observations	
Team Focus Circle Grade: PreK K 1 2 3 4 5 6 7 8 <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Intervention <input checked="" type="checkbox"/> Common Formative Assessments <input checked="" type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> Instructional Practices <input type="checkbox"/> Other	Leadership/Guiding Coalition Focus <input type="checkbox"/> Team Reflections <input type="checkbox"/> Other _____
Team Discussion	Leadership/Guiding Coalition Discussion Collaborating with the GaDOE Principal's Coach, Karen Waldon, the district's Director of Elementary Schools, and the school principal, the team reviewed the 2016-17 needs assessment, the district Instructional rounds, and leadership team observations. Based upon the analysis of this data, the group formulated the 30-60-90 day goals and priorities for the 2017-18 school year. In addition, classroom observations were conducted to note the school's progress in meeting the goals and objectives identified in the previous plan.
Next Steps <ul style="list-style-type: none"> Work with teachers on analysis of formative and summative assessments to develop interventions and flexible grouping based on student needs PL for teachers in designing tasks aligned to depth of knowledge for standards Develop a plan of action for students who haven't mastered standards Teachers establish pacing guides and units of study Planning for effective Tier 1 instruction 	Next Steps <ul style="list-style-type: none"> Meet with grade level teams to review Standards Clarification Card, lesson plans, units of study Provide PL for teachers to increase depth of knowledge Provide support for teachers in developing a frame of reference and real life situations to develop contextual knowledge for students

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

We learned that the team had developed a deeper knowledge and understanding for how to teach reading based on the framework provided by Saxon Phonics. The school will implement Saxon Phonics at the onset of the school year for 2017-18.

We learned based on the data that we need to develop a rigorous curriculum that aligns directly with the intent of the standards. State assessments indicate the school is making progress in Reading and Math, however, there is a need for rigorous Tier 1 instruction and that common assessments be aligned. More collaboration is needed among teachers on the grade level, specifically for departmentalized teachers to work with others in their content area to analyze data, develop assessments, and activities that are aligned to the learning target.

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

The teachers will submit their pacing guides, identify essential standards and calendar for formative and summative assessments. Data notebooks will be developed. Teachers will conduct an analysis by domains of the state assessment to determine the needs in terms of instruction and flexible grouping.

AGENDA ITEMS: Topics for next coaching visit.

Developed pacing guides and development of common assessments aligned to intent of standards