

EMBEDDED COACHING REFLECTION

SCHOOL McKibben Lane Elementary	
DATE 10.25-26.17	
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	
Team Focus Circle Grade: PreK K 1 2 3 4 5 6 7 8 <input type="checkbox"/> Math <input type="checkbox"/> Reading (writing) <input 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 checked="" type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> PD Planning <input type="checkbox"/> Team Reflections <input type="checkbox"/> Other _____
Team Discussions I was able to work with collaborative teams across the two days. During the meetings, which were facilitated by the grade level leads, I observed where teams were in terms of implementing a clear cycle of improvement, and areas in which they would benefit from specific support and more shared knowledge. As a whole, most teams would benefit from specific training in how they use a backward planning process to design/select CFAs that align with the appropriate level of rigor. At this point, teams are doing some of this work on a weekly basis, but we want to expand this process to the unit of study level. In addition, I observed that some teams aren't quite clear in how to approach the data conversations (the "now what") that lead to specific actions to support individual students and/or instructional adjustments made by the team.	Leadership/Guiding Coalition Discussion We formalized the 30-60-90 day plan to address the following priorities: <ul style="list-style-type: none"> Use identified essential standards effectively to align instructional focus, target common assessments (formative and summative) and guide interventions. Refine the development and use of common formative assessments (aligned to the essential standards) to improve student learning. Engage teams in protocols that lead to actions based on the data from their assessments. While we didn't include this in the 30-60-90 day plan, we will be working together to: <ul style="list-style-type: none"> Continue to refine Tier I and II supports and interventions, and Increase the involvement of the PEC team in grade level collaborative work.

Next Steps Continue to support teams in the implementation of the plan/do/study/act process with emphasis on analyzing the essential standard	Next Steps During my next visit, I will provide an overview of common assessments to all staff and will work with grade level facilitators to clarify the process of designing and using common assessments.
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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?
Principal did not submit reflection.
NEXT STEPS: What are the actions needed before next coaching meeting?
The instructional coach will embed additional support for how teachers will use their essential learnings in student-friendly language in an engaging and active fashion.
AGENDA ITEMS: Topics for next coaching visit.
November 29 and 30 <ul style="list-style-type: none"> • Provide overview of the Plan/Do/Study/Act process including foundational information on common assessments to all staff. • Work with the leadership team to walk through the process of designing and using common assessments (different sessions will target different grade levels to avoid requiring a large number of subs) • Meet with PEC teachers to discuss their current collaborative work