

## EMBEDDED COACHING REFLECTION

<b>SCHOOL</b> MLK Jr. Elementary	
<b>DATE:</b> November 13, 16, 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/ <del>Guiding Coalition Meeting</del> , Planning of next steps <input checked="" type="checkbox"/> Instructional Rounds	
<b>Team Focus</b> Circle Grade: PreK K 1 2 <b>3</b> 4 5 6 7 8 <input type="checkbox"/> Math <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Intervention <input type="checkbox"/> Common Formative Assessments <input type="checkbox"/> Data Analysis <input type="checkbox"/> Instructional Practices <input checked="" type="checkbox"/> Other: <b>planning for next steps for teams with admin team</b>	<b>Leadership/<del>Guiding Coalition</del> Focus</b> <input checked="" type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> PD Planning/ Leadership Coaching <input type="checkbox"/> Team Reflections
<b>Team Discussions</b> <b>5<sup>th</sup> grade- ELA</b> Standard R.L 3- The team discussed their instructional plan for “compare and contrast”. The team has a pre-test to begin this work. They have a plan to continue to build more rigorous activities this week as we see the student progress. Principal Watkins asked the team how they are going to formatively assess? The team had a formative plan for this as well. Principal Watkins reminded the team about modeling and writing in response to their reading. They discussed the gradual release model of “I do, we do, you do”. The learning targets are posted. There was also an opportunity to review the progress monitoring and flexible grouping that has been put in place. The teachers have created student goal sheets and the students are able to discuss their Lexile levels. Coach Power and Principal Watkins	<b>Leadership Discussion:</b> <b>Monday, November 13, 2017</b> <ol style="list-style-type: none"> <li>1. Resources from Solution Tree were reviewed- Global PD, Learning by Doing, Simplifying Common Formative Assessments and School Improvement for All</li> <li>2. Dr. Watkins and Coach Power met to review school data:             <ul style="list-style-type: none"> <li>-Interim data from September and discussed in terms of setting goals for December interim</li> <li>-Star Reading data (current) was reviewed and discussed in terms of next steps. Dr. Watkins was able to look at different reports with Coach Power. Lexile growth, student by student/class by class was a focus and Dr. Watkins took the time to celebrate growth with students and classes with shout outs and challenges</li> <li>- TKES data confirmed “Get Better Faster” observations and planning</li> <li>-Collaborative Planning Rubric reviewed from September</li> <li>- Attendance is being monitored</li> <li>-Student goal sheets have been implemented and are being monitored</li> <li>-Classroom walk through data - October’s focus was gradual release, learning targets posted, teacher’s referencing the learning targets and the instruction was aligned to the target. Next steps for classroom observations/monitoring will include criteria for success /exemplars posted as well as further monitoring of “you do” practice from the gradual release model</li> </ul> </li> </ol>

discussed setting a SMART goal with the team for the third district interim.

### **3<sup>rd</sup> Grade - ELA**

The team was working on their pacing guide focused on reading, writing, grammar. Dr. Watkins asked the team to look at the 2<sup>nd</sup> grade instructional calendar as an example and to have the plan ready (up to December) by Friday.

The team reviewed writing packages that are available and Dr. Watkins is supporting the team in creating lesson plans around the writing packages. The resource is focused on informational text and close reading strategies. The team also discussed different resources that they could access for rigorous questions/assessments. They looked at Read Works, Engage NY and SBAC sample questions. The team discussed the need to begin assessing at least once a week, on a device, for practice for the students. This would increase both the comfort level of the students doing their assessments electronically as well as an opportunity to increase their stamina with complex texts.

### **Thursday, November 16, 2017**

Coach Power, Dr. Walker (Instructional Coach) and Principal Watkins planned a common formative assessment plan for implementation. The plan includes using Global PD, *Learning by Doing, Simplifying Common Formative Assessments* and *School Improvement for All*. Coach Power provided some PowerPoint slides as well as a pretest for Dr. Watkins to use with her leadership team and faculty. (plan attached). Dr. Watkins will lead this work first with her leadership team and they will in turn lead the work during collaborative time.

#### **Celebrations:**

- CCRPI went up 5 points and the school celebrated. They are currently only 8 points away from not being a failing school
- Dr. Watkins was able to celebrate some student growth with STAR data
- Classroom walk through observation data is being collected on expected instructional strategies (for example, flexible grouping) and indicates expected strategies are understood and being implemented
- Action plans are being developed and implemented to respond to data. For example, interventions are being implemented based on the data, resources were reallocated based on data and instructional coaching is assigned based on data
- A strong focus on instructional planning and implementation of effective strategies is evident at MLK Jr
- Data is being used by all collaborative teams to determine student needs. This will continue as a focus as the teams move in to deeper understanding of common formative assessment practices
- A culture of high expectations for both adults and students is being established at MLK Jr
- There is growth in student ownership of their learning
- Throughout the school student work and data were posted

#### **Classroom Observations**

Coach Power did several classroom observations. Overall, there is an intentional focus on learning targets from essential standards. Teachers have them posted and referenced them during the lessons. Success criteria was also posted in many classrooms.

There were several examples of hands-on learning including math manipulatives and a science experiment in the STEM lab.

In one classroom, Teacher Bryan was explicitly reviewing the STAR reading assessment that students were going to be taking. She carefully reminded them of their individual goals

	<p>that they set two weeks ago during data talks and the importance of them being focused and taking the assessment seriously. She reminded them that their overall goal was to be at a 920 Lexile level by April and the students also could articulate that, on this assessment, she was expecting all of them to show growth.</p> <p>Coach Power joined Principal Watkins in a debrief with one teacher following our observation.</p> <p>The priorities established for the 2017-2018 school year include:</p> <table border="1"><thead><tr><th>PRIORITIES FOR 2017-2018</th></tr></thead><tbody><tr><td>1. Deep implementation of PLC process to ensure that teachers are teaching grade level prioritized standards, creating effective common assessment questions and using evidence to inform their instruction and interventions. <i>(as per School Improvement Goal and aligns with District Strategic Goal #1, 2, 5)</i></td></tr><tr><td>2. To establish, from evidence, the root cause of student needs in literacy and the appropriate literacy strategies needed for implementation in core instruction and as interventions to meet the identified needs of students. This includes progress monitoring for improvement. <i>(as per School Improvement Goal and aligns with District Strategic Goal # 1, 5))</i></td></tr><tr><td>3. To implement common formative assessments that are aligned to grade level essential standards and that lead to deep understanding of what individual students need and how to adjust instruction and assessment practices that align to the evidence from data. <i>(as per School Improvement Goal and aligns with District Strategic Goal #1, 2)</i></td></tr></tbody></table> <p>Update on November 17: 1. PLC process- continuous work being done to establish understanding of the why and the how</p> <p>2. Literacy- Ongoing- data is being used to drive instruction. Teachers are following a cycle of data/evidence based decisions</p> <p>3. Common Formative Assessments- process beginning the week of November 27.</p> <p>(This will be revisited in January for content and timeline)</p>	PRIORITIES FOR 2017-2018	1. Deep implementation of PLC process to ensure that teachers are teaching grade level prioritized standards, creating effective common assessment questions and using evidence to inform their instruction and interventions. <i>(as per School Improvement Goal and aligns with District Strategic Goal #1, 2, 5)</i>	2. To establish, from evidence, the root cause of student needs in literacy and the appropriate literacy strategies needed for implementation in core instruction and as interventions to meet the identified needs of students. This includes progress monitoring for improvement. <i>(as per School Improvement Goal and aligns with District Strategic Goal # 1, 5))</i>	3. To implement common formative assessments that are aligned to grade level essential standards and that lead to deep understanding of what individual students need and how to adjust instruction and assessment practices that align to the evidence from data. <i>(as per School Improvement Goal and aligns with District Strategic Goal #1, 2)</i>
PRIORITIES FOR 2017-2018					
1. Deep implementation of PLC process to ensure that teachers are teaching grade level prioritized standards, creating effective common assessment questions and using evidence to inform their instruction and interventions. <i>(as per School Improvement Goal and aligns with District Strategic Goal #1, 2, 5)</i>					
2. To establish, from evidence, the root cause of student needs in literacy and the appropriate literacy strategies needed for implementation in core instruction and as interventions to meet the identified needs of students. This includes progress monitoring for improvement. <i>(as per School Improvement Goal and aligns with District Strategic Goal # 1, 5))</i>					
3. To implement common formative assessments that are aligned to grade level essential standards and that lead to deep understanding of what individual students need and how to adjust instruction and assessment practices that align to the evidence from data. <i>(as per School Improvement Goal and aligns with District Strategic Goal #1, 2)</i>					
<p><b>Next Steps</b></p> <p>PLCs will continue to work to:</p> <ul style="list-style-type: none"><li>• Build common understanding of the language in the standards by establishing essential learning and unpacking the standards</li><li>• Understanding of common formative assessment process will be a priority for the next five weeks of school</li><li>• PLCs will continue to build their ability to respond to student needs based on evidence from several data sources including common formative assessments</li></ul>	<p><b>Next Steps</b></p> <ul style="list-style-type: none"><li>• Continue to build common understanding of the importance essential standards/unpack standards</li><li>• Begin formative assessment professional learning and implementation of workflow plan (attached)</li><li>• SMART goals- begin to plan to use SMART goals as part of overall work to ensure a results-driven focus</li></ul>				

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?

- I appreciated looking at data differently and how to use the STAR reporting
- I understand that we have to establish SMART goals with teachers and with collaborative teams (Lexile levels, Interim data goals and CFA assessments)
- I reflected on where we are in our workflow plans and developed the assessment workflow plan
- I learned about the resources that are available from Solution Tree

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

- See next steps in both columns above
- Preview videos from Global PD prior to sharing with staff
- Read Chapter 6 – *Learning By Doing*

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

- January 18, 19
- Review and revisit 30/60/90 day goals and timelines
- CFA progress to date
- Data analysis/SMART goals
- Leadership Coaching