

## EMBEDDED COACHING REFLECTION

<b>SCHOOL Ballard-Hudson Middle</b>	
<b>DATE November 29,30, 2017</b>	
<b>VISIT FOCUS</b> <input checked="" type="checkbox"/> Collaborative Team Time <input checked="" type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) <input type="checkbox"/> Leadership/Guiding Coalition Meeting	
<b>Team Focus</b> Circle Grade: PreK K 1 2 3 4 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Intervention <input checked="" type="checkbox"/> Common Formative Assessments <input type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> Instructional Practices <input checked="" type="checkbox"/> Other _____ <b>Student data notebook</b>	<b>Leadership/Guiding Coalition Focus</b>  <input checked="" type="checkbox"/> Data Analysis <input type="checkbox"/> PD Planning <input checked="" type="checkbox"/> Team Reflections <input type="checkbox"/> Other _____ <b>Academic Coach and Assistant Principal of Instruction</b>
<b>Team Discussions</b>  <b>November 29</b> 8:15                      Pickup 8:30-10:00            Review lesson plans, agendas, and other PLC documents; participate in video coaching  Reflection process 10:15-11:15           6 <sup>th</sup> Grade PLC on CFAs 11:15-12:15           Review Data Notebook documents 12:15-12:50           Lunch/Review Intervention Process 12:55-1:55            7 <sup>th</sup> Grade PL on CFAs 2:00-3:00              Connection PL on CFAs 3:05-4:05              8 <sup>th</sup> Grade PL on CFAs  <b>November 30</b>  8:15                      Pickup 9:00-10:15            Data notebook review continued; intervention program review continued 10:15-11:15           6 <sup>th</sup> Grade Collaborative Planning (science and social studies)	<b>Leadership/Guiding Coalition Discussion</b>  <ul style="list-style-type: none"> <li>Reviewed lesson plans of teachers, video conference, collaborative team agendas, PLC cycle protocols with the academic coach on SharePoint to provide feedback</li> <li>Reviewed the draft student data notebook we created with API and principal to provide feedback</li> <li>Reviewed, discussed and made recommendations on the current intervention system to enhance system and include enrichment</li> <li>Discussed about providing teachers data and regrouping kids during intervention by Red, Yellow and Green based on number of standards mastered or not mastered. The 6<sup>th</sup> grade teachers will pilot rotating students during intervention based on data and teach them based on who showed the strongest depth of knowledge teaching that standard based on data results.</li> </ul>

11:15-12:15 Review CCRPI score and Design Team data  
 12:15-12:50 Classroom visit  
 12:55-1:55 7<sup>th</sup> Grade Collaborative Planning (science and social studies) Review of CFA's, data and process  
 2:00-3:00 Connection Collaborative Planning Review of CFA's, data and process  
 3:05-4:05 8<sup>th</sup> Grade Collaborative Planning (science and social studies) Review of CFA's, data and process

**Professional Learning and collaborative planning: covered the following:**

- I can explain common formative assessments
- I can identify quality common formative assessments
- I can use formative assessments to inform and direct PLC teams
- **Reviewed what are Common Formative Assessments**
  - **Common-Given by all teachers on a grade level or in the same content area**
  - **Formative-Provides data to inform and guide planning and instruction**
  - **Assessment- Provides formative rather than summative information**
  - **Discussed what are the benefits of Common Formative Assessments**
  - **Discussed the Common Formative Assessments Criteria**
  - **Evaluating Common Formative Assessments**
  - **Creating Common Formative Assessments and the criteria**
  - **Discussed the PLC Cycle Protocols Formative Assessment Data**
  - **Had them use the Feeder Pattern Reflection (Where do you see your school in this journey?)**
  - **What are your next steps?**
  - **Moving Forward in Learning by Doing. Had them consider students that are not getting it**

- Visualize those students in their class struggling a lot and sketch a visual representation of the interventions they currently have in place at the school for those students
- Considering those students and interventions in place currently do they have a need for SPEED? (Systematic, Practical, Effective, Essential and Directive) Ch. 4 Learning by Doing
- Improve (and reflection) our professional teaching practice
- Discussed what should happen during discussing CFA data- Meet with your team
- Bring assessment data to the team for review
- Follow team norms
- Compare your results with your colleagues to identify effective instructional practices (example I see 2 of my teammates knocked it out of the park on standard XYZ)
- Common Assessment data tells us if we need a tool or a skill
- Tool – something to help you reach this group of scholars
- Skill – a learned/ developed aptitude or ability
- Discussed systematic interventions and how to improve tier 1 instruction in the classroom
- Importance of teachers creating common formative assessments, not just pulling released questions from item banks all the time, ensuring they use bloom taxonomy wheel to ensure the level of rigor when creating those CFA's
- Collaborative teams must manage the data collectively in order to make an intervention plan that best suits our scholars and teachers
- Individual teachers need to know the following:
- What's the skill I'm measuring

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| <ul style="list-style-type: none"><li>• Which of my kids struggled to meet proficiency?</li><li>• Where do the kids need help?</li><li>• Where do I need to help as a teacher?</li><li>• Assisted teachers with analyzing CFA's for rigor for next lesson and creating questions</li><li>• Reviewed the last common formative assessment and data results</li><li>• Provided feedback on those results</li><li>• Went over the importance and true meaning of collaborative planning</li></ul> |  |
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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?

- Teachers needed to continue to do Tiger Talks during faculty meetings that I introduced to allow them to present effective strategies to others
- Teachers have been on time and everyone participating during collaborative planning, starting with NORMS
- School has created a PLC calendar to include times to plan, create common formative assessments and analyze data, plan for RTI and enrichment
- PLC Content leaders continue to receive training and meeting to be effective PLC Leads during collaborative planning time
- Administrators have become a part of the collaborative planning process and understand the PLC process which is critical
- (This is in the works, we have a draft student data notebook to roll out and begin after Christmas) No structured system or plan to have students monitor their own data and track progress across the entire school. This is in pockets and we need to expand this across the entire school.

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

- Teachers will have created Common Formative Assessments correctly using the information I provided them as to how to create effective CFA's, that include the level of rigor and ensuring the questions are aligned to the standard. The level of rigor will be level 2 or higher
- Teachers will have planned agendas with instructional items to help improve scholar achievement with differentiated lessons based on data on a daily basis and not teach all the scholars the same way
- RTI and interventions will be implemented and data presented to see if strategies are showing improvement in the classroom and if not then they will be modified by documenting this during collaborative planning with additional instructional strategies that are effective and research based
- Teachers will plan lessons based on the cycles, data and district benchmarks
- Teachers will have created a CFA for cycle 2 and have data analyzed (everyone will participate in creating these CFA's and not just one person in order to vet the process and have buy in from everyone on the collaborative team)
- Teachers should have created a self-reflection tool for scholars to self-reflect on questions to why they choose what answer they did or how they interpreted the question asked and then use this when re-teaching

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

- Evidence that scholars have reflected on their own learning results
- RTI Professional Learning update on implementation
- Effective Feedback to scholars and teachers
- Summative Assessment and cycle 3 protocol results
- Classroom Visits for Tier 1 instruction
- Common Formative Assessment Results -Got Data Now What?