

## EMBEDDED COACHING REFLECTION

<b>SCHOOL</b> Ingram Pye Elementary School	
<b>DATE</b> 1-12-18	
<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 <input checked="" type="checkbox"/> Classroom Observations	
<b>Team Focus</b> Circle Grade: PreK <b>K 1 2 3 4 5</b> 6 7 8 <input type="checkbox"/> Math <input 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 checked="" type="checkbox"/> Other <b>especially engagement strategies and collaborative planning around 4 questions</b>	<b>Leadership/Guiding Coalition Focus</b>  <input type="checkbox"/> Data Analysis <input type="checkbox"/> PD Planning <input checked="" type="checkbox"/> Team Reflections <input type="checkbox"/> Other <b>followed up with grade level teams and discussed PLC process, checks for understanding, essential standards, and common formative assessments</b>
<b>Team Discussions</b>  *Day 1- Met with each grade level team during collaboration time to plan the next week's lessons around essential standards, engagement strategies and common assessments.  *Day 2- We conducted 12 classroom observations observing specifically for task alignment, instructional framework and use of engagement strategies as checks for understanding.	<b>Leadership/Guiding Coalition Discussion</b>  Day 1 Strengths - Planning protocol was firm. 5/5 grade levels followed planning protocol by answering 4 critical questions with prompting. Team were prompt and prepared to engage in planning. Admin team understands the work and monitored process to ensure that it happens.  Day 1- Areas of Growth- Utilize planning protocol routinely without prompting. Teams need to draw the connection between engagement strategies and checks for understanding or (TKES #6) using formative assessments to guide teaching and learning.  Day 2 Strengths- Grade level teams are ALL attempting engagement strategies. Routines and procedures were strong in 10/12 classrooms.  Day 2 Areas of Growth- Aligning instruction to essential Learning Targets; specifically, Depth of Knowledge questioning raised to 2-3, small group activities, assessments.

<b>Next Steps</b>	<b>Next Steps</b> <ol style="list-style-type: none"> <li>1) Shift from asking open-ended questions to asking engagement questions</li> <li>2) Continue asking how can 100% of students be engaged 100% of the time. Lead teams to school wide commitment of high impact strategy use and recording effort in lesson plans.</li> <li>3) Create, administer and analyze one common formative assessment</li> <li>4) For each to share at least 5-minute video of their classroom instruction and have buddy scribe.</li> </ol>
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*Complete each section that represents the session you attended.*

<p><b>REFLECTION:</b> What did I learn? Based on what I learned, what will have the greatest impact on student learning?</p> <p>We are going to continue our work described below.</p> <p>What I learned was that we have multiple practices in place such as instructional framework, engagement strategies, learning assessment cycle, higher order thinking questions, differentiation etc. The challenge is that we have learned about the strategies but we are not implementing them well. There is clearly a knowing-doing gap. The greatest impact on student learning is for the teachers to increase their efficacy in a few areas and do them well. We have decided to implement a school wide focus on the same engagement strategies and developing common assessments.</p>
<p><b>NEXT STEPS:</b> What are the actions needed before next coaching meeting?</p> <p>By next coaching meeting each grade level team will create, analyze and determine next steps (intervention and extensions) based on one common formative assessment.</p> <p>Share 5-minute video based on one of the target areas.</p>
<p><b>AGENDA ITEMS:</b> Topics for next coaching visit.</p> <p>Topics for next coaching visit are:</p> <ul style="list-style-type: none"> <li>• Using engagement strategies as formative assessments, linking engagement strategies to assessment types.</li> <li>• Developing common assessments based upon scaffold learning targets.</li> <li>• Data analysis of common formative assessments.</li> </ul>