

EMBEDDED COACHING REFLECTION

SCHOOL Riley Elementary School	
DATE January 16, 2018	
VISIT FOCUS <input checked="" type="checkbox"/> Collaborative Team Time <input checked="" type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) <input checked="" type="checkbox"/> Leadership Coaching/ Guiding Coalition Meeting Instructional Rounds	
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 type="checkbox"/> Intervention <input checked="" type="checkbox"/> Common Formative Assessments <input type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> Instructional Practices <input type="checkbox"/> Other:	Leadership Coaching <input type="checkbox"/> Data Analysis <input type="checkbox"/> PD Planning <input type="checkbox"/> Team Reflections <input checked="" type="checkbox"/> Other
January 16, 2018 Team Discussions- Team meetings were attended by Principal Coley, Coach Boynton and Coach Power All teams started with a reflection on the power of common formative assessments following watching a video clip from Rick DuFour. 2nd Grade: (2.RL.5) <ul style="list-style-type: none"> The 2nd grade presented their common formative assessment for review. The standard requires students to be able to “describe” however the standard was requiring mostly recall. Following discussion, the teachers agreed to assess on smaller learning targets (they had tried to assess the whole standard) The team reviewed the GOE guidance document that outlines what the standards are requiring. This document is very valuable and had not been used yet by the team Coach Power reminded the team of the need to determine proficiency/scoring guides/rubrics prior to assessing and how to use the data from individual questions to know where the students are with mastery The team will review their Math CFA in the same way to determine the quality of the assessment that was created 3rd Grade: ELA (not clear on what priority standards) and Math-3OA6 <ul style="list-style-type: none"> The teachers were not clear on their prioritized standards or the proficiency map that they had created for ELA (they did not all come on time or were not prepared). Coach Boynton reminded them that they have done their prioritizing and unwrapping and have a map to work from. 	Leadership Coaching Principal Coley and Coach Boynton attended all PLCs with Coach Power. There were some opportunities for leadership coaching during the day as we waited for PLC teams. Unfortunately, school was closed the following day and we were unable to review the 30/60/90 day goals and next steps. This day will be rebooked. Below is the review of the goals from the November visit which can still be used for the next re-visit. <u>Review of 30/60/90/ day goals and action plans</u> (updated below in red and will do a complete review and revision of dates, etc. during the February visit): The following three priorities were established for the 30/60/90 days: <ol style="list-style-type: none"> <i>To build common understanding and focus of the Professional Learning Community protocol (aligns with District Strategic Goal #3) and develop processes to guide and improve this practice with the overall goal being to increase literacy achievement. (as per School Improvement Goal and aligns with District Strategic Goal #1) (The teams have established norms, work from agendas and have clearly established a pattern of working from essential standards, unpacking and determining learning targets. All</i>

- They do not have a common formative assessment ready for ELA
- Dr. Coley asked the team to make a commitment to come back together to create their ELA assessment. They agreed that they need to work harder to get on one page, structure and focus on the work that must be done and document that work and they do need to focus more on using the protocols, the guidance documents, etc. The team agreed to look at Global PD videos to begin to create a more collaborative culture within this team (Coach Power will assist Principal Coley and Coach Boynton with this).

4th Grade: (ELA 4.RL.7 selected for intervention block based on interim data and ELA 4. RL.2 and RI. 2)

- The ELA teacher had assessments ready and Coach Power was able to review the alignment of the rigor of the unpacked standard to the assessment questions. For example, in the unpacking the skills included explain and summarize but the assessment questions were all multiple choice
- The teachers were reminded to determine proficiency (what will mastery look like) before they assess and score their work

5th Grade: (ELA prioritized RI.1 and RI.2 and RI. 5 and Math NF.2)

- The team reviewed the Math assessment created for NF.2. Dr. Coley worked to help the teachers understand that the assessment process should be scaffolded with the learning targets ensuring that they are creating opportunities to know if the students are ready for the next level of rigor. The assessment created was quite extensive and appears to be more of a unit assessment.
- There was some discussion focused on ELA. This discussion will continue on the 17th.

1st Grade:

- This team had a common formative assessment created based on phonics instruction (intervention)
- Discussion was similar to the other teams that met with Principal Coley, Coach Power and Boynton to refocus the purpose and use of common formative assessments
- The team agreed to work together to create a common formative assessment more closely aligned to prioritized reading standards (comprehension, etc.).

K Team:

- The K team had a common formative assessment prepared on standards ELAGSEKRL 1,2,3.
- The team had a very good discussion to consider how to focus more on the “asking questions” and to create more opportunities for metacognitive thinking (on the part of the student). The team discussed the “modeling” that is needed both in thinking strategies, language, etc.
- The team agreed to next steps that would include finding more rigorous expectations, more opportunities

teams had their pacing guides and curriculum maps to work from) Once a month, the teachers are also provided 90 minutes of collaborative planning time with Coach Boynton)

2. To implement common formative assessments that are aligned to grade level essential standards (skills and concepts) (*aligns with District Goal #3 and #4*) and specific learning targets with the overall goal being to increase literacy achievement. (*as per School Improvement Goal and aligns with District Strategic Goal #1*) (*The teams started working on common formative assessments during the week of Nov 13. They are using a template provided by DOE and are at different stages in this process- the goal is for each team to develop a common formative assessment and bring the data back to the team for data analysis prior to Christmas*)
3. To establish non-negotiable literacy strategies that will be consistently used to respond to the needs of students with the overall goal being to increase literacy achievement (*as per School Improvement Goal and aligns with District Strategic Goal #1 and #3*)). This priority includes coaching, professional learning, observation and feedback of specific strategies (*guided reading, close reading, shared reading, writers workshop, vocabulary, phonics*) (*Literacy strategies are being supported and this work will be on-going. This is being led Coach Boynton and Principal Coley. All teachers have been required to sign up for the district's Reader's Workshop series. The school has also had professional learning on literacy strategies- reciprocal teaching for elementary. There will be continuous modeling, professional learning and observation that promotes strategies for student engagement*)

Successes:

- A culture of trust has been established as part of the collaborative expectations at Riley

<p>to model thinking, to find different text to support learning and to clearly define the learning targets that will be assessed and instructed from priority standards. The team is going use evidence to inform their plans.</p>	<ul style="list-style-type: none"> • All collaborative teams are working very hard to establish essential learnings, unpack the standards and begin creating common assessments <p><i>(see Next Steps below)</i></p>
<p>Next Steps</p> <ul style="list-style-type: none"> • Teams should backwards plan using prioritized standards for this term. This is especially important for 3-5 teachers in preparation for the Georgia Milestone Assessments • Teams should be working from all DOE documents, as previously mentioned, including the guidance documents that support understanding of the prioritized standards • Clarify short-cycle assessments based on learning targets within the priority standards • Continue to build common understanding of all teams in determining what the grade level proficiency (mastery) looks like for the learning targets <i>prior</i> to planning assessment and instruction (to ensure rigor of the standard is aligned to assessment and instruction) • Continue to build understanding of the teams in the power of the PLC cycle (including the use of their assessment data to inform practice) 	<p>Next Steps- see Next Steps in the PLC column (from the November visit and will still apply for January- February)</p> <ul style="list-style-type: none"> • Ensure that collective capacity is developing to understand why we have essential learning and the need to unpack these learnings so teachers truly understand the skills and concepts in the standards • Continue to build a culture of understanding of evidence-based decision making for adult actions • Support deeper understanding of formative assessment practices • Create more opportunities for root cause analysis of the needs of students • Spend some time to determine vertical alignment of learning progressions with the essential standards selected by the teachers across all grades for ELA and Math • Consider the best use of resources- <i>Global PD, School Improvement for All, Simplifying Common Formative Assessments, Learning by Doing</i> to support the above next steps

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 Coley's Response:

- I learned that teachers are not fully understanding their standards and why we plan from them
- I learned that the teams have not created complete proficiency maps to backwards plan for this term
- I learned that teams are trying hard to implement common formative assessments
- I learned that my time is well spent in supporting collaborative teams

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

See next steps identified in the above columns

AGENDA ITEMS: Topics for next coaching visit.

- February 5 and 6, 2018
- PLC support- essential learnings, unpack standards, common formative assessments, root cause and data analysis (PLC Critical Questions 1,2,3)
- Leadership Coaching
- 30/60/90 day plan/review- will review, reset priorities and dates in February