

EMBEDDED COACHING REFLECTION

SCHOOL MLK Jr. Elementary	
DATE: January 19, 2018	
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 , Planning of next steps <input checked="" type="checkbox"/> 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 checked="" type="checkbox"/> Intervention <input checked="" type="checkbox"/> Common Formative Assessments <input checked="" type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> Instructional Practices <input checked="" type="checkbox"/> Other: planning for next steps for teams with admin team	Leadership/Guiding Coalition Focus <input checked="" type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> PD Planning/ Leadership Coaching <input type="checkbox"/> Team Reflections <input checked="" type="checkbox"/> Classroom Observations
Team Discussions 5th grade- Math and ELA <ul style="list-style-type: none"> Coach Power met with the 5th grade team to gain more understanding of the implementation of the PLC process The team was able to explain their use of data to plan interventions and flexible groupings to meet the needs of students The team expressed that their collaboration is stronger and they are beginning to see the benefit of the collaboration for instructional planning and meeting the needs of students Students are beginning to be more involved in owning their learning as the team is sharing success criteria with students The team recognized that they would benefit from more understanding of establishing rigorous expectations, proficiency and commonly scoring student work together to calibrate their expectations 	<u>Leadership Discussion</u> Classroom Observations: Coach Power visited sixteen classrooms in order to better understand the implementation, to date, of the three workflow plans that were associated with the 30/60/90 day goals. Observations were focused on determining common instructional planning, use of formative assessments (daily and common formatives) and evidence-based decisions. Following the observations, Coach Power and Principal Watkins met to debrief and plan next steps which included writing 30/60/90 day goals. Leadership Coaching Discussion: <ul style="list-style-type: none"> Students data will continue to be an ongoing focus for Dr. Watkins and her team. Students are being identified by need and plans are in place to address needs Classroom observations indicate stronger alignment of instructional practices to established learning targets There was evidence of stronger questioning strategies that encouraged students to do the thinking and own their learning Interventions were well organized and small groups were focused on intentional strategies Overall classroom management strategies have improved

	<ul style="list-style-type: none"> • Continuous work will be needed to ensure rigorous instruction, alignment of formative assessment instruction to grade level standards and deepening evidence based decisions to meet the needs of students • There is a need to continue to increase student ownership of learning • Based on discussion, review of the goals, classroom observations and the meeting with the 5th grade PLC, the following 30/6/90 day goals were determined: <p>30-Day Goals</p> <p>Goal 1: The leadership team will ensure that all teachers continue to understand effective collaborative practices, in particular, the use of evidence in informing instruction.</p> <p>Goal 2: Teachers will continue to build their instructional toolkits by working collaboratively and using evidence to determine next steps.</p> <p>60-Day Goals</p> <p>Goal 1: The leadership team will support teachers in understanding how to increase student ownership of their learning through classroom practice and evidence based decisions.</p> <p>Goal 2: Teachers will continue to be well informed of root cause of student needs based on data and will begin to create more opportunities for students to own and understand their learning journey through feedback and sharing their learning goals with others.</p> <p>90- Day Goals</p> <p>Goal 1: The leadership team will work to build understanding of the need for all teachers to align the level of rigor from prioritized standards to assessment and instructional practices. This includes building common understanding of the use of rubrics and scoring guides to determine what proficiency is for the skills and concepts in the standard.</p> <p>Goal 2: Professional learning communities will spend more time understanding the level of rigor in the standards and determining what proficiency looks like for the skills and concepts identified in the prioritized standards</p>
<p>Next Steps:</p> <p>From the 30-day goal:</p> <ul style="list-style-type: none"> • Teachers will continue to build their instructional toolkits by working collaboratively and using evidence to determine next steps <p>Attention can also be paid to the November recommendations as</p>	<p>Next Steps</p> <ul style="list-style-type: none"> • Implement 30-day actions as stated in the 30/60/90 goal document • Continue to build instructional practices and evidence based decisions both in PLCs and during one on one coaching with teachers • Provide on-going opportunities for continuous progress monitoring of student data, flexible

<p>continuous improvement of PLC implementation:</p> <ul style="list-style-type: none"> • Build common understanding of the language in the standards by establishing essential learning and unpacking the standards • Understanding of common formative assessment process will be a priority for the next five weeks of school • PLCs will continue to build their ability to respond to student needs based on evidence from several data sources including common formative assessments 	<p>groupings and immediate response to student needs identified through formative assessment practices</p> <ul style="list-style-type: none"> • Gradual Release Model- review and monitor implementation with teachers (based on today's observations) <p><u>Meeting with Bertha Caldwell</u></p> <p>Principal Watkins and Coach Power had an opportunity to review 30/60/90 day goals with Mrs. Bertha Caldwell, District Supervisor for Title 1</p>
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Complete each section that represents the session you attended.

<p>REFLECTION: What did I learn? Based on what I learned, what will have the greatest impact on student learning?</p> <ul style="list-style-type: none"> • We planned the next 30/60/90 day goals • I appreciated that Coach Power was able to visit classrooms and meet with teachers and this calibrated our administrative team observations • We were able to review how well we were able to execute the PLC process • I appreciated that Bertha Caldwell also worked with us today
<p>NEXT STEPS: What are the actions needed before next coaching meeting?</p> <ul style="list-style-type: none"> • See next steps in both columns above • Preview videos from Global PD prior to sharing with staff (formative assessment, classroom practice, using data in PLCs)
<p>AGENDA ITEMS: Topics for next coaching visit.</p> <ul style="list-style-type: none"> • February 7,8 • Review and revisit 30/60/90 day goals and timelines • Attend PLC meetings • Data analysis/SMART goals • Leadership Coaching