

COACHING REFLECTION

Brookdale Elementary December 11-12, 2017	
VISIT FOCUS XX <input type="checkbox"/> Collaborative Team Time XX <input checked="" type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) XX <input type="checkbox"/> Leadership/Guiding Coalition Meeting	
12/11/17 Who: Principal & Solution Tree Coach <input type="checkbox"/> Math <input type="checkbox"/> Reading XX <input type="checkbox"/> Intervention XX <input type="checkbox"/> Common Formative Assessments XX <input type="checkbox"/> Data Analysis XX <input type="checkbox"/> Instructional Practices	12/11/17 Who: Grade 1 classroom observations w/ principal XX <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Intervention XX <input type="checkbox"/> Common Formative Assessments <input type="checkbox"/> Data Analysis XX <input type="checkbox"/> Instructional Practices
Team Discussions The principal and I met to discuss work that has taken place since October. Updates about school status being removed from the “possible takeover/turnaround list” was definitely a celebration. However, the district shared plans to close and/or consolidate schools in the near future, that will impact the Brookdale community and staff. We discussed our plans for the day, identifying classroom observations, team discussions and collaboration plans for the afternoon. The morning announcements highlighted the growing culture of focus on learning as reading growth and sight word fluency were highlighted for specific students and messages connecting those skills to the goals they have set for their lexile scores and Accelerated Reader assessments were shared. In room 301 all grade levels K-5 have identified and displayed the power standards they are monitoring and responding to as a team. Each team has identified two for ELA and two for math. All teams are monitoring and sharing results of power standards during December/January, Grade 3 reading is the area leadership is most concerned about. In response the principal and assistant principal have begun providing intervention/enrichment support for the students and grade level team. We discussed specific teachers who are receiving direct support for classroom management and are showing improvement with transitions and time spent on direct instruction related to their identified learning targets.	Leadership/Guiding Coalition Discussion The principal and I observed math lessons for 20 minutes in each of the three grade 1 classrooms. We focused on the integration of learning targets, differentiation, and rigor throughout each of the observations. The learning target for all three classrooms was, “I can organize data from a graph and answer questions from a graph.” Following the observations, the principal and I debriefed and shared perspectives of our observations. We agreed that there was consistency with math concepts being taught and the rigor of expectations. Each of the teachers actively referenced and integrated the learning target into their instruction and aligned the activities to the learning target. One classroom setting integrated student interaction and student to student discourse at higher levels.

<p>In addition, another teacher is receiving direct support with guiding reading instruction from the literacy coach and the school administration are monitoring frequently to support her work in this area.</p>	
<p>Next Steps</p> <p>Support teams as they monitor their identified power standards by helping them connect their formative assessments to these standards and focus their adult learning conversations around the results from their students in ways that will increase the effectiveness of their instruction.</p>	<p>Next Steps</p> <p>The principal will provide written feedback and reflect on the instructional practices with the teacher and team with focus on the learning targets they are monitoring as a team and utilizing the classroom video/audio of lessons aligned to that target.</p>

<p>12/11/17 Grade: Grade 3 classroom observation w/ principal <input type="checkbox"/>Math XX<input type="checkbox"/>Reading XX<input type="checkbox"/>Intervention <input type="checkbox"/>Common Formative Assessments XX<input type="checkbox"/>Data Analysis XX<input type="checkbox"/>Instructional Practices</p>	<p>12/11/17 Grade: After school collaboration meetings XX<input type="checkbox"/>Math XX<input type="checkbox"/>Reading XX<input type="checkbox"/>Intervention XX<input type="checkbox"/>Common Formative Assessments XX<input type="checkbox"/>Data Analysis <input type="checkbox"/>Instructional Practices</p>
<p>The principal and I observed a teacher with identified needs for a 30 minute observation. We agreed that effective instructional strategies were not observed and students did not demonstrate understanding of stated learning target. The teacher is receiving support from coaches and administration and is working to check for understanding and know the effectiveness of her instruction through her use of common assessments. The principal, assistant principal, and I debriefed the observation and next steps to ensure key tenants of PLC work are integrated with Bibb district processes and resources. We discussed the intervention support that will be provided for grade 3 students by the principal and assistant principal and ways that support can be provided in ways that increase the visibility of this teacher's work and increase the positive peer pressure she experiences to meet expectations.</p>	<p>The principal and I joined each of the five collaboration meetings that gathered after the student day – PBIS, Data, Reading Fluency/Comprehension - Media, Parent Involvement, Vertical Alignment of Instructional Priorities. Each of the groups had representation from multiple grade levels and instructional roles. Each group worked to clarify expectations, learn from data that had been gathered by grade level teams, and make decisions in response to the data that had been gathered. Each collaboration worked to reinforce the planning and data analysis aspects of their daily work and focus on student learning to drive their conversations.</p>
<p>Next Steps</p> <p>The principal will provide written feedback and reflect on the instructional practices with the teacher with a focus on the learning targets being monitored as a team and utilizing the classroom video/audio of lessons aligned to that target. The administrators and coaches will align their support and focus on key discussions on a routine basis, "Which students learned the learning target, what evidence do you have, how can I help you answer these questions."</p>	<p>Next Steps</p> <p>The principal will follow-up with the lead staff member for each of the collaboration teams to share observations from visits and confirm next steps for each group to ensure the work being done aligns with the priorities and goals detailed in the school improvement plan.</p>

<p>12/12/17 Who: Grade 3 Collaboration Meeting - Teachers, Principal, Coaches XX<input type="checkbox"/>Math XX<input type="checkbox"/>Reading XX<input type="checkbox"/>Intervention XX<input type="checkbox"/>Common Formative Assessments XX<input type="checkbox"/>Data Analysis XX<input type="checkbox"/> Instructional Practices XX<input type="checkbox"/> PLC Tenants</p>	<p>12/12/17 Grade: Grade 2 Collaboration Meeting - Teachers, Principal, Coaches XX<input type="checkbox"/>Math XX<input type="checkbox"/>Reading XX<input type="checkbox"/>Intervention XX<input type="checkbox"/>Common Formative Assessments XX<input type="checkbox"/>Data Analysis XX<input type="checkbox"/> Instructional Practices XX<input type="checkbox"/> PLC Tenants</p>
<p>After team celebrations were shared the team revisited their work related to aligning their instruction and learning activities to their learning targets. The Georgia Milestone and Bibb pacing guide learning priorities were considered as the team discussed the need for a plan of instruction for January, February, and March. The team discussed critical topics to provide direct instruction about in ELA and math. The Solution Tree coach reinforced the importance of routinely sharing student data linked to their learning targets and common assessments and using that information to guide supports for student learning as well as adult learning.</p>	<p>After team celebrations were shared the team revisited their work related to aligning their instruction and learning activities to their learning targets in ELA and math. The team discussed effective ways to provide time and support for students struggling and meaningful enrichment for students who have demonstrated learning. The Solution Tree coach reinforced the importance of routinely sharing student data linked to their learning targets and common assessments and using that information to guide supports for student learning as well as adult learning.</p>
<p>Next Steps The coaches are working to increase capacity of classroom teachers to facilitate their weekly collaboration meetings. In addition, teams will work to become more effective at sharing which students are struggling with the power standards being monitored so that the team can focus their conversation and decisions about how additional time and support will be provided based on the primary barrier for students.</p>	<p>Next Steps The coaches are working to increase capacity of classroom teachers to facilitate their weekly collaboration meetings. In addition, teams will work to become more effective at sharing which students are struggling with the power standards being monitored so that the team can focus their conversation and decisions about how additional time and support will be provided based on the primary barrier for students.</p>

<p>12/12/17 Grade: Grade 1 Collaboration Meeting - Teachers, Principal, Coaches XX<input type="checkbox"/>Math XX<input type="checkbox"/>Reading XX<input type="checkbox"/>Intervention XX<input type="checkbox"/>Common Formative Assessments XX<input type="checkbox"/>Data Analysis XX<input type="checkbox"/> Instructional Practices XX<input type="checkbox"/> PLC Tenants</p>	<p>12/12/17 Coaches, Administration, & Solution Tree Coach XX<input type="checkbox"/>Math XX<input type="checkbox"/>Reading XX<input type="checkbox"/>Intervention XX<input type="checkbox"/>Common Formative Assessments XX<input type="checkbox"/>Data Analysis <input type="checkbox"/> Instructional Practices</p>
<p>After team celebrations were shared the team shared the status of student learning related to their sight word acquisition and discussed ways to celebrate student accomplishments in ways that would motivate reluctant learners in the classes. The coaches provided perspective team discussed critical topics to provide direct instruction about in ELA and math. The Solution Tree coach reinforced the work being done with our earlier sessions around identifying learning priorities, create common assessments for the team, and monitor routinely to guide student and adult learning.</p>	<p>The Solution Tree Coach reinforced the strengths pervasive throughout Brookdale staff are that teachers are effectively identifying and defining learning targets that are aligned with Georgia Milestones and Bibb Pacing Guide Priorities. We discussed expectations for teachers that receive coaching support to ensure student learning is not dependent on teacher assignment. We also discussed strategies to increase team's accountability related to students learning the most critical learning targets and power standards.</p>
<p>Next Steps The coaches are supporting grade 1 with tools and resources to monitor student learning of the grade 1 power standards. The team is also working to share students to provide more targeted support based on student needs demonstrated on their common assessments. I</p>	<p>Next Steps Coaches are working to be more consistent and direct with questions and support they provide teams during coaching and collaboration time. They are also working to increase clarity and generate artifacts that will reinforce basic instructional expectations for core content areas (ie. guided reading 4 days a week for every student, during each guided group 2-3 vocabulary words reinforced and a specific skill reading group focusing on identified).</p>

<p>12/12/17 Who: District Coach - Myrja Fuller <input type="checkbox"/>Math <input type="checkbox"/>Reading <input type="checkbox"/>Intervention XX<input type="checkbox"/>Common Formative Assessments XX<input type="checkbox"/>Data Analysis <input type="checkbox"/> Instructional Practices</p>	
<p>Reflected on the team planning meetings and support being provided to teams to identify, define, and monitor specific learning targets aligned with their power standards. We discussed and drafted supports to help teams streamline and focus their collaborative conversations in ways that reinforce the “why” of their work so they are able to see the alignment of Bibb protocols and the work detailed in Learning for All and their PLC work.</p>	
<p>Next Steps Dr. Fuller will continue her support with grade three, Brookdale coaches, and school administration. SHe will help focus conversations on reviewing the learning targets being taught each week, identifying the most critical one’s for students to learn, clarity of how those can be assessed and discussing students who are struggling with that target, all in an effort to strengthen the connection of data analysis to critical learning targets teachers are providing direct instruction on each week.</p>	

PRINCIPAL REFLECTION: What did I learn? Based on what I learned, what will have the greatest impact on student learning?

As we continue this work we getting stronger and better understand how critical it is to directly connect our learning targets, power standards, and common assessments and instructional planning conversations. We are proud of the progress we have made with making our learning targets student friendly and consistently matching our instruction to our learning targets. Now we are working on providing feedback to each other on ways to increase the effectiveness of our instruction, knowing which students have learned our power standards, and identifying primary barriers that we need to address to help each student learn.

The work last year around establishing our Guaranteed and Viable Curriculum and this year establishing and monitoring power standards in ELA and math for each grade level compliments and builds on gains in our understanding and practice. We are excited to have a continued focus on standards that are weighted heaviest on Georgia Milestone. We are also pleased that the PD coaching sessions the district has provided around effective first instruction are aligned to the PLC discussions and helping the repetition is helping staff make connection and understand the work.

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

The instructional coaches, assistant principal, and I will work to increase the capacity of each team to facilitate routine and structured collaboration meetings that focus on student performance related to their direct instruction and grade level power standards. We will also continue the work detailed in our 30 - 60 Day Plans. Working with teams to monitor the power standards they have identified and shared with the staff, and supporting their efforts to use that data to drive their planning and decision making.

We are increasing the visibility of the work of our teams to increase our culture of accountability and allow teams to better support each other with this work. The learning targets each team is monitoring are displayed in room 301 where teams hold planning meetings and teams are beginning to display the results of their common assessments as they collect them.

In addition, we have established a goal to begin sharing our Guaranteed and Viable Curriculum with our grade 5 students and having them lead their parent conferences with their teacher and parents in April 2018. Ideally we would like students to be able to share the power standards, why they are important skills to master, where they are with their ability to demonstrate, and what they need to do to get stronger. The Solution Tree Coach and principal discussed strategies of having students practice/role play with their peers, and record some this year as examples to share with lower grades as the practice spreads. We also discussed the power of impact when staff, students, and parents all know and understand the power standards and what they are learning to help them demonstrate them.

AGENDA ITEMS: Topics for next coaching visit.

2 Day Visit in February:

Day 1:

- Principal and coach will review the work being done related to the 30 - 60 - 90 Day Plan and the CIP
- Principal, coach, assistant principal, and instructional coaches will meet to review the work being done with each team and support each other with this work
- Join team meetings and classroom observations as appropriate
- Staff meeting focused on the work teams are doing monitoring learning targets and organizing around their common formative assessments

Day 2:

- Principal and coach will join instructional coaches as they meet with each grade level team and support their work
- Principal and coach will reflect on the two day visit and the 30 - 60 - 90 Day Plans to discuss work that will continue between the next coaching visit and during the next coaching visit