

EMBEDDED COACHING REFLECTION

SCHOOL Charles H. Bruce Elementary School	
DATE: December 6-7, 2017	
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	
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 checked="" type="checkbox"/> Data Analysis <input type="checkbox"/> Instructional Practices <input type="checkbox"/> Other _____	Leadership/Guiding Coalition Focus <input checked="" type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> PD Planning <input type="checkbox"/> Team Reflections <input type="checkbox"/> Other _____
Team Discussions Each team prepared to speak about those students that had been referred for RTI help. 4 th grade-The grade level has approximately 22 students on RTI. Based on this data, we discussed planning a “math boot camp” for the kids beginning next week. In addition, the 4 th grade has about the same number of students in RTI for ELA so we explored changing our intervention time to ELA all 5 days since we will be addressing math needs specifically during the boot camp. 5 th grade-Only met with one teacher and the PEC teacher for approximately 20 minutes. After speaking about the recent STAR data received, we identified approximately ½ of her class who were not at grade level. We then spoke about how in our planning, we need to plan for how these kids are getting more specific instruction on their specific needs. 3 rd grade-Meet with 3 or 4 teachers and looked through the STAR 360 report (just received data today). Concern from teachers is that they are using their intervention time but more time and	Leadership/Guiding Coalition Discussion Administration and Coach had an opportunity to clarify what Geri’s role is at Bruce. There were many miscommunications between this year and last year as well as well as a lack of communication and understanding of goals for the coaching sessions. Meeting and clarifying allowed clarity in moving forward.

more specifics are needed to help the kids learn their prerequisite skills.

2nd grade-Second grade struggled a bit with excuses (students can't focus in the testing environment, etc.)

We were able to get back on track and discussed the STAR 360 data and came up with a plan to use their intervention time to focus on prerequisite skills that the lowest scoring students are lacking.

1st grade-STAR testing was not completed for these students for this round. Had a GREAT celebration for teachers we met with as the students in red lessened to only 6 for the grade!!!

K-STAR testing was not completed for the students for this round. Also had a great celebration for all in kindergarten...each child showed growth in Early Literacy!

DAY TWO

Coach had an opportunity to work with each grade level, continuing yesterday's conversation and work to plan intentionally, planning purposefully with the students who may not yet be at grade level in mind.

4th grade-It was a lively discussion and we addressed needing to look at data to make decisions. There were struggles between Ms Middleton and Ms. Sherman regarding what to do but it was not hostile, just lots of ideas floating around.

5th grade-Once we gathered the data, we focused on the needs of the students (fractions) and ideas to use both in their class time as well as their interventions.

3rd grade-Third grade had great discussion of the data and compared their STAR 360 data with the School Citi data and focused, yet did not decide upon, which standards they would focus on. They did leave with understanding that they would plan certain work stations and interventions around subtraction (for students who need the extra help),

<p>so that they can devote more time to learning the skills.</p> <p>2nd grade-Started to use STAR 360 data but had the discussion that some scores were not representative of how the students do in the classroom. In trying to choose a comprehension and phonic standards on which to focus, the teachers took time to decide on what 2 standards that they would focus on during phonics instruction (30 minutes per day) and comprehension (in intervention). Their homework is to each bring an activity related to the phonics standard chosen.</p> <p>1st grade-Discussions centered around desegregating data to address what was going to happen in intervention time for next week in reading. Additionally, the teachers did believe that some of the STAR data was not a reflection of true skills and what the teachers are seeing in the classroom.</p>	
<p>Next Steps</p> <p>For all grades, the intentional and purposeful planning should translate into what happens in the classroom. During walkthroughs, look for specifics that we talked about in our collaboration sessions (see above and from lesson plans).</p>	<p>Next Steps</p>

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?

We want to continue to help teachers have a **GROWTH MIND SET** for all students. We need to continue to look at multiple pieces of data so that we have a complete picture of where the student is but to set goals with/for students to have them move forward.

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

During each RTI-Planning collaboration time, we want to see the pattern of data analysis/**INTENTIONAL** planning with the data guiding the standards that are chosen for intervention. This then should be visible in the classroom during instruction/intervention. We are striving for the connection between what happens in collaborative sessions and what is evident in the classroom.

AGENDA ITEMS: Topics for next coaching visit.