

EMBEDDED COACHING REFLECTION

SCHOOL Charles H. Bruce Elementary School	
DATE: February 5-6-7	
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 checked="" type="checkbox"/> Intervention Common Formative Assessments Data Analysis <input checked="" type="checkbox"/> Instructional Practices <input type="checkbox"/> Other _____	Leadership/Guiding Coalition Focus Data Analysis PD Planning <input type="checkbox"/> Team Reflections <input type="checkbox"/> Other _____
Team Discussions On Monday: I had the opportunity to observe ELA/Math in all grades. I began in first grade. Tangela's class: Power point Used How many ways can we make the long "o" sound? Last week, students worked on long A. Reviewed how to make long A. New long vowel sound: O. Looked at ways to make long O. Readers Notebook: page 49 Next class: some sitting on chairs, other in circle time on floor. Instructional strategy (you tube video) from board is rolling letters showing how to make oa words. Then coral response for words that come up. All with how to make the o sound. (Ms. Browns class were students on the floor. Sub just came to get them) Reviewed what was learned in video. Long o words we saw in video, wrote words on board. Students read words on board. All students engaged with the exception of one. Then had students called on to go to board and circled words to show they knew them. Ms. Duhart: carpet time: punctuation. Difference between comma and apostrophe with flash cards. Reviewed Long o sound. Big Book-context clues: looking at this book, what can you tell about this book. (Title was covered). So Title lets you know what the name of book. Then, did a	Leadership/Guiding Coalition Discussion Dr. James and I spoke in December and talked about having me work with grade levels in collaborative sessions for the first two days and then observing the groups on my third day. When we spoke in January to plan my days more in depth, she shared she would rather have me observe classes the first two days and then work with groups on the third. Dr. James was out of the building on both Monday and Tuesday. DAY TWO: Met with Bertha and discussed how it was going. Shared with her that I am going into classrooms today and yesterday. Tomorrow, I would like to ask the following questions with each grade level: What was the outcome wanted from the lesson that I watched? Was the outcome reached? Evidence? What are your next steps? What was the importance of collaboration around this standard? Did it help? How can it get better?

picture walk in big book. Fiction=Fake Then she has them repeat after her "I can identify text features"- Capitalization: Names and Dates (using anchor charts). ELA coord came to read so changed grades

Grade Three:

Working with small group, one group at board, 2 small groups work in book, 3 students at tables. Suggestion: when back at small group, kids may need a few more examples of shade (have pictures or objects that better represent what shade is prior to reading the passage). For example: building in the sun. One side looks darker than other.

The group that is at the board was working on math during reading time. Teacher eventually shut off screen and asked group to go to desks to read.

I cannot tell what was supposed to be accomplished in small groups.

Back In desk area. Who can raise their hand and ask about the main idea? Students shared. Look at the title and you look at picture.

Students are not engaged, if they are, shouting out answers.

Ms. Robertson third: Main idea. Students involved in their writing. Ms. R. is involved in getting ideas from kids and transitional words about going to be beach. Kids in groups working on writing but writing alone.

Mr. Whipple: staying away from because and so in opinion writing. Pets should be allowed and school and talking about what articles should be used to support an opinion. Think time: I do not agree with the author. What sources should be used if pets are to be allowed in school. Teaching students to use text evidence.

Kindergarten:

4 small groups going on. Two had adults. Teacher working with small group reading book. Kids were writing complete sentences and rotated

I can write a sentence using blends

I can write a detailed sentence

I can identify the it family

I can find the QAR

Each center had a different standard to work on. Great coordination in the centers. It was obvious that Ms. Kirkland had expectations that were shared every time and kids know what to do.

Ms. Patterson's k room is a mirror of Mrs. Kirkland's. Structure, engagement. Students in groups, a low hum

We discussed this at length and also shared that Bruce had moved in the right direction, shared the celebrations that need to continue happening (great teachers, great kids, standards knowledge, use of assessments).

Also shared that my desire to stay at Bruce is strong. I want to continue our work next year because we are at the tipping point, I believe, of what needs to happen. She and I talked very positively about that.

Day Three: Saw Dr. James this AM as she was back in the building. I invited her to be in the priority room (where we meet) and she indicated that they were going to be working on a Campus Improvement Plan as it was due on Monday.

Dr. James and I were able to debrief at the end of the third day. I shared my concern that the time does not seem to be there and that we were looking at not transferring what is talked about in collaboration to the classrooms on a consistent basis.

going on in the class. The discussion that is ongoing is focused on writing.

Grade 2

Connect the steps, the technical procedures. How to make Kool-Aid. Engaged class, kids forget to raise hand, but all were involved. Steps in a procedure. The teacher was stressing the sequence, the order. Gave the example of brushing teeth and the steps that all go through to do that.

Ms. Sanford-small groups, following procedures. 3 on computers.

Moving to writing. Opinion writing. Student go to carpet.

Fact is something that is known or proved to be true.

Showed example

Went over opinion.

Showed writing (Seasons). Read it to them. Students involved –talked about why it is a fact piece of writing.

Its summer: Talked about what is a give-a-way that this is opinion piece.

Did one together for opinion writing planning chart with Rosa Parks and Harriet Tubman and which was more influential. Then she brought them back to discuss reasons.

Students received paper to work on their own at their seats.

Ms. Sudeth-writing about zoos. Whole class instruction. Topic sentence, fact about that topic, tell what the argument is and then a closing. Connecting it to the text.

5th grade: one teacher had gone home but I did observe substitute. They were working on Moby max. Some were working on their writing of stories

McWilliams class: Jot list.(facts that go into paragraphs)

Water bottles: reading the water bottles statement that they have. Do they think it is good or bad. Underline at least three things that go into paragraph

Class is structured and on target.

DAY TWO

Grade 4 Intervention

Working with improper fractions and changing into proper.

She got down to it quickly to see what kids she had were about to do it/not do it. Had 6 who had not so sat to speak with them about it. Idea: I'm wondering if

these 6 could have benefited from 36 things out on the table and putting them into 5 groups.

The intervention was very focused and intentional. When we ended, she was down to 3 students who, during regular math time, would be pulled first in small group to continue to work.

Grade 4-2 of the three classes were going to take a writing test during ELA so I watched third class. I.R.47. Interpreting visuals in a text. Visually, orally and quantitatively
Looking in nonfiction books to find visual clues
Video looking at visual clues

Intervention in 1st grade: Missing Addends (video) for whole group. What is a strategy to find the missing addend?

Another first grade in groups, working on addends. 3 groups

So question: what will data say to you after this intervention?

Stop and turn paper on back with name. so what can be brought to collaboration to talk about intervention from this assessment?

Kindergarten Intervention: Ms. Patterson's class once put into groups. The students move silently and get to work immediately. Students are working on numbers that they can build to make another number and counting dots on card with clips.

Ms. Kirkland's K class in intervention also has structure and kids are engaged. 3 groups, each group knowing what the learning target is. Working with decomposing numbers with graphic organizer, working with 3 puzzle pieces (number, dots and number word)

So question is assessment: when, how, etc.?

3rd grade enrichment: selected response. Georgia milestone practice

Intervention: Georgia milestone practice. Same erratic behavior from students in this class as witnessed in ELA yesterday. Teacher seems to always be trying to correct and ends up arguing with students(?).

Mr. Whipple's Class: very focused. 4 children on computers, 7 around reading the text from Georgia Milestones. Students who were working on test had an

<p>opportunity to underline and circle...very good teaching, relationships</p> <p>5th grade ELA-class does seem off track, some students finishing writing, editing from what I can tell.</p> <p>Interventions-Read 180 students leave. Rest of group that remains and they continue to work on their writing piece. Group comes together Small book together, then read 180 kids came back 10-15 minutes went past Question: if this is the best use of intervention time?</p> <p>Day Three-Dr. James had asked me to meet with the teachers on day three and I used the attached form to take the lesson I saw and try to bring it back to center regarding collaboration. My biggest question was HOW DID COLLABORATION help you in this lesson AND HOW CAN I help you in the future. I am learning that no teacher collaboration is happening. Instead, PL is happening on a daily basis.</p> <p>The last thing I shared with each group was MY vision for Bruce:</p> <p>By May, 2019, I would like others in the district to be turning heads and whispering “What is going on at Bruce? Scores are starting to go up, things are happening over there?”</p> <p>By May 2020, I would like others in the district to start putting in transfers to Bruce. We want it to be THE SCHOOL where all want to be.</p>	
<p>Next Steps The “carved out time” for collaboration is not happening at most grades. Is it possible use Tuesdays and Thursdays as TEACHER COLLABORATION time and always have this as uninterrupted time?</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?

Teachers in K lay a great foundation for learning. They have an open mindset in all they do and they give clear expectation for the kids early on. Engagement is evident through activities that students do and they want to do well. The conversations that were being had were on target. I did not see any arguments or disagreements.

As I went up in grades, it seems that the collaboration of teachers in K splinters at various grade levels. Teachers speak together, plan together and look at data. But the disconnect is that when they leave the collaborative sessions. The teachers become “silos”. They are covering the standards and getting data on if the kids learn it but then what??

Last year, we worked on essential outcomes and mapping out the curriculum (especially for this upcoming “preparing for the test” time.). This year, teachers should be revisiting that as needed (and I know Ms. Sherman is working with Milestone Flash).

They have so many people running in and out of Bruce, “helping” that I wanted to go back to the teachers and ask about collaboration and how can I help them in this and any other things.

The “uh oh” moments for me came on Wednesday when the last question I asked, about collaboration, was answered with “we don’t have any”. Painful.

Teachers must have time to talk, time to share.

In speaking with Bertha yesterday, an idea she has is that every day during the week should be used to answer, in collaboration, with a different question.

I support this!

They have the attached outline but are asking teachers to fill it in at other times other than the carved-out time each day. Because of this, 1 teacher is filling it out for ELA and 1 teacher is filling it out for math. THIS IS NOT COLLABORATION!

To make the vision happen, we have to put collaboration back into place. Additionally, I shared with each teacher that they have to hold each other accountable for what goes on during that time. Come, ready to work, ready to address what needs to be address in the time that we have. IF we do that, we WILL see increases. NO DOUBT.

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

When I return in April, I would like each team to have evidence of how they had worked together throughout the months of Feb. and March. What has been discussed, what has been accomplished BECAUSE of working together.

AGENDA ITEMS: Topics for next coaching visit.

Meet with each grade level in collaborative sessions.

Teachers should bring evidence of collaborative sessions. Specifically focusing on what was accomplished because you were able to meet, how your teaching changed because of when you meet, what celebrations you have, what goals you have for April-May.