

EMBEDDED COACHING REFLECTION

SCHOOL MLK Jr. Elementary	
DATE: February 7, 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 Math <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Intervention Common Formative Assessments <input checked="" type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> Instructional Practices Other:	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 K ELA Team <ul style="list-style-type: none"> Team was revising instructional plan based on a need to ensure that students could “blend” sounds This was identified by the team as a priority need of the students The team agreed to review this a week from Friday, reassess where the students are and revisit the remediation plan The team reviewed tools from Jaime (GA DOE) to determine the best use of the lessons/scripts that she provided 	<u>Leadership Discussion</u> Leadership Coaching Discussion: Coach Power met with Principal Watkins and her leadership team for most of the day on February 7, 2018. During the discussion, it was decided that we would cancel February 8’s visit because Principal Watkins would be out of the building and her teams would not be meeting. A plan was made for all of Coach Power’s days to be combined for a full week in May. Coach Power will support teachers and leaders during the week deepening the understanding of the PLC process and backwards planning prioritized standards (proficiency maps) for the 2018-2019 school year. Coach Power also led a discussion and explanation of what the 4 critical questions in PLC work are and how this looks in conversation with teachers. Coach Power prepared anchor charts for Principal Watkins to use with her teachers. The following SMART goals remain as planned in January: 30-Day Goals 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. Goal 2: Teachers will continue to build their instructional toolkits by working collaboratively and

	<p>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> <ul style="list-style-type: none"> • Ensure that all collaborative teams are well aware of what the priority standards are and the work necessary that aligns to the level of rigor in these standards (truly understand the standards) • For the 2018-2019 school year, the teams should backwards plan, beginning with the determination of what the essential learnings are for mastery in each grade for the full year. In other words, what do they want to accomplish in the year in each content area? • This backward map leads to a proficiency may built from the priority standards 	<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 groupings and immediate response to student needs identified through formative assessment practices • Develop deeper understanding of the PLC process as a school wide initiative

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?

- The importance of the full PLC cycle (especially the SMART goal writing and the use of data)
- The value in feedback in our conversations and reflection

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

- Plan the week of May training with a Zoom meeting to be scheduled by Coach Power with Principal Watkins

AGENDA ITEMS: Topics for next coaching visit.

- May 7,8,9,10,11
- Leadership Development for teachers to lead PLC process
- PLC process- deepen understanding
- Backwards planning of priority standards for ELA/ Math for 2018-2019