

## EMBEDDED COACHING REFLECTION

*Complete each section that represents the session you attended.*

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| <b>SCHOOL Ballard-Hudson Middle</b>   |  |
| <b>DATE February 12,13, 2018</b>  |  |
| <b>VISIT FOCUS</b><br><input type="checkbox"/> Collaborative Team Time<br><input checked="" type="checkbox"/> Collaborative Coaching Reflection<br>(Principal Collaboration)<br><input checked="" type="checkbox"/> Leadership/Guiding Coalition Meeting  |  |
| <b>Team Focus</b><br>Circle Grade: PreK K 1 2 3 4 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8<br><input type="checkbox"/> Math<br><input type="checkbox"/> Reading<br><input checked="" type="checkbox"/> Intervention<br><input type="checkbox"/> Common Formative Assessments<br><input type="checkbox"/> Data Analysis<br><input checked="" type="checkbox"/> Instructional Practices<br><input type="checkbox"/> Other _____ <b>Student data notebook</b>   | <b>Leadership/Guiding Coalition Focus</b><br><br><input type="checkbox"/> Data Analysis<br><input type="checkbox"/> PD Planning<br><input checked="" type="checkbox"/> Team Reflections<br><input checked="" type="checkbox"/> Other _____ <b>Academic Coach and Assistant Principal of Instruction</b>  |
| <b>Team Discussions</b><br><b>February 12, 2018</b> <ul style="list-style-type: none"> <li>Pickup</li> <li>Visited classrooms, using Get Better Faster Document with API</li> <li>6<sup>th</sup> Grade PL on Intervention period</li> <li>Reviewed lesson plans</li> <li>Lunch/Review Intervention Process</li> <li>7<sup>th</sup> Grade PL on Intervention</li> <li>Visited Classrooms, using Get Better Faster Document with API</li> <li>8<sup>th</sup> Grade PL on Intervention period</li> </ul><br><b>February 13, 2018</b> <ul style="list-style-type: none"> <li>Pickup</li> <li>Leadership Team Meeting</li> <li>Collaborative Planning with Academic coaches, API and principal on reviewing teachers lesson plans</li> <li>Reviewed turnaround improvement strategies and priorities from state visit</li> <li>Classroom visits</li> <li>Planning with Academic coaches, API, Principal on Marzano's Highly Effective Strategies and how to role these out to the staff and instructional strategies</li> <li>Reviewed the CSIP plan for the cabinet presentation</li> </ul> | <b>Leadership/Guiding Coalition Discussion</b> <ul style="list-style-type: none"> <li>Celebrations</li> <li>Turnaround priorities</li> <li>CSIP update on implementation</li> <li>Discussed next steps on how to provide resources for teachers to increase the level of rigor on lessons in the classroom using the Marzano's High Yield Strategies (We identified three of the nine to train the teachers on now)</li> <li>Reviewed lesson plans of teachers, video conference, collaborative team agendas, PLC cycle protocols with the academic coach on SharePoint to provide feedback</li> </ul> |

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

- Coaches will help teachers plan more rigorous lessons to implement in the classroom
- Learned that the turnaround report revealed the same items that I did in my yearly report of plus/delta about too many initiatives, level of rigor in classrooms are too low and the teachers got the strategies down but now how to get them to transfer to implementing them into the classroom
- Teachers needed to continue to do Tiger Talks during faculty meetings that I introduced to allow them to present effective strategies to others
- Teachers will focus on heavily weighted standards from now until Georgia Milestone during intervention based on scholar's needs
- School has created a PLC calendar to include times to plan, create common formative assessments and analyze data, plan for RTI and enrichment
- PLC Content leaders continue to receive training and meeting to be effective PLC Leads during collaborative planning time
- Administrators have become a part of the collaborative planning process and understand the PLC process which is critical

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

- Teachers will have created Common Formative Assessments correctly using the information I provided them as to how to create effective CFA's, that include the level of rigor and ensuring the questions are aligned to the standard. The level of rigor will be level 2 or higher
- Implementation of turnaround strategies in the classroom
- Teachers will have planned agendas with instructional items to help improve scholar achievement with differentiated lessons based on data on a daily basis and not teach all the scholars the same way
- Intervention will focus on heavily weighed standards
- Teachers will plan lessons based on the cycles, data and district benchmarks
- Leadership team will monitor the turnaround strategies for improvement in the classroom

**AGENDA ITEMS:** Topics for next coaching visit.

- Turnaround improvement updates
- Classroom Visits for Tier 1 instruction implementation
- Level of rigor for tasks assigned