

EMBEDDED COACHING REFLECTION

SCHOOL Ingram-Pye Elementary School	
DATE 3-7-18	
VISIT FOCUS <input type="checkbox"/> Collaborative Team Time <input checked="" type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) <input type="checkbox"/> Leadership/Guiding Coalition Meeting <input checked="" type="checkbox"/> Classroom Observations	
Team Focus Circle Grade: PreK K 1 2 3 4 5 6 7 8 <input type="checkbox"/> Math <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Intervention <input checked="" type="checkbox"/> Formative Assessments <input type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> Instructional Practices <input checked="" type="checkbox"/> Other _especially engagement strategies_ and collaborative planning around 4 questions	Leadership/Guiding Coalition Focus <input type="checkbox"/> Data Analysis <input type="checkbox"/> PD Planning <input type="checkbox"/> Team Reflections <input type="checkbox"/> Other _followed up with grade level teams and continued discussing PLC process, checks for understanding, essential standards, and common formative assessments
Team Discussions Day 1 Principal and Ms. Maria conducted classroom observations observing formative classroom checks for understanding regarding essential standards and higher order thinking questions. z	Leadership/Guiding Coalition Discussion NA
Next Steps <ol style="list-style-type: none"> 1. Monitor the work of teams to pre-plan higher order thinking questions. 2. Embed classroom checks for understanding throughout a lesson for instructional agility regarding student learning. 3. Continue to gather data on types of questions asked during the lesson. 	Next Steps

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

During our classroom visits we gathered data around higher order thinking questions. Most of the questions observed were DOK (depth of knowledge) level 1, which is basic recall of information.

Engagement was not as high as we had expected school wide based on prior training sessions.

The greatest impact on student learning will be as follows:

- Design shorter more frequent common assessments throughout a unit of study based on essential standards.
- Look at common assessment data as a team to determine intervention and extension during tier 2.
- Design engagement strategies to keep the pulse on student learning during the lesson. Questions asked will align with the depth of knowledge of the standard.
- Common assessments and checks for understanding are formative in nature and give valuable feedback to teacher teams on what students know and are able to do.
- Based on data, students are provided intervention or extension.

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

Students at Ingram-Pye will be completing Georgia Milestones.

Celebrate student and teacher efforts and hard work!

AGENDA ITEMS: Topics for next coaching visit.

Planning for Next School Year 2018-2019

Meet with the Leadership Team