

EMBEDDED COACHING REFLECTION

SCHOOL Hartley Elementary School	
DATE March 1, 2018	
VISIT FOCUS <input checked="" 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 type="checkbox"/> Reading <input type="checkbox"/> Intervention <input type="checkbox"/> Common Formative Assessments <input type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> Instructional Practices <input type="checkbox"/> Other	Leadership/Guiding Coalition Focus <input type="checkbox"/> Team Reflections <input type="checkbox"/> Other _____
Team Discussion Day 1: Met with grade level teams. See notes below.	Leadership/Guiding Coalition Discussion
Next Steps <ul style="list-style-type: none"> Planning for effective Tier 1 instruction: Follow through on PL for teachers in designing tasks aligned to depth of knowledge for standards Continue to work with teachers on analysis of formative and summative assessments to develop interventions and flexible grouping based on student needs 	Next Steps

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

There is a need for rigorous Tier 1 instruction and that common assessments be aligned. More collaboration is needed among teachers on the grade level, specifically for departmentalized teachers to work with others in their content area to analyze data, develop assessments, and activities that are aligned to the learning target.

Teacher teams will need additional support to develop task (checks for understanding) aligned with the DOK of the learning targets.

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

Hartley Elementary March 1, 2018

Maria Nielsen

Meet with Collaborative Teams RE: Intentional use of data for small groups and centers.

Second Grade, Present: Bagley, Massey, Stephens

Data:

Star 360 4 X a year for district
 -Monthly as a grade level team

DIBELS 3 X a year for district (87 WPM with retell by end of the year)
 -Monitor once a week, every other week, or once a month depending on level.

Weekly math assessment based on assessments such as model drawing
Students are then dropped into intervention /extension groups in their own classrooms.

ILT (Increase Learning Time) time with own kids (kids pulled for Special Ed, EIP (Early Intervention Plan)

Alternate math and reading: Reading Mon/Wed, Saxon Phonics is every day.
Math =Tues/Thurs

Suggested Next Step:

- Swap kids around according to data in the current unit of study.
- Test when it makes sense during the unit of study rather than routinely testing on Friday.
- Plan the lessons for the intervention/extension groups together.
- Assign teachers groups according to their strengths teaching the essential standard.
- Look at fresh data using an item analysis sheet: Tests will be created using Education City/ Near Pod / Journeys/ Go Math/ or Forms in Office 365 (which give teachers item analysis data.)

Third Grade, Present: Battle-Math & Social Studies, Garrett - Math & Social Studies, Hillman -Science, ELA, Little (Science, ELA)

Star 360	4 X a year for district Monthly as a grade level team
DIBELS	3 X a year for district (100 WPM with Retell by end of the year) Monitor once a week, every other week, or once a month depending on level.
Math CFA	Weekly assessment created in School City. Reminder: Use fresh data for tier 2 intervention/extension (RTI)

Next Steps:

- Create the assessment and take it as teachers before giving it to the students. This will lead to conversations on how to best administer the test, Inform practice on how to best teach the standard, establish proficiency levels, ensure collective ownership of all kids.
- Look at data together as a collaborative team
- Reminder: Use fresh data for tier 2 intervention/extension (RTI)
- Use 15-Day challenge to decide where to drop assessments in the unit of study.
- Ensure that questions on the CFA align with the DOK (depth of knowledge of the standard)

Kindergarten, Present: Glover, Mason,

ELA – lesson, ticket out the door

Engagement – always checking for understanding

Weekly data protocol is currently on sight works between 0-75. This helps determine what to do in centers.

Swap kids around between teachers every day for ELA

Math – Swap kids around between teachers (based on GKIDS)

Starting next week they will be using teacher created common assessments to determine groups

Kindergarten Suggestions:

- Create the test then take it together as teachers – determine how it will be administered.
- Determine what constitutes mastery of the standard.
- Look at the data to drop kids into intervention/extension groups for Tier 2 (RTI)
- Implement instructional agility: Pre-plan engagement strategies throughout a lesson in order to quickly assess student understanding of the standard then reteach immediately.

Fourth Grade

Suggestions:

- CFA - take each other's tests to determine tricky questions, partial credit, and establish levels of proficiency.
- Integrated units across all content areas should be focused on essential standards.
- Example: One standard used across reading, math, science
- Swapping kids during RTI – reading drives intervention/extension

First Grade, Present: Harris, Kirk

Data:

Star 360 4 X a year for district
Monthly as a grade level team

DIBELS 3 X a year for district (87 WPM with Retell by end of the year)
Monitor once a week, every other week, or once a month depending on level.

Common Assessment: Math CFA throughout the unit. Look at data to see whose kids are getting it and share strategies. Continue looking at data and adjusting instruction.
Intervention /Extension is happening in each classroom.

Suggestions:

- Swap kids based on CFA data at least one time the month of March.
- ELA = ILT time for intervention/extension
- Determine progression of a standard and how to assess mastery along the way.
- Common Assessment: Math CFA throughout the unit. Look at data to see whose kids are getting it and share strategies. Continue looking at data and adjusting instruction. Intervention /Extension is happening in each classroom.

Fifth Grade

Smith (ELA)

Swem – looking at weekly assessments with teachers

Assessment used: Mobi Max, School City, Star 360, Benchmark Assessments from the district

One teacher said, "Being honest – common assessments aren't happen."

"This past week-Looked at data from the coach book (Milestones prep book) to see where kids were in their learning. It was dismal...I kept teaching my standard but now I am reflecting on what I need to do next week. "

Suggestions:

- Focus on essential standards for the next five weeks. "Tracie from the state will be here Monday to help with identifying essential standards."
- Look at the milestone blue print.

AGENDA ITEMS: Topics for next coaching visit.
Meet with teams Meet with leadership team Map out a plan for next year