

EMBEDDED COACHING REFLECTION

SCHOOL Northeast	
DATE April 11 and 12, 2018	
VISIT FOCUS <input type="checkbox"/> Collaborative Team Time <input type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) <input checked="" type="checkbox"/> Leadership/Guiding Coalition Meeting <input checked="" type="checkbox"/> Instructional Rounds	
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"/> Data Analysis <input checked="" type="checkbox"/> PD Planning <input checked="" type="checkbox"/> Team Reflections <input type="checkbox"/> Other:
Team Discussions <ul style="list-style-type: none"> ● Instructional Practices for each of the lesson line segments ● aggressive monitoring ● Flex time stations and small group instruction ● Problem of practice for instruction ● Strategies for checking for understanding ● Gradual release of instruction ● Challenges for station work 	Leadership/Guiding Coalition Discussion <ul style="list-style-type: none"> ● Task to target alignment ● Stations: completion versus intervention ● Progress made in most content areas for target to task alignment and checking for understanding ● Trackers ● Challenges of stations ● PL planning
Next Steps <ul style="list-style-type: none"> ● Begin planning prescriptive PL on lesson line segments based on which teachers need growth in each of the segments ● Provide PI on monitoring strategies ● Provide PI on station transitions and grouping by assessment data ● Model checks for understanding and monitor 	Next Steps <ul style="list-style-type: none"> ● Define how trackers are used by teachers to monitor master not grades ● Continue to monitor station work with a focus on providing interventions for those struggling students ● Establish PI master calendar for next year after the data from monitoring is desegregated and needs are identified

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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?

- Great growth has been accomplished over this school year with quality of instruction, all areas of instruction. We must stay the course with the PLC process.
- Student motivation is increasing because the quality of the instruction is targeted to the standards required for the Milestones. The teacher are explaining the "why" of what students are learning. Students can now articulate their learning and their master of standards.
- Aggressive monitoring and checks for understanding will be the focus of PL
- Blitz stations were implemented but PL is needed to ensure that groupings are done based on mastery of standards not just review of standards
- PL for new teachers needs to be planned for gaining understanding of the PLC process

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

- Desegregate Milestone data
- Plan PL for next year for the PLC process steps
- Indoctrinate the new staff for the amazing PBIS program that is fully functional
- Emphasize the importance of aggressive monitoring and checking for understanding and plan PL accordingly
- Conduct a Plus/Delta for Blitz, both operationally and academically

AGENDA ITEMS: Topics for next coaching visit.

- Deep dig into Milestone results by teacher by standard.
- Make course offerings and teacher adjustments based on Milestone results to accommodate student need and program success
- Set and communicate roles and responsibilities to leadership teams in preparation for the shared leadership
- Growing leaders from within

