

EMBEDDED COACHING REFLECTION

SCHOOL Ballard-Hudson Middle	
DATE April 18-19, 2018	
VISIT FOCUS <input type="checkbox"/> Collaborative Team Time <input type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) <input type="checkbox"/> Leadership/Guiding Coalition Meeting	
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 type="checkbox"/> Instructional Practices <input type="checkbox"/> Other _____ PLC and visited classes	Leadership/Guiding Coalition Focus <input type="checkbox"/> Data Analysis <input type="checkbox"/> PD Planning <input type="checkbox"/> Team Reflections <input type="checkbox"/> Other _____
Team Discussions April 18 <ul style="list-style-type: none"> Pick up Meeting with coaches Meeting with Principal Intervention Period Feedback Review on Professional Learning on the PLC Process and turnaround improvements (6th Grade) Review on Professional Learning on the PLC Process and turnaround improvements (7th Grade) Review Professional Learning on the PLC Process and turnaround improvements (Connections) Review Professional Learning on the PLC Process and turnaround improvements (8th Grade) April 19 <ul style="list-style-type: none"> Pick up Planning Collaborative planning (6th grade) Visited classes Collaborative planning (7th grade) Collaborative planning (connections) Collaborative planning (8th grade) Professional Learning and covered the following: <ul style="list-style-type: none"> Reviewed School Leaders will understand the PLC belief 	Leadership/Guiding Coalition Discussion

system of building effective schools.

- School Leaders will identify their personal leadership characteristics & its impact.
- School Leaders will identify their school's cultural strengths and areas of growth.
- School Leaders will develop structures of a Professional Learning Community.
- Reviewed 4 PLC questions and
 - Three Big Ideas
 - Focus on learning and cultural shifts in PLC journey
 - Collaborative culture and shifts from isolation to collaboration
 - From each teacher clarifying what students must learn to collaborative teams building knowledge and understanding about essential learning
 - Results oriented-members of a PLC realize that all of their efforts must be assessed on a basis of results rather than intentions
 - Student learning monitored through frequent, ongoing formative assessments
 - Had them look at the critical issues for team consideration from the learning by doing book
 - Discussed the PLC Cycle Protocols and how they all connected to the PLC questions and which one connected to the turnaround improvements
 - Cycle 1: Planning for Assessment/Instruction
 - Cycle 2: Analyzing Common Formative Assessment Data
 - Cycle 3: Analyzing Progress Assessment or Benchmark Data
 - Discussed Common Assessment are designed to do two things
 - Identify scholars who are struggling and/or excelling
 - Improve (and reflection) our professional teaching practice
 - Discussed what should happen during discussing CFA data- Meet with your team
 - Bring assessment data to the team
 - Follow team norms
 - Compare your results with your colleagues to identify effective instructional practices (example I see 2 of my teammates knocked it out of the park on standard XYZ)
 - Common Assessment data tells us if we need a tool or a skill
 - Tool – something to help you reach this group of scholars
 - Skill – a learned/ developed aptitude or ability

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| <ul style="list-style-type: none"> • Discussed the Compass Points and how critical it is to know your team and build a culture of collaboration • Discussed teacher Culture subgroups • Discussed systematic interventions and how to improve tier 1 instruction in the classroom • Importance of teachers creating common formative assessments, not just pulling released questions from item banks all the time, ensuring they use bloom taxonomy wheel to ensure the level of rigor when creating those CFA's • Collaborative teams must manage the data collectively in order to make an intervention plan that best suits our scholars and teachers • Individual teachers need to know the following: <ul style="list-style-type: none"> • What's the skill I'm measuring • Which of my kids struggled to meet proficiency? • Where do the kids need help? • Where do I need to help as a teacher? • Assisted champions with planning next lesson and finding resources • Reviewed the last common formative assessment and data results • Provided feedback on those results • Went over the cycle protocol with teachers • Daily in class recovery system was shared with them | |
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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?

- Teachers needed to have autonomy in planning during collaborative planning
- Teachers being on time to collaborative planning and valuing this time is very important and an ongoing issue of some teams being late to the team meeting
- Teachers still need to create a PLC calendar to include times to plan, create common formative assessments and analyze data, plan for RTI and enrichment
- Teachers were not clear on the cycle protocols because they had been given different information from leadership
- Still a trust issue with teachers and some administrators this is a huge issue to moving the work forward
- Administrators have become apart of the collaborative planning process
- No structured system or plan to have students monitor their own data and track progress across the entire school. This is in pockets and we need to expand this across the entire school
- Being able to identify the essential standards and moving this work forward to help with the RTI process is essential for next school year
- Creating an effective RTI model based on fresh data
- Moving the PLC process into the classroom, using the cycle protocol

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

- Teachers will have planned agendas with instructional items to help improve scholar achievement with differentiated lessons based on data
- RTI and interventions will be implemented and data presented to see if strategies are showing improvement in the classroom
- Teachers will plan lessons based on the cycles, data and district benchmarks
- Teachers will have created a CFA for cycle 2 and have data analyzed
- Teachers have created a self reflection tool for scholars to self reflect on questions to why they choose what answer they did or how they interpreted he question asked

AGENDA ITEMS: Topics for next coaching visit.

- Evidence that scholars have reflected on their own learning results
- RTI Professional Learning update on implementation
- Summative Assessment and cycle 3 protocol results
- Planning Day with team
- Tier 1 instruction review and student data tracking