

COACHING REFLECTION

Brookdale Elementary	
April 2-3, 2018	
VISIT FOCUS XX <input type="checkbox"/> Collaborative Team Time XX <input type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) XX <input type="checkbox"/> Leadership/Guiding Coalition Meeting	
4/2/18 Who: Principal, Assistant Principal, ELA Coach, Math Coach, Counselor & Solution Tree Coach XX <input type="checkbox"/> Math XX <input type="checkbox"/> Reading <input type="checkbox"/> Intervention XX <input type="checkbox"/> Common Formative Assessments XX <input type="checkbox"/> Data Analysis <input type="checkbox"/> Instructional Practices	4/2/18 Who: Principal and ST Coach XX <input type="checkbox"/> Math XX <input type="checkbox"/> Reading XX <input type="checkbox"/> Intervention XX <input type="checkbox"/> Common Formative Assessments XX <input type="checkbox"/> Data Analysis XX <input type="checkbox"/> Instructional Practices
Leadership Team Discussion Each person shared the work and results they were encouraged by and challenged by. Power standards displayed and monitored in visible way, Grade 5 Milestone growth data, team ownership of planning, team creating common assessments for their power standards, progress of new teachers, effectiveness of after school clubs, teachers setting goals with students were a few of the encouraging aspects that were shared. Strong alignment with 30/60/90-day plan. Increasing emphasis of Milestone data and vertical articulation connection for grades K-2, teams generating and organizing more artifacts linked to their power standards, CFA's, and response based on student need. Each person shared summaries and highlights of trainings and coaching received from ST coach, Dr. Kramer, Dr. Caldwell, etc. All agreed that there has been consistency from these sources about power standards, learning targets, common formative assessments, and ways to respond to students based on their needs. We discussed team structures, departmentalization, and the need for more than one adult to teach the same content to learn and support each other.	Principal Discussion Shared updates on the work of teams around identifying, unpacking, and monitoring their power standards in visible routine ways. Revisited the 30/60/90 plans to focus conversations and connect plans to practice. Discussed the positive aspects of their shift from Saturday School Intervention to After School Intervention. We also discussed the training sessions from the district and Dr. Kramer to ensure alignment and discuss highlights from each. Confirmed our plan for two days of coaching work with teams.
Next Steps Support teams as they practice unpacking the power standards and assessing student proficiency. Work as a leadership team to organize the common assessments used and details for next steps from each team.	Next Steps Meet with teams to support their collaborative efforts around the four critical questions. Reinforce the connection between power standards, learning targets, common assessments, and response to support students for each team during their collaborative time.

4/2/18 Grade: Grade 2, 4, & 5 classroom observations XX <input type="checkbox"/> Math XX <input type="checkbox"/> Reading XX <input type="checkbox"/> Intervention XX <input type="checkbox"/> Common Formative Assessments XX <input type="checkbox"/> Data Analysis XX <input type="checkbox"/> Instructional Practices	4/2/18 Grade: After School Staff Meeting <input type="checkbox"/> Math <input type="checkbox"/> Reading XX <input type="checkbox"/> Intervention XX <input type="checkbox"/> Common Formative Assessments XX <input type="checkbox"/> Data Analysis XX <input type="checkbox"/> Instructional Practices
Visited each of the grade 5 classrooms to observe instruction, student engagement, and alignment to power standards/learning targets.	Staff were trained on mandatory test security protocols and details of testing weeks were discussed. Connections were made and reinforced between their instruction, power standards, and learning targets to the Georgia Milestones Assessment. Information was shared about Keenville a resource that supports formative assessments and standards based instruction to help guide teacher instruction. Information was shared about "The Leader in Me" book and resource as all Bibb schools begin working to become Leader in Me schools.
Next Steps Observations discussed with principal to support and reinforce ongoing conversations celebrating strong practices and reinforcing growth areas.	Next Steps Implement testing successfully and become familiar with "The Leader in Me" book.

4/3/18 Who: Grade 2 Collaboration Meeting - Teachers, Principal, ELA & Math Coaches XX <input type="checkbox"/> Math <input type="checkbox"/> Reading <input type="checkbox"/> Intervention XX <input type="checkbox"/> Common Formative Assessments <input type="checkbox"/> Data Analysis XX <input type="checkbox"/> Instructional Practices XX <input type="checkbox"/> PLC Tenants	4/3/18 Grade: Grade 1 Collaboration Meeting - Teachers, Principal, ELA & Math Coaches <input type="checkbox"/> Math XX <input type="checkbox"/> Reading/Literacy <input type="checkbox"/> Intervention XX <input type="checkbox"/> Common Formative Assessments <input type="checkbox"/> Data Analysis XX <input type="checkbox"/> Instructional Practices XX <input type="checkbox"/> PLC Tenants
The purpose of the meeting was to collaborate as a team to create a common math formative to assess their students related to one of their math power standards. Utilizing their School City the team clarified the state standards the assessment would focus on and identified test items with the appropriate rigor and expectations that matched the learning targets they taught their students. The team clarified when the assessment would be given to students.	The purpose of the meeting was to clarify and agree on skills and standards to focus on for the remainder of the year. The team leader shared the learning outcomes, strategies, and resources the team could use for their writing instruction. These details were discussed and tweaked to come to agreement as a team. Social Studies outcomes and resources were then discussed to come to shared agreements.

<p>Next Steps</p> <p>We discussed that the team can strengthen this process by having the learning targets they taught listed in a way they can be referenced as they build the assessment. In addition, the team would benefit from generating simple artifacts that document the decisions they make about when the assessment will be given, scored, and analyzed to make instructional decisions to support their students.</p>	<p>Next Steps</p> <p>The team will confirm their agreements on the common assessments they will use for the writing instruction they agreed to implement. They will also confirm how they will continue to monitor their two power standards in reading and in math.</p>
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<p>4/3/18 Grade: Grade K Collaboration Meeting - Teachers, Principal, Coaches XX<input type="checkbox"/>Math <input type="checkbox"/>Reading <input type="checkbox"/>Intervention XX<input type="checkbox"/>Common Formative Assessments <input type="checkbox"/>Data Analysis XX<input type="checkbox"/> Instructional Practices XX<input type="checkbox"/> PLC Tenants</p>	<p>4/3/18 Solution Tree Coach & Karen Mitchum - GA <input type="checkbox"/>Math <input type="checkbox"/>Reading <input type="checkbox"/>Intervention XX<input type="checkbox"/>Common Formative Assessments XX<input type="checkbox"/>Data Analysis XX<input type="checkbox"/> Instructional Practices XX<input type="checkbox"/> PLC Tenants</p>
<p>The purpose of this meeting was to come to agreement as a team about the math standards they will focus on for the remainder of the year. The team utilize the Bibb Pacing Guide as a resource throughout the meeting. Teachers also shared the primary learning barriers for their students was “counting on” without the support of their “ten frames”. Teachers shared strategies and approaches that they used and the team made some decisions how to support struggling students with this important skill.</p>	<p>We discussed the connection and alignment of school, district, State, and Solution Tree messages and resources. We were able to share different ways teams and schools were connecting power standards, learning targets, common assessments, and targeted interventions. In addition, we talked about ways that teams were learning from each other by focusing on proven instructional strategies, three of “The Marzano 9” and sharing the impact on learning for students.</p>
<p>Next Steps</p> <p>Team will continue to increase the explicitness of their decisions and agreements. They will also confirm how they will continue to monitor their two power standards in reading and in math.</p>	<p>Next Steps</p> <p>To continue to keep messages and expectations clear, consistent, and fully embedded in the Four Critical Questions to strengthen PLCs throughout Bibb County.</p>

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

The importance of adhering to our power standards continues to be reinforced through our conversations and work together. I am encouraged by the comfort and progress teachers have made aligning their instruction to learning targets and the Bibb Pacing Guide. We will continue to increase our emphasis on our common assessments and use them to focus our conversations and guide our instructional decisions.

As we talked more about assessments and the work teams are doing to assess their power standards, we need to make sure the common assessments we create truly measure what we have taught our students. We have to make sure we understand what the standard expects and that the assessment matches those expectations and the direct instruction we have provided.

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

All grade level teams will continue to provide direct instruction and monitor student progress related to their posted power standards. Grades 3, 4, & 5 will be involved with the Georgia Milestones Assessment for the next two weeks. However, grades K, 1, & 2 will create additional common formative assessments as a team and provide a status update of their students on their power standards. K, 1, & 2 teams will provide copies of the common formative assessments to school administration and coaches.

AGENDA ITEMS: Topics for next coaching visit.

2 Day Visit in April:

Day 1:

- Principal and coach will review the work being done related to the 30 - 60 - 90 Day Plan and the CIP
- Principal, coach, assistant principal, and instructional coaches will meet to review the work being done with each team and support each other with this work
- Join team meetings and classroom observations as appropriate
- The principal and Solution Tree Coach will practice some collaboration routines that strengthen that increase teacher effectiveness and accountability for student learning
- Staff meeting focused on the work teams are doing monitoring learning targets and organizing around their common formative assessments

Day 2:

- Principal and coach will join instructional coaches as they meet with each grade level team and support their work.
- Principal and coach will reflect on the two-day visit and the 30 - 60 - 90 Day Plans. In addition, the leadership team will participate in a PLC self-assessment process to identify celebrations and areas to strengthen as they work to function as a highly effective PLC.