

COACHING REFLECTION

Brookdale Elementary April 30, 2018 - May 1, 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	
4/30/18 Principal and Solution Tree Coach XX <input type="checkbox"/> Math XX <input type="checkbox"/> Reading <input type="checkbox"/> Intervention XX <input type="checkbox"/> Common Formative Assessments <input type="checkbox"/> Data Analysis <input type="checkbox"/> Instructional Practices XX <input type="checkbox"/> Collaboration Practices	4/30/18 Grade: Observed Grade 1 Classroom Instruction XX <input type="checkbox"/> Math & Science <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
<p>We discussed the work that has taken place since my last visit. Grade 3 and some grade 5 Milestone data was available to share with teachers and use to focus discussions about the final 20 days of the school year. We discussed the master schedule and team structures (self-contained, departmentalization, hybrids, and collaboration models with other schools) to ensure every teacher collaborated with another adult that delivers the same curriculum. We also discussed our plan for the two days to meet with the leadership team and join teams for their collaborative planning sessions.</p>	<p>Teachers were aligned with their math learning targets "counting to 120 starting with any number less than 120" and transitioned to science focused on habitats. Connections were made between habitats for animals versus habitats for plants. A student friendly rubric detailing the criteria for habitats was used to assess student work as a class.</p>
Next Steps The principal will reflect on schedules and structures that are responsive to student needs and are aligned with proven practices in the field of education.	Next Steps Observations discussed with principal to support and reinforce ongoing conversations celebrating strong practices and reinforcing growth areas.
4/30/18 Leadership Team (Administrators, Coaches, Counselor, Intervention Teacher) & Solution Tree Coach <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"/> PLC Tenants XX <input type="checkbox"/> Collaboration Practices	4/30/18 Grade: Observed Grade 2 Classroom Instruction 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

<p>We reviewed the work they have been leading throughout the year and shared aspects that they were encouraged by. I shared the PLC Self-Reflection Process we were going to utilize to focus our conversations and reflect on the Three Big Ideas of PLCs (Learning, Collaboration, Results). The Solution Tree Coach facilitated the process of each individual reflecting on each of the indicators, then shared their perspectives with a few colleagues, then discussed as a whole team to determine next steps and shared agreements. The team and individuals had very thoughtful and meaningful conversations about each of the indicators and continuum.</p>	<p>Teachers were having students work in small groups to represent and draw “math arrays” for 3x5, 5x5, and 6x5. Students worked on the back-top and used chalk to capture their work.</p>
<p>Next Steps</p> <p>The leadership team agreed that there were definitely areas to celebrate and areas to strengthen. The overarching aspect that the team agreed they need to strengthen further is having teams generate and share products from their collaboration that are aligned with the Four Critical Questions. The Solution Tree Coach shared several adjustments that could capitalize on the required routines from the district (Pacing Guide, Learning Targets, Planning Template, Data Template, etc.) to create products that are visible and could be used to support teams and students.</p>	<p>Next Steps</p> <p>Observations discussed with principal to support and reinforce ongoing conversations celebrating strong practices and reinforcing growth areas.</p>
<p>5/1/18 Who: Grade 3 Collaborative Team Time XX<input type="checkbox"/>Math XX<input type="checkbox"/>Reading <input type="checkbox"/>Intervention <input type="checkbox"/>Common Formative Assessments XX<input type="checkbox"/>Data Analysis <input type="checkbox"/>Instructional Practices</p>	<p>5/1/18 Who: Grade 1 Collaborative Team Time XX<input type="checkbox"/>Math XX<input type="checkbox"/>Reading <input type="checkbox"/>Intervention <input type="checkbox"/>Common Formative Assessments XX<input type="checkbox"/>Data Analysis <input type="checkbox"/>Instructional Practices</p>
<p>Team members discussed and reviewed the GA Milestone Data available for their students. Each teacher compiled their data and completed the “Milestone Data Review Document”. Teams discussed students who did not meet standard and program implications.</p>	<p>Team members discussed and reviewed student data and curriculum to be covered with the remaining weeks of the school year. The team provided updates on student progress related to priority learning topics.</p>
<p>Next Steps</p> <p>Teams will work to focus the remainder of their instructional days on skills most critical to their success.</p>	<p>Next Steps</p> <p>The team clarified instructional and assessment expectations. They also shared strategies to increase student engagement.</p>

<p>5/1/18 Solution Tree Coach & Dr. Fuller <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>5/1/18 Who: Grade 5 Collaborative Team Time XX<input type="checkbox"/>Math XX<input type="checkbox"/>Reading <input type="checkbox"/>Intervention <input type="checkbox"/>Common Formative Assessments XX<input type="checkbox"/>Data Analysis <input type="checkbox"/>Instructional Practices</p>
<p>We discussed the benefits of the district work (Pacing Guide, Power Standards, Learning Targets, Planning Template, Data Template, Video capability, etc.) and the critical need for teachers to have routine time to work with other teachers that deliver the same curriculum to increase their effectiveness. We discussed the variety of ways schools can provide this foundational need.</p> <ul style="list-style-type: none"> • Self-contained classrooms • Departmentalization where each teacher teaches two content areas • Utilize coaches as teammates teaching heterogeneous classes in their content area to enable them to team with grade 3, 4, & 5 teachers • Connect with singleton content teachers from other schools in the district to identify power standards to monitor and respond to using common formative assessments <p>We discussed ways to strengthen connections and networks between schools that departmentalize to allow for meaningful collaboration, adult learning, and accountability for student learning.</p>	<p>Team members discussed and reviewed the GA Milestone Data available for their students. Each teacher compiled their data and completed the “Milestone Data Review Document”. Teams discussed students who did not meet standard and program implications.</p>
<p>Next Steps</p> <p>To coordinate opportunities and manageable expectations for departmentalized singletons to connect and collaborate together to increase student and adult learning.</p>	<p>Next Steps</p> <p>Teams will work to focus the remainder of their instructional days on skills most critical to their success.</p>

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

Although we have made progress embedding routines and structures into our daily and weekly routines, the PLC self-reflection process we used as a leadership team highlighted some important areas for us to continue to strengthen. We need to be more explicit with our teams and connect their collaboration to the Four Critical Questions. We need to reinforce key messages and build their capacity to explain to each other how their collaboration time, discussions, decisions, and products they generate align with the Four Critical Questions. The self-reflection process also highlighted that although we are developing and using common formative assessments, we need to use them more effectively to drive our instructional and intervention decisions. It was also a reminder that we need to intentionally celebrate small wins that encourage and reinforce our efforts.

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

Throughout our discussions and through the self-reflection process with the leadership team we agreed that the most impactful area for us to focus on moving forward is working to collect and share more products from team collaboration time. There are pockets of strength throughout the school and we need to use them to model and strengthen other areas that need for attention and support. This will also help us achieve our goal of increasing staff ownership of student learning and bringing staff into a more engaged level of participation with these processes and routines.

AGENDA ITEMS: Topics for next coaching visit.

No remaining coaching visits for 2017-2018 school year. We hope to continue to build off of the progress made and work to follow-up on the learning and next steps detailed above during the 2018-2019 school year.