

EMBEDDED COACHING REFLECTION

SCHOOL Riley Elementary School	
DATE: July 30, 2018	
VISIT FOCUS Grade Level Teams- Reviewing the 4 PLC Questions and Proficiency Maps	
Team Focus Circle Grade: PreK K 1 2 3 4 5 6 7 8 <input type="checkbox"/> Math <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Intervention <input checked="" type="checkbox"/> Common Formative Assessments <input checked="" type="checkbox"/> Data Analysis <input type="checkbox"/> Instructional Practices <input checked="" type="checkbox"/> Other: PLC Process	Leadership Coaching <input type="checkbox"/> Data Analysis <input type="checkbox"/> PD Planning <input type="checkbox"/> Leadership Reflections <input type="checkbox"/> Other- July visits and Next Steps
<p>On July 30, Coach Power met with each grade level team for 30 minutes (with the PLC leader) to review how to prioritize standards and backwards map (proficiency map) for the year. This work included a quick overview/review of the 4 PLC Questions and the short assessment cycle that we will work with this year.</p> <p>NEXT STEPS: Principal Coley will arrange for extended collaborative time in the first weeks of school so that each grade level team can complete their proficiency map and be ready to begin using this in September.</p> <p>Coach Power will meet with all teams on September 24 to review their first cycle and SMART goals.</p>	<p>Coach Power and Principal Coley met for a few minutes to review the work for the day. Dr. Coley also attended one of the grade level meetings.</p> <p>Coach Power will contact Dr. Coley over the next few days to review the grade level meeting discussions.</p> <p>The following draft of the 30/60/90/ day goals and actions (created on July 17,18, 2018 will be implemented and reviewed and monitored during the September 24 visit. Supporting Literacy through PLC Process 30 Day Goal- August 1 to September 1 <i>PLC leaders would begin the PLC process with their teams:</i></p> <ol style="list-style-type: none"> 1. Prioritize their standards and create proficiency maps (Karen will explain the work and Dr. Coley will provide time for them to do this) *K-2 will start their proficiency maps with the foundational skill standards 2. Unpack the prioritized standards for the first few standards- for September 3. Write learning targets, assessment (School City is a resource) and instruction plans and set SMART goals (with special focus on students who are close to proficient as a target group) 4. Monthly progress monitoring for Dibels (K-2) will be aligned to PLC process and other systems – screeners will occur in August 5. Teachers, as part of their PLC focus, will discuss and plan on how to involve students in their learning (knowing goals, reporting on goals) <p>Leadership Next Steps:</p> <ul style="list-style-type: none"> Dr. Coley will continue to reflect on the literacy non-negotiable strategies (from last year's 30/60/90 day goals) and how these can align, for example, to the foundational skill standards Dr. Coley will introduce the Lucy Calkin's writing kits to the teachers Dr. Coley will consider what "tights" will be monitored for reading and writing- for example- how many minutes a day will students read independently? Will there be a focus on non-

fiction writing every day?

- K Power will prepare for July 30 with an understanding that she will meet with each grade level team for 30 minutes to explain the prioritizing and backwards mapping
- Dr. Coley will consider what PD can be built in in to September to support the work of the teams (focus on differentiation, small group examples, etc.) perhaps using a gradual release model of whole group and then team by team
- Dr. Coley will plan on meeting with PLC leaders as an ongoing priority throughout the year

Supporting Literacy through PLC Process

60 Day Goal- September 1 – October 1

Teachers will complete one PLC Cycle and report out on their SMART goals to Coach Power (with special focus on students who are close to proficient as a target group):

1. Teachers will celebrate success of SMART goals
2. Interventions will be planned based on data
3. There will be a focus on differentiation and collecting timely feedback on the instruction and intervention
4. Monthly (grading cycles) progress monitoring for Dibels (K-2) will be aligned to PLC process and other systems – September data will be the first time to progress monitor against screeners
5. Teachers, as part of their PLC focus, will discuss and plan on how to involve students in their learning (knowing goals, reporting on goals)

Leadership Next Steps:

- Dr. Coley to think about what the teachers will need for being able to do this work- PD, training, resources
- Dr. Coley will consider how to support teacher understanding in using their data to plan instruction and intervention
- Dr. Coley will consider a train the trainer model with the PLC leaders for training, for example, using the data
- Some teachers will be trained with Solution Tree on RTI and will support learning with all staff
- Dr. Coley will continue to consider how to support the teaching of writing across all grades

Supporting Literacy through PLC Process

90 Days Goal- October 1- November 1

Teachers and students will be focused on knowing where they are on their learning journey with effective feedback and progress monitoring:

1. Teachers will do their second PLC cycle
2. Teachers will reflect on the alignment of the common formative assessments questions to the prioritized standards
3. Professional learning will increase on understanding feedback and its relationship to student learning
4. Progress monitoring will continue with more urgency to ensure k-2 is also progress monitoring based on the foundational skill standards (see 30-day goal)

Leadership Next Steps: (Coach Power will review these with Dr. Coley on September 24)

	<ul style="list-style-type: none"> • Dr. Coley will base her thinking about what she will progress monitor on this statement: <i>"I really need to know if the students are reading or approaching reading grade level text. Are they growing? (The target is going to continue to move)- How do we progress monitor this so I can intervene in a timely manner?"</i> • Dr. Coley and Coach Power will continue to plan on what is needed to deepen understanding of common formative assessments and feedback aligned to progress monitoring student achievement • Dr. Coley will consider the use of all of the progress monitoring tools to align to common formative assessments (School City, etc) and evidence-based decisions to meet the needs of students

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?
<p>Dr. Coley was unable to spend much time with Coach Power due to her very busy day. (Meetings, Parent Open House, attending to teacher needs as they set up their classrooms)</p>
NEXT STEPS: What are the actions needed before next coaching meeting?
<ul style="list-style-type: none"> • See next steps in both columns above
AGENDA ITEMS: Topics for next coaching visit.
<ul style="list-style-type: none"> • See above • Dates for next visits: September 24, November 9, January 14, February 14, March 15, June 3