

## EMBEDDED COACHING REFLECTION

<b>SCHOOL</b> Riley Elementary School	
<b>DATE:</b> September 27, 2018 (pm on the 27 <sup>th</sup> and am on the 28 <sup>th</sup> )	
<b>VISIT FOCUS</b> Professional Learning Community Process	
<b>Team Focus</b> Circle Grade: PreK <b>K 1 2 3 4 5 6 7 8</b> <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: <b>PLC Process</b>	<b>Leadership Coaching</b> <input type="checkbox"/> Data Analysis <input type="checkbox"/> PD Planning <input type="checkbox"/> Leadership Reflections <input type="checkbox"/> Other- Next Steps for building collective ownership
<p><b>Thursday, September 27</b>  <b>4<sup>th</sup> grade-</b> Coach Power and Principal Riley reviewed the sample agenda template with 4<sup>th</sup> grade. This team has not been using the template and may have missed some steps in their process. They were reminded to establish their team norms and begin with this at every meeting.</p> <p>The team's proficiency maps were reviewed and the ELA teacher was reminded to ensure that the College and Career Ready (1-10) standards for both literacy and informational text are included in their prioritized standards. As a team, we practiced unpacking RL.4.2 to focus on how to unpack and write the learning targets.</p> <p><b>Next Steps:</b> Dr. Coley is going to explore creating professional learning community time for content teachers across grades versus grade only in 4 and 5. This would support ELA and Math focus across the schools.</p> <p><b>1<sup>st</sup> grade-</b> Coach Power and Principal Riley reviewed the PLC process with this team. There has been an authentic attempt to work from the sample agenda. The team lead had just attended the RTI at Work Institute and stated that she has developed a clear focus of the work now. The team will be provided with the learning progressions for the College and Career Readiness Standards. The team was reminded of the need to ensure mastery of these essential standards through the common formative assessments that are aligned to learning targets.</p> <p><b>Friday, September 28</b>  <b>3<sup>rd</sup> grade-</b> Principal Riley explained to the team that, moving forward, the PLC process will focus on ELA only. The essential reading standards were reviewed and the team was shown another proficiency map as an example of the planning and pacing that must be done to ensure mastery of these important standards. Coach Power reviewed the PLC process agenda that is to be used for the cycle and talked through each step with the team. Implementation of this work, with fidelity is expected by Dr. Coley.</p>	<p><b>Leadership Coaching</b>          Coach Power and Principal Riley reflected on the recent RTI at Work Institute that Dr. Coley and several teachers attended. During the institute, the participants had an opportunity on the focus of the work at Riley Elementary and begin planning next steps. The team returned to the school with an RTI pyramid of student needs, wonders and next steps.</p> <p>Dr. Coley attended all collaborative team meetings with Coach Power. For each grade level, the focus was on increasing the impact of collaboration on mastery of ELA essential learnings. This focus on PLC Question #1 was timely and provided an opportunity for school wide reflection, review and planning of next steps with each grade level.</p> <p>Dr. Coley and Coach Power discussed the need to find time for 4<sup>th</sup> and 5<sup>th</sup> grade Mathematics and ELA teachers to collaborate. Currently, departmentalization of these subjects is negatively impacting the collaborative efforts of these hard-working teachers.</p> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>- Dr. Coley will meet with the leadership team (scheduled for October 2). The purpose of this meeting will be to review the process, the WHY of the work around ELA, the use of the template and the plans for all staff on Friday, October 5.</li> <li>- Dr. Coley is going to follow up with all teachers on the practices that were clarified during the collaborative teams (Friday, October 5). This includes re-introducing the PLC process template for data cycles, using the proficiency map template that includes the reading, writing, foundational skill and speaking/listening standards as well as the vertical progressions of reading and writing standards. Key messages should include a reminder that this is an on-going process focused on 1) determining what proficiency truly means at grade level 2) assessing on an on-going basis based on</li> </ul>

**K-** Dr. Coley and Coach Power reviewed the expectations of an ELA focus on essential standards and the documents that are to be used for a proficiency map and the PLC cycle. The team discussed the G Kid expectations and the DOE documents that are available for them. They agreed to go back and update their proficiency maps with the 1-10 reading standards and review their pacing.

One “ah ha” moment that occurred with this team was that there is a need to collaboratively define the expectations- for example, what does “with prompting and support” mean? Look like? It is important for the team to be clear on how this will look in a classroom that will ensure consistent expectations.

**2<sup>nd</sup> Grade** Dr. Coley and Coach Power reviewed the expectations of an ELA focus on essential standards and the documents that are to be used for a proficiency map and the PLC cycle. The team discussed the G Kid expectations and the DOE documents that are available for them. They agreed to go back and update their proficiency maps with the 1-10 reading standards and review their pacing. They want to improve their skills in unpacking and writing their learning targets.

Second grade is also going to work on their assessment plan alignment to learning targets. They are excited that in November the team will show Coach Power some assessment data aligned to their learning targets in reading.

**5<sup>th</sup> Grade** Coach Power reviewed the expectations of an ELA focus on essential standards and the documents that are to be used for a proficiency map and the PLC cycle. The team's ELA proficiency map was reviewed and the Math map was discussed. The teachers will review/revise their documents. Principal Riley will send the ELA teacher, the vertical alignment of the Reading and Writing standards.

There is a need to focus on the essential skills and achievement deficits of the 5<sup>th</sup> grade students with the intention of creating more intervention opportunities that are targeted and can be progressed monitored.

#### **NEXT STEPS:**

##### **For all teams:**

- Focus on ELA
- Update proficiency maps to include all Essential reading standards
- Dr. Coley will meet with all personnel who provide interventions and support to students to reflect/revise practices and processes based on learning at the RTI at Work Institute
- Ensure teams determine “levels of mastery” for each standard that is aligned to the rigor of the standard (working towards alignment of CFAs/SMART goals and data use to the essential standards)
- Create deeper understanding of the PLC cycle/process by using the template developed for this cycle

learning targets versus the entire standard 3) that the use of data is to determine student needs and make decisions about instruction and interventions.

- The RTI at Work Pyramid will be used to develop next steps
- Teachers will be provided with opportunities to use the Solution Tree resources available (Global PD, books, Allthingsplc.info website, etc)

#### **30/60/90 day Goals: Updated on September 27 (in red):**

Supporting Literacy through PLC Process

**30 Day Goal- August 1 to September 1 (all of these steps are being developed and will continue to be the focus moving in to the 60-day plan)**

*PLC leaders would begin the PLC process with their teams:*

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)

#### **Leadership Next Steps:**

- 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 (this was done and repeated during September's visit)
- 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 (to be continued)
- Dr. Coley will plan on meeting with PLC leaders as an ongoing priority throughout the year (this focus may have to increase to develop a strong

- Progress monitor data around the essential learning targets and establish next steps for students based on this data

sense of teacher leadership for each collaborative team)

Supporting Literacy through PLC Process

60 Day Goal- September 1 – October 1 (changed to October 1-November 9)

*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): (the time on September 27 was used to revisit and refocus the work of collaborative teams) This work will become the next 30 day goal.*

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 (changed to November 9- December 16)

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)

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? **Completed by Dr. Coley**

- I learned that we need to narrow the focus of our work to one subject so that the teachers can focus on the purpose of the work and have more meaningful collaboration around the work rather than completing documents. More practice is needed in deconstructing the standards in skills and concepts.
- A next step will include reviewing the master schedule and finding a time for singleton teachers to collaborate with other teachers who teach the same content subject.
- A greater sense of urgency needs to be created in grades K-2 related to progress monitoring the foundation skill proficiency of students.
- This work will be brought forward through the leadership team on October 2 and with all staff on October 5.
- Next Steps as outlined above

**AGENDA ITEMS:** Topics for next coaching visit.

- See above
- Progress monitoring (assessments/data dig) of essential learning targets will be the product presented to Coach Power in November
- Dates for next visits: November 9, January 14, February 14, March 15, June 3