

## EMBEDDED COACHING REFLECTION

<b>SCHOOL Northeast</b>	
<b>DATE</b> March 18 and 19, 2019	
<b>VISIT FOCUS</b> <input checked="" type="checkbox"/> Collaborative Team Time <input checked="" type="checkbox"/> Collaborative Coaching Reflection (Principal Collaboration) <input checked="" type="checkbox"/> Leadership/Guiding Coalition Meeting	
<b>Team Focus</b> Circle Grade: Elementary   Middle   Secondary <input checked="" type="checkbox"/> Math <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Intervention <input type="checkbox"/> Common Formative Assessments <input type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> Instructional Practices <input type="checkbox"/> Other _____	<b>Leadership/Guiding Coalition Focus</b>  <input checked="" type="checkbox"/> Data Analysis <input checked="" type="checkbox"/> PD Planning <input checked="" type="checkbox"/> Team Reflections <input type="checkbox"/> Other _____
<b>Team Discussions</b> <ul style="list-style-type: none"> <li>● English team is focusing on writing because it is 46 percent of the Milestone. With 3 weeks left before testing, we discussed my concerns with their use of a graphic organizer. We agree that cold writing was to be practiced upon their return to break.</li> <li>● Math teams submitted lists of proficient and distinguished student based on Benchmark scores</li> <li>● Math teams will utilize annotating to assist student with word problems</li> <li>● Good teacher/student relationships were evident in 10 of the 10 classrooms observed</li> <li>● Two of the three science teachers observed were struggling with content knowledge and rigor</li> <li>● English teacher was again having students copy questions and answers</li> <li>● Allow students to use the writing rubric to ensure they are clear on what is being asked of the on the Milestone</li> </ul>	<b>Leadership/Guiding Coalition Discussion</b> <ul style="list-style-type: none"> <li>● English team leader and instructional coach must take a proactive approach to provide guidance and direction to ensure that students are exposed to Milestone rigor and environment.</li> <li>● English instructional Coach will provide instruction for students that scored proficient or distinguished on the writing assessment during Blitz to ensure that the SMART Goal of 41 percent is met.</li> <li>● Math instructional Coach will provide instruction for students scoring proficient or distinguished on benchmarks during Blitz. They have already identified student by standard needs</li> <li>● Science department chair is aware that several in his department struggle with content knowledge, instructional delivery, and rigor</li> <li>● Of the three science teachers visited, only one had accurate student data for Blitz.</li> <li>● PUSH meeting were held with three teacher to stress the importance of using student data to plan for Blitz and accurately plan interventions</li> </ul>



<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>● Continue to focus on rigor in the classroom and address concerns immediately</li> <li>● Begin doing cold writes upon the return from break for all English students</li> <li>● Provide spring break practice work,online and in hard copy, that differentiates based on student level</li> <li>● Conduct individual meeting with student to motivate them to perform at optimal levels</li> <li>● Implement a true differentiated instructional model for Blitz utilizing the multiple data sources that are compiled</li> </ul>	<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>● Focus on Mr. Carter's student with any available resources</li> <li>● Implement the Blitz intervention plan utilizing the instructional coaches in a fluid manner based on student progress</li> <li>● Require accurate student data from Mrs. Colbert and Mrs. Dikmen to ensure that their intervention grouping are accurate</li> <li>● Ensure that during Blitz teachers are providing small group instruction based on proficiency of the standards and not conducting station rotations</li> <li>● Make plans to utilize co-teacher to provide the 23 PEC Biology students with appropriate interventions</li> </ul>

*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?

It is vital that all quality instructors are utilized during Blitz to ensure that students performing at proficient and distinguished on the benchmarks will do so on the Milestones.

Differentiated instruction must be delivered during interventions and station work must not be the sole source of practice. Small group instruction should be occurring in every classroom.



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

- Implement the Blitz instructional plan
- Continue to monitor the instruction being provided to ensure that students are being provided small group instruction
- Review Milestone score to determine master schedule course placement for teachers

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

- Milestone scores by teacher
- STAR data
- Pacing calendar adjustment
- Blitz success and struggles

*Jamie Sanders*  
3/20/19