

EMBEDDED COACHING REFLECTION

Karen Power

SCHOOL Riley Elementary School	
DATE: March 15, 2019	
VISIT FOCUS Professional Learning Community Process and Leadership Coaching	
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 checked="" type="checkbox"/> PD Planning <input checked="" type="checkbox"/> Leadership Reflections <input checked="" type="checkbox"/> Other- Next Steps for building collective ownership
Friday, March 15 2019 3rd grade- Coach Power and Principal Coley met with the third-grade team. They were reviewing their data from a pre-assessment. One of the teachers did not have her assessments graded. The teachers are struggling to collaborate despite two of the three teachers understand the process and the need to become student-centered. K- Coach Power did not meet with the team but understood from their data that they have the most probable readers at this point in the year than ever in past years. They are using their data- universal screeners, etc. and creating groups within their classroom as needed. 2nd grade- Coach Power met with Instructional Coach Bacon to discuss the direction that needs to be taken to support this team. The teachers are allowing the Instructional Coach to lead the work and she is going to focus more on transferring the work to the teachers rather than her doing the work for them. They are not planning instruction or assessment as a collaborative team. 5th Grade –ELA- After the last STAR assessment, the coach assisted the team identifying the near proficient students and matched the skills needed with the resources that are available to support interventions. The data from STAR, district assessments and her formative assessments are aligning in terms of identifying student needs. We reflected on the foundational skills that students are still missing. Math- The 5 th grade Math teacher was able to explain her 5-day cycle and how she is spiraling back to foundational skills (order of operations). This was the	Leadership Coaching Coach Power met with Dr. Coley and Instructional Coach Bacon. This was the first visit in 2019. Dr. Coley and Coach Power focused on the function and focus of the collaborative teams and their effective or ineffective use of data. Second, third and fourth grades remain the concern moving forward. Dr. Coley is well aware of the concerns and knows her teachers and teams well. Instructional Coach Bacon has transitioned from her role of a resource teacher. She understands the PLC/Learning Cycle and her role in supporting the teams. She is fully aware of the same concerns that Dr. Coley has and will continue to seek opportunities to increase the functionality of the collaborative teams. Next Steps: Leadership Next Steps: <ol style="list-style-type: none"> 1. Dr. Coley and Coach Power will schedule a virtual meeting with 1st grade before the end of the year (by their request!) to look at their progress. We will try to do this during a faculty meeting to model success to the others. 2. Dr. Coley will continue to focus on merging the two schools- staffing, facility, long-term planning, etc. Dr. Coley and her team will be moving to the other building at the end of May. 3. June 3- Dr. Coley and Coach Power will build a 30-60-90 day plan for the 2019-2020 year 4. Dr. Coley will build a Leadership Team/Guiding Coalition for Riley-Brookdale (reference Chapter 3, Leading with Intention, see pages 57-66) for consideration when selection the members of the leadership team. Borrowed from Morrilton Intermediate School, the role/description can include:

<p>lowest tested area on the district benchmark. The two teachers recognized from the discussion that the 5th grade students are struggling with the same skills (sequencing in ELA and order of operations in Math). The teachers discussed some strategies that will support student learning in both content areas around this skill.</p> <p>4th grade- We did not meet with 4th grade</p> <p>1st grade- This awesome team shared the success that they are having with their anchor reading standard results. They are now focusing more on the foundational skills (phonics, etc.) based on their data and they are creating flexible intervention groups based on the foundational skill data. The team will revisit their SMART goal for their May testing. They agreed that to maintain their “rock star status” they need more students reading. With Principal Coley’s prompting, the team discussed their student needs, how they are responding using their data and next steps with interventions (behavior and academic). The team reflected that they will learn from this year and adjust their pacing, for example for phonics, for next year. <i>Dr. Coley and Coach Power will schedule a virtual meeting with 1st grade before the end of the year (by their request!!!!) to look at their progress. We will try to do this in a faculty meeting.</i></p> <p>NEXT STEPS: For all teams:</p> <ul style="list-style-type: none"> Continue to focus on evidence-based decisions for the rest of the school year to inform instruction and assessment practices 	<ul style="list-style-type: none"> Work collaboratively to achieve the purpose, mission, vision and collective commitments of Riley-Brookdale Meet _____ to monitor, reflect, gather information and build the capacity of our collaborative teams Help foster and sustain a positive school culture Participate in book studies and professional learning to strengthen leadership skills Lead collaborative teams in the PLC/Learning Cycle Practice skills such as commonly scoring and reviewing assessments to build skills that will be needed to support collaborative teams Analyze data to inform instruction, intervention and enrichment Be the “voice” of all collaborative teams <p>5. Dr. Coley and Coach Power will determine two days in June or July for a two-day leadership retreat for the newly formed leadership team. The agenda will be one day focused on School Culture- Creating One Voice for Riley-Brookdale- developing vision, mission and collective commitments and planning how to do this work with the entire staff during their days back at the end of July. The second day will be a PLC training day to ensure that the leadership team understands and can lead collaborative teams.</p> <p>6. Dr. Coley will contact Steven Bonney to book days for next year</p>
--	---

Complete each section that represents the session you attended.

<p>REFLECTION: What did I learn? Based on what I learned, what will have the greatest impact on student learning? Completed by Dr. Coley</p>
<ul style="list-style-type: none"> I have to be very thoughtful and strategic in developing a shared leadership model for the combining of the two schools. I will look at Leading with Intention and read the above notes I learned today that I need to help collaborative teams, especially the singeltons, that they can collaborate around the students, not the content. The 5th grade team discussion was important I need to continue to help the teachers make the connections between the students that need behavior supports and the academic interventions. We are working harder at the academic interventions than the behavior supports. Those that will, let them move forward (not to let one individual hold the team back)
<p>AGENDA ITEMS: See notes in Leadership Coaching for the plans for three-day coaching visit (June 3 and two TBA)</p> <p style="text-align: right;"><i>Karen Power</i></p>

