

EMBEDDED COACHING REFLECTION

Coach: Karen Power

Karen Power

SCHOOL Riley Elementary School					
DATE: May 1, 2019					
VISIT FOCUS Leadership Coaching/ Plans for transition to new school/PD Plan/ PLC process for new staff					
Team Focus Circle Grade: PreK K 1 2 3 4 5 6 7 8 <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: 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				
No collaborative teams met on May 1. It was field day at the school.	Leadership Coaching Coach Power met with Dr. Coley for the day to create a 30-60-90-day plan for the next three months. It was important for Dr. Coley to have this time to reflect and discuss her vision for the new combined school. Our conversation included a review of what she has accomplished so far as well as her needs for the next few weeks. The following four areas of focus developed from the discussion: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> Culture- (<i>See Learning by Doing</i>) -Beliefs, Vision, Mission, Collective Commitments -Student-Centered Focus -Designation- positive resources, gratitude for work done by Brookdale staff, avoiding the blame game ("Riley students") -Loose/Tight- what will we be tight on? (Chapter one- <i>Learning by Doing and Leading with Intention</i>) </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> Shared Leadership -Select member (small team- see guidelines Chapter 3 of (<i>Leading with Intention</i>) -Determine focus of work -Establish meeting times, norms -Build common understand of the work </td> </tr> <tr> <td style="padding: 5px; vertical-align: top;"> Instruction -Identify needs of teachers/students -PD plan for year -Instructional observation plan with feedback and professional learning -Guided Reading? -Mentoring plan for new teachers (<i>See Chapter in Learning by Doing</i>) -Assessment Training? -MTTS Training -RESA Training </td> <td style="padding: 5px; vertical-align: top;"> Student Needs (PLC Process) -Select "Leader Teachers"- 2 or 4? -Train "Leader Teachers" to lead summer work -Schedule summer days - Work to produce Proficiency maps for ELA and Math for year, 9-week unit plan with unpacked standards, learning targets, pacing, common assessments (10 day cycles) and checks for understanding on learning targets -Will we consider vertical planning from time to time with all Math and ELA teachers? -How do we use data collaboratively to meet the needs of students? -How do we plan interventions (Tier 1,2,3) more effectively? </td> </tr> </table>	Culture- (<i>See Learning by Doing</i>) -Beliefs, Vision, Mission, Collective Commitments -Student-Centered Focus -Designation- positive resources, gratitude for work done by Brookdale staff, avoiding the blame game ("Riley students") -Loose/Tight- what will we be tight on? (Chapter one- <i>Learning by Doing and Leading with Intention</i>)	Shared Leadership -Select member (small team- see guidelines Chapter 3 of (<i>Leading with Intention</i>) -Determine focus of work -Establish meeting times, norms -Build common understand of the work	Instruction -Identify needs of teachers/students -PD plan for year -Instructional observation plan with feedback and professional learning -Guided Reading? -Mentoring plan for new teachers (<i>See Chapter in Learning by Doing</i>) -Assessment Training? -MTTS Training -RESA Training	Student Needs (PLC Process) -Select "Leader Teachers"- 2 or 4? -Train "Leader Teachers" to lead summer work -Schedule summer days - Work to produce Proficiency maps for ELA and Math for year, 9-week unit plan with unpacked standards, learning targets, pacing, common assessments (10 day cycles) and checks for understanding on learning targets -Will we consider vertical planning from time to time with all Math and ELA teachers? -How do we use data collaboratively to meet the needs of students? -How do we plan interventions (Tier 1,2,3) more effectively?
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	<p>Coach Power and Principal Coley created the following 30-60-90-day plan:</p> <p>Riley Elementary School</p> <p>30-60-90 Plan- May 1- August 1- 2019</p> <p>30-day plan (May 1- June 1)</p> <ul style="list-style-type: none"> - Work with the transition team (building relationships, book study, etc.) - Create a shared leadership team based on the transition team and add classroom teachers - Dr. Coley will pull her "High Reliability School" checklists to plan summer work - Identify a few teachers to lead the collaborative team work in the summer - Solution Tree resources- review and order what I need for new teachers (School Improvement for All- teacher leaders, Common Formative Assessment- book for each collaborative team, Leading with Intention – leadership team and perhaps Learning by Doing) - Meet with parents (both schools) to provide an opportunity for parents to meet the principal, for the parents to ask questions, and for Dr. Coley to articulate the vision for the combined school and to articulate more about the school improvement goals - Two professional learning days together- May 27 and May 28 – Leader in Me and team building - Schedule the collaborative team time from June 10 for four weeks (July 17-19 is RESA so we will avoid those days for collaborative times) - Continue to complete hiring - Host literacy walkthrough - Move in to one building - End the school year <p>60-day plan (June 1- July 1)</p> <ul style="list-style-type: none"> - June 10-13- Shared leadership will come together and work on combining systems/procedures- handbooks, etc. Lead teachers will be trained to facilitate summer work with collaborative grade level teams. Dr. Coley will start messaging tight/loose expectations (Coach Power will be on site at least one day) - Dr. Coley will pull her "High Reliability School" checklists and share with the leadership team - Begin work with ELA/Math collaborative teams - Communicate expectations for this work - Develop a PD plan for summer and school year (new teachers and veteran teachers) - Finalize your tights (your messages for back to school) Your one-one-one! <p>90-day plan (July 1- August 1)</p> <ul style="list-style-type: none"> - Begin regular meetings with the leadership team - Develop student-centered focus during back to school days (what does it mean to believe in each student? What does a student-centered school culture look like?) - Conduct focus group sessions with all staff - Review master schedule, staffing, facility, collaborative teams, etc. - Collaborative teams will begin the learning cycles (ELA and Math)
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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**

It will be important to work on culture, shared leadership, instruction, and student needs simultaneously as the two schools merge. Building a guiding coalition in which I over communicate the vision, mission, and beliefs is the foundation that must occur immediately. Next steps include identifying needs, selecting the right people, along with developing a professional development plan and scheduling summer collaborative sessions among school leaders and teams.

AGENDA ITEMS: June 12- Coach Power will work with newly created leadership team/lead teachers
July 22- Coach Power will provide support and leadership coaching to move to the
next 30-60-90-day plan. The plan established on May 1 will be reviewed.