

## EMBEDDED COACHING REFLECTION

**Coach: Karen Power**

*Karen Power*

<b>SCHOOL</b> Riley Elementary School (Brookdale Elementary School)	
<b>DATE:</b> June 12, 2019	
<b>VISIT FOCUS</b> Guiding Coalition and Leadership Coaching	
<b>Team Focus</b> 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: <b>PLC Process</b>	<b>Guiding Coalition</b> <input type="checkbox"/> PLC Process <input type="checkbox"/> <b>Leadership Coaching</b> <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 June 12 although several team leads were with Coach Power for the day as part of the re-visit of our work.	<b>Leadership Team</b> Coach Power met with nine teachers who will be part of the newly formed leadership team representing the two staffs that are now combined as one school. The focus of this work was to: <ul style="list-style-type: none"> <li>Create common understanding of the PLC process</li> <li>To begin to develop collective commitments for the staff</li> <li>To review "School Improvement for All" as a resource</li> <li>To discuss the need to build shared ownership for all students</li> <li>To celebrate past success</li> </ul> <p>The teachers discussed the factors that would support building a "Professional Learning Community" environment at Brookdale Elementary School. They recognized that this was the beginning of a conversation about collective commitments. There is a school-wide need and priority by Dr. Coley to create a school of "one"- not two schools. This work will need to include staff, students and parents. Supporting the Riley students as they transition to their new school will be critically important.</p> <p>The following brainstorming represents the beginning of draft statements that can be taken back to staff to consider as we look to create non-negotiable collective commitments for all teachers:</p> <p><b>Transparency</b></p> <ul style="list-style-type: none"> <li>-We will be open and honest; resisting judgement and fear</li> <li>-We will free ourselves of judgements and bias</li> <li>-We will build on each other's strengths and support one another through every challenge</li> <li>- We will model, respecting our co-workers thoughts and ideas</li> <li>- We will model how to synergize</li> </ul> <p><b>Authentic Collaboration</b></p> <ul style="list-style-type: none"> <li>- We will, in collaboration, come prepared to improve our practices</li> <li>- We will have meaningful and purposeful collaborative planning that promotes student achievement</li> <li>- We will model, respecting our co-workers thoughts and ideas</li> <li>- We will model how to synergize</li> </ul> <p><b>Commitment, Trust and Respect</b></p> <ul style="list-style-type: none"> <li>- We will be open-minded and synergized</li> </ul>

- We will commit to our duties and responsibilities with honor, integrity and respect
- We will model how to treat others in a respectful way
- We will model how to honor our commitment by being on time and respecting other's time

#### **Student Learning**

- We will provide our resources and instruction that students need to learn at high levels
- We will have high expectations of all of our children
- We will display a positive attitude, set high expectations and provide engaging and rigorous instruction daily
- We will do what is best for students
- We will set high expectations and model what these expectations look like
- We will model what proficiency looks like for students and teachers

#### **Accountability**

- We will be leaders who will hold ourselves and each other accountable
- We will address poor performance in a timely manner
- We will implement best practices and synergize during collaborative
- We will model roles for others and be proactive

#### **Communication**

- We will listen to understand
- We will learn how and when to listen
- We will align our words and actions

Coach Power also reviewed the PLC process, the 4 critical questions of PLCs as well as the 3 Big Ideas of PLCs with the teachers. They understand that there is a need to build common understanding with all teachers in order to have effective collaboration at the school. The first-grade team was celebrated as an example of effective collaboration and Ms. Bryant shared her experience on this team with the teachers. We will consider video-taping this team as a model for the others. Second-grade teachers were in attendance and were honest in their discussion about how difficult their collaboration had been. Both of these teams were able to provide clarifying support of what the work is that is needed to support student learning.

The teachers reviewed chapters 4, 5 and 6 of "School Improvement for All" and shared their learnings with each other. The school has many resources that can be used to create common understanding of the work.

Accountability (focus on results) will be a priority for deeper implementation in 2019-2020.

#### **Leadership Coaching**

Following the teacher meeting, Coach Power met with the two instructional coaches and Principal Coley to de-brief and plan next steps.

The coaches agreed that professional learning should be planned for the entire staff on the PLC process. The teachers from Brookdale have not had any training. All teachers have *Learning by Doing* and *Simplifying Common Formative Assessments*. Some of the teachers have *School Improvement for All*. Global PD is also a resource for the school.

The coaches will work with first grade to model, for the entire staff, a collaborative team meeting focused on the PLC cycle. Coach Power will support this work. Planning for this professional learning will take place during Coach Power's visit on July 11.

As discussed, it will be important for standards- based planning be the first step in helping the teachers collaborate around the four PLC Questions. Ensuring a guaranteed and viable curriculum that is based on prioritized standards is foundational to the work at hand

#### **CELEBRATION:**

**In addition to celebrating the success of the K, 1 and 5<sup>th</sup> grade teams, Dr. Coley also shared the great news that Riley students had moved from 27.5% reading at grade level to 50% of the students reading at grade level. This far exceeded our SMART goal.**

There was not time to review the 30-60-90 day plan, created on May 1, as outlined below. This review will take place with Dr. Coley on July 11.

From May 1 notes:

*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:*

<p><b>Culture- (See Learning by Doing)</b></p> <ul style="list-style-type: none"> <li>-Beliefs, Vision, Mission, Collective Commitments</li> <li>-Student-Centered Focus</li> <li>-Designation- positive resources, gratitude for work done by Brookdale staff, avoiding the blame game ("Riley students")</li> <li>-Loose/Tight- what will we be tight on? (Chapter one- <b>Learning by Doing and Leading with Intention</b>)</li> </ul>	<p><b>Shared Leadership</b></p> <ul style="list-style-type: none"> <li>-Select member (small team- see guidelines Chapter 3 of <b>(Leading with Intention)</b>)</li> <li>-Determine focus of work</li> <li>-Establish meeting times, norms</li> <li>-Build common understand of the work</li> </ul>
<p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>-Identify needs of teachers/students</li> <li>-PD plan for year</li> <li>-Instructional observation plan with feedback and professional learning</li> <li>-Guided Reading?</li> <li>-Mentoring plan for new teachers (<b>See Chapter in Learning by Doing</b>)</li> <li>-Assessment Training?</li> <li>-MTTS Training</li> <li>-RESA Training</li> </ul>	<p><b>Student Needs (PLC Process)</b></p> <ul style="list-style-type: none"> <li>-Select "Leader Teachers"- 2 or 4?</li> <li>-Train "Leader Teachers" to lead summer work</li> <li>-Schedule summer days</li> <li>- 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</li> <li>-Will we consider vertical planning from time to time with all Math and ELA teachers?</li> <li>-How do we use data collaboratively to meet the needs of students?</li> <li>-How do we plan interventions (Tier 1,2,3) more effectively?</li> </ul>

Coach Power and Principal Coley created the following 30-60-90-day plan:

**Riley Elementary School**

**30-60-90 Plan- May 1- August 1- 2019**

**30-day plan (May 1- June 1)**

- 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><b>60-day plan (June 1- July 1)</b></p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- Dr. Coley will pull her "High Reliability School" checklists and share with the leadership team</li> <li>- Begin work with ELA/Math collaborative teams</li> <li>- Communicate expectations for this work</li> <li>- Develop a PD plan for summer and school year (new teachers and veteran teachers)</li> <li>- Finalize your tights (your messages for back to school) Your one-one-one!</li> </ul> <p><b>90-day plan (July 1- August 1)</b></p> <ul style="list-style-type: none"> <li>- Begin regular meetings with the leadership team</li> <li>- 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?)</li> <li>- Conduct focus group sessions with all staff</li> <li>- Review master schedule, staffing, facility, collaborative teams, etc.</li> <li>- Collaborative teams will begin the learning cycles (ELA and Math)</li> </ul>
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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**

I learned today, through listening to the teachers, that many teachers have a general understanding of what is expected but we have not built in the systems of accountability yet.

We need to focus on having small wins and seeing the end goals. This includes administrators, coaches and teachers. The accountability/focus on results is an important next step.

**AGENDA ITEMS:** July 11- Meet with Principal Coley and the Instructional Coaches to plan ½ day PD for all staff on the PLC process and to discuss accountability systems with SMART goals. Global PD will be reviewed as well as the 4 PLC questions and 3 Big Ideas. Dates for the 2019-2020 contract will be determined at this time. **Dr. Coley and Coach Power will review the 30-60-90 day plan as well.**