

## EMBEDDED COACHING REFLECTION

**Coach: Karen Power**

*Karen Power*

<b>SCHOOL</b> Riley Elementary School	
<b>DATE:</b> July 11, 2019	
<b>VISIT FOCUS</b> Leadership Coaching/ Plans for transition to new school/PD Plan/ PLC process for new staff	
<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>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 as this was summer	<b>Leadership Coaching</b> Coach Power met with Dr. Coley and instructional leaders for the day. Much of the day was discussing the roles of each team member and the needs that will be important to focus on as school begins to support teaching and learning. The team outlined a plan for implementation of the PLC process. This will be familiar to some teachers joining from Riley Elementary however for the new teachers as well as the returning Brookdale teachers, it will need to be initiated with deep understanding. The word document is sent separately however a screen shot of the PDF is below.

## PLC Process/Collaborative Teams

### July – back to school week

1. Overview of the Learning Cycle for collaborative teams
2. Overview of the 4 questions
3. Use "School Improvement for All" templates to get started- Figure 1.8 and other templates used last year
4. Decide what content area will be the focus to begin the planning

### August

1. First grade team models the use of the template, process- what the team meetings look like
2. Teams begin focusing on Question #1 (What do we want students to know and be able to do) by prioritizing and unpacking their standards for the first few weeks of school
3. Teams complete the defined tasks under short-term and long-term goals from Figure 1.8 (create and monitor team norms, establish roles, agenda building, record keeping, etc.) P. 22-23
4. All teams are expected to collaborate and complete one full cycle- led by coaches
5. Teams discuss the most effective use of instruction to ensure learning targets are mastered
6. Data from this first cycle should provide information about learning and teachers have a plan
7. Teachers will refer to Figure 1.8 and other templates from "School Improvement for All" to ensure implementation with fidelity

### September

1. Focus moves to Questions 2 and 3- Assessment and Data- teachers will learn to use data to decide what to do for students
2. Teachers will work to create quality assessment questions and understand the need to use formative assessment daily in their classrooms
3. Teachers will use a data protocol to determine student needs and decide next time
4. Students will be grouped/re-grouped based on student needs
5. Teachers will continue to learn more about effective instructional strategies to meet the needs of students
6. Students will set academic goals/data talks
7. Coaches and Principal Coley can use Figure 3.4 from Leading with Intention (pages 74-75) to support coaching of teams

### October

1. Collaborative teams will readjust pacing and priorities as they complete more cycles, have benchmark data and end the first nine weeks
2. Teachers continue to group students and the selection of instructional strategies based on data
3. Assessments continue to be strengthened as teachers learn more about quality assessment practices
4. PLC questions 1,2,3,4 continue to be a focus of the collaborative team meetings and coaches and principal can assess where teams are on the PLC implementation journey and provide support as needed

#### November/December

1. Collaborative teams continue with their learning cycles and using their data to plan instruction and intervention
2. Consider providing professional development on the Tiers of Intervention support in terms of understanding the value of strong core instruction
3. Revisit student small group/differentiation/intervention support being provided to student by student/skill by skill
4. Administration could start data talks with collaborative teams about their cycles
5. Dibels, STAR and other assessments will be administered and data may be available

The team started a plan for an instructional framework of support for teachers. It was recognized that as important as the collaborative team cycles are, improving in instructional practices in the classroom will be needed as well.

#### Instructional Framework

Month	Math	EIA
July	July 29- Ms. Bacon	July 29- Dr. Bryant
August	Opening of the Lesson 1. Number talks 2. Activating strategies Begin classroom observations to observe and provide feedback on the implementation of the instructional framework (using identified look-fors)	Opening of the Lesson 1. Activating strategies  Follow the 20-day plan to launch Readers and Writers Workshop (for example, identifying what the teacher should be doing and the students during read-aloud)  Begin classroom observations to observe and provide feedback on the implementation of the instructional framework (using identified look-fors)

Recognizing that the teachers will need on-going professional development, the team started mapping out the needs and their next steps. This document is also a word document that they will continue to work from. A sample of the beginnings of the plan is below.

## Professional Learning Plan

Brookdale Elementary School 19-2020

Month/Date	Topic	Topic	Topic	Topic	Topic	Topic	Topic
	PLC Process	MTSS	Instructional Framework (ELA and Math)	GBF	Leader in Me/PBIS	Standards-Based Classroom	Student-Ownership of Learning
July	Overall Intro-4 PLC questions, the learning cycle (use templates and chapters in School Improvement for All	July 16	Whole group introduction to the framework of instruction and lesson plan template for ELA and Math. This will include look-fors -July 29	Induction Phase	Launching Leadership -July 24		

### Next steps:

- Finish the Professional Learning Plan for July- December
- Decide which content area that you will do the PLC work with first
- Identify who, what, when, where
- Plan the overall big picture of developing a culture of "one" at Brookdale School
- Review the collective commitments and use this as a culture building focus for the year
- Team building and planning for staff and students
- Leadership team – Determining their meeting schedule and the focus of the meetings
- Support of new teachers
- Re-read May and June coaching notes to plan next steps

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, her Coaches and the Intern Lead Teacher**

**Mrs. Bacon-**Revisiting the PLC cycle and the steps for implementation was helpful

-More clarity on what is important for me to focus on

**Dr. Bryant-** This is a new experience as part of a leadership team and appreciated the discussion and reflecting on what we can focus on this year

**Ms. Evans-** That we have to be very intentional for all staff to build a school of one. We have to start July 25 as one school- not Riley and not Brookdale

**Dr. Coley-** I need to spend time with the two academic coaches so we can truly work together as a team to support teachers. I need to make this a priority before school starts. The culture piece of the school is critical.

**AGENDA ITEMS:** No further visits planned at this point