

Lead 505

Supervision/Observation ✓

In trying to plan out this assignment many barriers became evident when starting the process. The first major roadblock was who in my school community was going to allow me to observe and supervise them. In Pawtucket with the corrective action system being implemented time is very valuable. ✓ **yes, the Cialdini challenge** I only have one period a day where I could observe a colleague of mine and then to find someone that is willing to let me come into their class, I could see the deck was stacked against me. After some careful thinking and consulting a schedule I found two teachers that were willing to allow me to observe and then supervise with them. I explained to them that it was for my benefit (& potentially theirs) and would no way affect their teaching status in Pawtucket. The liking process was a big help because I am well respected by these two colleges. Also I threw in a little reciprocity ✓ action to get the final buy in.

The preconference was done informally because of our busy schedules. We talked early before the school day began because we both usually arrive at school early in the morning. During this conversation we talked about what the lesson was centered around and what the objectives were. I left our short informal meeting feeling that our conversation was rushed and I went back to my colleague to see if it would be possible to meet after school. He agreed and we talked at length after school. During this meeting we conversed about the target goals, grade level expectations and some of the challenges that the teacher would face because of the challenging group of kids I would be observing in his class.

The observation lasted an entire period. A full period at Goff lasts only 47 minutes. I made sure I arrived on time and was attentive during the entire lesson. I watched many of the target areas that my colleague and I talked about in the preconference. I observed many positives and a few negative aspects of the lesson during its implementation. I also made sure to stay the entire period even though the office called looking for me. ✓ **what things were discussed? Goals, objectives, student outcomes, etc?**

The post-observation was a meeting after school using the districts non-summative evaluation piece **ok, but you could have used your own, or a version of Zepeda's**. The meeting also included my notes from the observation and moved the conversation along nicely **judgment? Evidence?**. I asked the teacher how they thought the lesson went and what they would have done differently. I was surprised how well **ceij** the entire experience went. I learned a lot about the evaluation process and how stressful and cumbersome the entire process can be. Mr. V made it a great experience and made it very realistic for me. He pushed the conversation when I gave him some of my critiques and made me to think on my feet and articulate my sentiments. ✓ **lots of superlatives: nicely, well, great, etc. remember the CE aspect**

Pre Observation

The dialogue that was created was centered around “what are you trying to achieve with the students?” The next question I asked after we communicated what was trying to be achieved was, “How are you going to get the students their? **(their what?)**” Mr. V mapped out the main objectives and explained how they lined up to the current grade level expectations. **Specify- what were they? Details** Mr. V. was able to articulate some of the roadblocks that may become evident during the lesson and was able to explain how he was going to try to overcome those obstacles if they become present. Using the districts form for the pre-evaluation Mr. V and myself agreed on three areas where he as a teacher would like to be observed. These include but are not limited to effective

communications ✓ between the teacher and the students, ✓ setting high expectations for student learning as well as ✓ providing instruction to meet the individual needs of his students. Over all this meeting was a get to be comfortable meeting and to make sure Mr. V and myself both knew what each other wanted from this observation.

Observation

The following are some excerpts from the notes that I took on the dialogue created during the observation:

- 1) Mr. V welcomed his students to the class.
- 2) Student asked a question of when Mr. V was going to collect the homework. ✓ specific quotes?
- 3) Mr. V answered the question and student seemed to be content with his response.
- 4) Mr. V. outlined the class and what was going to be on the day's agenda.
- 5) Students in the back of the class were daydreaming during the lecture and notes portion of the class.
- 6) Several students who appeared to be disinterested were suddenly reenergized when the demonstrations took place. ✓ time? It's evidence.
- 7) Mr. V brought up several volunteers to take part in a demonstration in the front of the class.
- 8) Several students had several questions which Mr. V. answered some but not all of the students.
- 9) During the lab the students knew the routine and did not have to tell what to do and where to go a routine has been established.
- 10) Many students had questions during the lab activities which lead to some confusion. ✓ cite them as examples
- 11) Mr. V. brought the class back together before the end of the period to recap and informally assess his lesson.
- 12) The bell rang and the students moved on to their next class.

Post Observation

During the post evaluation meeting which took place after school created many heated exchanges and a lot of listening and some raising of voices. When I presented my notes to Mr. V. he disputed some of my claims even though I feel I supported them with evidence ✓ samples of your writeup?. As the meeting progressed Mr. V. agreed with many of my insights because of the copious notes that I took during his lesson. Mr. V. stated that in 22 years he was never handed a document with many of the students and his comments and responses, even if it appeared to be written in another language. ✓

The districts post observation tool was effective if for no other reason than serving as a mode of communication. Mr. V. explained that as a teacher he respected the eagerness and professionalism I exhibited when he tried to test my claims to see how I would react. Mr. V. knew what I wanted to gain from this process and he wanted to provide a life like experience. Mr. V. agreed that he did hit many of the expectations that he set in the pre-observation as well as some other areas that could use some work. Much to my surprise Mr. V. actually took some of my advice. I went back into Mr. V. classroom several more times to see more of him and his students and one of my recommendations about how his room and group style seating is set up during my observation was changed as a result of our post-observation conversation. Mr. V. explained that he would continue to welcome me into his classroom and conduct a follow up observation or summative evaluation with me. This experience which seemed like a process that was going to take forever for me because of the logistics and scheduling in Pawtucket worked out extremely well for both Mr. V and me. I also made a friend rather than just another colleague from this experience.

District forms attached... ✓

How can he be used to indirectly affect the peer perspectives about supervision?



	Target: Exceeded the Standard 3	Acceptable: Achieved the Standard 2	Unacceptable: Nearly Achieved the Standard 1	Total
Phase 1: Target: Supervision <ul style="list-style-type: none"> •Rationale •Lit. Review •RIDE •Influence 	The candidate identifies and describes relevant area <i>targeted for significant growth</i> , includes a relevant lit. review, data, and effectively applies and integrates professional literature, contextual data, and constituent input to the intended area of study.	The candidate identifies and describes relevant area targeted for growth with reasonable explanation of its importance , an acceptable review of lit, data, and application of contextual and constituent input to the intended area of study. √ limited lit & data references	Area targeted for growth is identified and described, but the candidate's descriptions fails to establish the importance of the targeted area , lit and data are unreliable/not connected, and relevance of project for candidate are weak or do not contribute to the design of the project. √	
Phase 2: Plan of Action <ul style="list-style-type: none"> •Context •Lit & data •Goals •Design •Assessment 	The candidate's description of planned action is very clearly stated , goals are clearly aligned with stated parameters, plan encourages active engagement with constituent(s)', clearly identifies adaptations and/or modifications to meet the identified needs of all constituent(s)	The candidate's description of planned action is clear and includes scope, duration, and intended outcomes , and potential for significant impact on constituent(s). Goals are clear and plans encourages engagement with constituent(s)', identifies some adaptations and/or modifications to meet the identified needs of all constituent(s)	The candidate provides little to no evidence that the key elements of the action plan (procedures, methods, measures, timeframes) were implemented as outlined in the action plan. Other considerations for constituent growth are weak or missing.	
Phase 3: Implementation: <ul style="list-style-type: none"> •Aligned w/ActionP •Data collection & analysis •Comprehensive 	The candidate provides detailed evidence that the key elements (procedures, methods, measures, timeframes) were implemented as intended. Action systematically integrates constituent(s)' expressed needs, data is comprehensive, understandable & accurate.	The candidate provides some evidence that the key elements (procedures, methods, measures, timeframes) were implemented as intended . Action generally integrate constituent(s)' needs; data is somewhat comprehensive, understandable & accurate.	The candidate provides little to no evidence that the key elements of the action plan (procedures, methods, measures, timeframes) were implemented as outlined in the action plan. The candidate's data analysis fails to address indicated questions or area targeted for growth; data analysis is limited or flawed	
Phase 4: Data to assess impact on practice <ul style="list-style-type: none"> •Significance/actions •Connections: lit & best practice •Unintended outcomes 	Candidate includes clear evidence of intended and unintended impact(s) of the action plan on the area(s) targeted for growth, a link between his/her findings and unintended outcomes (positive or negative)	Candidate includes some evidence of intended and unintended impact(s) of the action plan on the area(s) targeted for growth in terms of degree to which constituent(s) achieved and made progress toward goal(s).	Candidate fails to include evidence of intended and unintended impact(s) of the action plan on the area(s) targeted for growth in terms of degree to which constituent(s) achieved and made progress toward goal(s).	
Phase 5: Reflective Practice <ul style="list-style-type: none"> •Professional Identity Yours & Constituent •Advanced Prof. Goals 	The candidate's discussion of the impact of the project on his/her professional knowledge, skills, and dispositions is outstanding . S/he <i>shares critical insights</i> about the ways in which the impact project has contributed to his/her professional knowledge, skills and dispositions <i>in</i>	The candidate's discussion of the impact of the project on his/her professional knowledge, skills, and dispositions is satisfactory . S/he <i>describes</i> the ways in which the impact project has contributed to his/her professional knowledge, skills and dispositions.	The candidate's discussion of the impact of the project on his/her professional knowledge, skills, and dispositions is lacking . S/he does not adequately describe the ways in which the impact project has contributed to his/her professional knowledge, skills and dispositions.	
Totals				T/15 B/B-