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The Experiential Program for Preparing School Principals

STANDARD 1 (ISSL): Human Capital Management Proficiencies

School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement.

1.3 - Orchestrating aligned, high-quality coaching; workshops; team meetings; and other professional learning opportunities tuned to staff needs based on student performance.

Proficiency 12: Develop and administer a professional development program, PLC, or in-service for certified staff. Using data and the latest educational research, provide teachers with a professional development program that will lead to increased student learning.

Summary:

During this professional development session, I had the opportunity to work with a small group of four math and science teachers as we practiced the Academic Monitoring (AcMo) protocol together. To make the experience as realistic as possible, each teacher was given a fourth-grade level math worksheet to complete during the rounds when they were not the one practicing, essentially playing the role of students working independently. We rotated through so that each person had a turn leading the room while the others worked on the worksheet, and I served as the feedback leader throughout, offering coaching after each round. It was a purposeful, hands-on way to build confidence with the protocol before bringing it into our actual classrooms.

Each practice round gave teachers the chance to work through the full AcMo protocol from start to finish. We focused heavily on positive narration, which means verbally acknowledging students who are on task in a way that sets the tone for the whole room. Teachers also practiced leaving quick written feedback on every paper they passed, using a check to mark correct work and a delta to mark what needed revision. One of the things we kept coming back to was the importance of following a set pathway through the room rather than drifting, since moving with intention is what ensures every student gets seen.

We also spent time on how to deliver what-to-do directions, making sure redirections were framed in a positive, action-oriented way rather than as corrections. From there, teachers practiced connecting that same language to the written feedback they left on student work, a technique sometimes referred to as naming laps, which helps students see a clear through-line between what they heard and what they read. Rounding out the protocol, teachers reminded their mock students to use available classroom resources before asking for help, a simple but important habit for building student independence.



Leading the feedback portion of this activity was something I took seriously. After each teacher finished their practice round, it was my job to name what went well specifically and then offer one or two targeted areas for growth before the next person went. I tried to be direct without being discouraging, and to frame my feedback the same way we were asking teachers to frame corrections for students: with clarity and purpose. It pushed me to stay locked in during every round, not just the ones where I was practicing, and I found that the act of articulating feedback out loud sharpened my own understanding of what strong AcMo implementation actually looks like.

Reflection:

This session was a good reminder that even experienced teachers need structured practice time to internalize new protocols. I noticed that the most common gaps were skipping the written feedback component or losing the pathway when the room got a little chaotic, which are exactly the moments when AcMo matters most. For me personally, facilitating this PD reinforced that coaching adults requires the same intentionality as teaching students. You have to be specific, you have to be timely, and you have to make people feel capable of growing. That is a skill I am continuing to develop, and experiences like this one are exactly the kind of practice I need.

Artifacts:





