

Clinical Field Experience B: Proficient Teacher Observation and Feedback

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Summary of Post-Observation Conference

Dr. Cody Huisman, principal of North Elementary School, and my principal mentor and I meet to discuss the goals of this informal observation. North's Continuous Improvement Plan (CIP) goals include increasing student engagement through high expectations, student participation, and rigorous instruction. We agreed that this would be the focus of our observation.

After observing the lesson for 12 minutes we quietly left the classroom, however, the students still noticed us leaving and thanked us for visiting their classroom. That was impressive to me and it showed that they are used to having visitors in their classroom and were not rattled by our presence. Upon returning to his office, we sat quietly and wrote our post-conference summary then compared notes.

The teacher used a tech tool to promote student engagement called Pear Deck. As she taught the lesson, she displayed a Google Slide presentation that engages with Pear Deck. So, when the teacher posed a question, all students were able to respond and the teacher could see the feedback immediately. This allowed her to be flexible and adjust the lesson as she taught it. There was no need for her to review student work and then prepare to re-teach the next day. Having all the students respond holds students accountable to their learning, as it alleviates the "one student response and move on" strategy that many teachers still adhere to today. She asked a variety of question types as Pear Deck has five separate ways to interact with the Google Slide presentation: text, number, draggable, multiple-choice, or draw.

When meeting with the teacher, Dr. Huisman allowed me to conduct the post-observation conference. I begin the conference by first thanking her for allowing me the

opportunity to gain experience with post-conference conversations. I asked her to share the goal of the lesson, what the expected outcomes should look like, and how she thought the lesson went. In our conversation, she recalled how Pear Deck was extremely helpful during remote learning to keep students engaged. She was impressed with it for remote learning but had no intentions of using it once school resumed in-person learning. However, she had gotten used to having all her students respond and being able to fix any misconceptions before they became ingrained. The first semester she did not use it, she reported that she just began using it again two weeks ago and has no plans to stop. When asked how it has changed her teaching, she reported that it was a meaningful change, in that she no longer must wait until she has graded something to know whether students' learning is on track.

PSEL Standard 6 and Implications for Future Practice

PSEL Standard 6 states that an effective leader should be able to develop the professional capacity and practice of teachers to promote student success (PSEL, 2015). I appreciate that Dr. Huisman goes into the classrooms with a focus, rather than just going in and hoping to see something that he can comment on. Focusing on the CIP goals for informal observations is a positive way to keep the goal alive, it ties into the professional development that has been provided to staff, and it provides guidance on where we are and what may need to be done to accomplish our goal. As a future leader, I plan to use our CIP goals for my informal evaluations as well as previous formal evaluations and professional goals that the teacher may have set for themselves.

Reference

(n.d.). Professional Standards for Educational Leaders - National Retrieved December 1, 2021, from

https://www.npbea.org/wp-content/uploads/2017/06/Professional-Standards-for-Educational-Leaders_2015.pdf