Teacher Coaching and Development Process

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Inquiry into Teaching and Learning: Observation Pre-Conference

A pre-conference allows the teacher to inform the observer about the lesson that is going to be taught. It allows the teacher to reflect and talk through how the lesson is going to be delivered. Aspects of the pre-conference in the video that were different from what I have experienced as a teacher are that the pre-conference took about twenty minutes. My pre-conferences never went over ten minutes. I was given questions to answer and submit prior to my pre-conference about my lesson. The teacher may have also been given questions about her lesson prior to her conference. In all pre-conferences that I have had, my principals always glanced my lesson plans as they were observing me. During the pre-conference, the coach asked the questions and the teacher described in detail what the lesson would be about. She began by giving background information about the class had been learning about the immune system. The teacher was fully prepared by providing articles on vaccines and reading strategies that she would be using in preparation for writing a position paper. The teacher utilized differentiation by using leveled Time Magazine articles on for guided reading. The teacher went into great detail. During my preconference’s, I was never asked to go into detail as she did. She seemed to be passionate about the immune system and vaccinations. She engaged students by having, Talking Points” about every article. The teacher knew exactly what she wanted the students to walk away from this activity knowing and doing.

Assessment of Teaching and Learning: Classroom Observation

When providing feedback, it is important to provide positive feedback first, just as we do the students to build confidence and have them focus on the positive first. Positive feedback that I would provide for the teacher is: You did a great job with a review of the story elements with your kindergarten students. You made sure that you had all student’s attention by saying, “I want
to see everybody’s eyes.” “Make sure you have on listening ears.” You did a great job with encouraging whole class participation by having your students fill in the missing words as you were reading. You also related parts of the story, “Goldilocks and the Three Bears” to the story elements. The Students physically saw you showing when the story happened by pointing to your watch, where the story happened by putting your hand up to your forehead and looking around, who are the characters, What happened first, What happened second and what happened last by holding up three fingers. When you asked, “What is the big idea of the story?” A student was able to say, “We never go in a stranger’s house.” I especially liked how you reviewed the pictures that the students would be using in the writing activity before they began their writing. That way the students did not have any confusion about what each picture showed. You continuously reinforced positive behavior by choosing the group that was sitting quietly and by having them to sing a song to redirect their attention.

Areas of improvement that I would share are: I noticed on the carpet that some of the students were getting the physical symbols a bit confused. Perhaps another way to review the story element would be to have students stand and play follow the leader as you show them the symbols and demonstrate them and have the student repeat after you. For the student who answers a question incorrectly, you can do a, Think Pair Share or have the student sitting next to the child whisper the answer in his/her ear and have the student repeat what he/she heard. Try to call on various students. I noticed that several of the same students were called on multiple times. I also noticed that Makaia often got her answers correct. Try to be specific about what the students got correct, that way the other students will hear and know the correct answer and not just hear, “That’s good.” You may want to think about stopping and giving the students a wiggle break to help them with staying on task, because this is such a young group.
Assessment of Teaching and Learning: Post-Observation Conversation

The coach began the post-observation by letting the teacher know that she really enjoyed his lesson. She also framed the purpose of the post-conference by letting him know by letting the teacher know that the post-conference is a learning experience for both of them. She as the coach, will learn how to better support him as a teacher and he will walk away with strategies that he will be able to apply to many lessons. The coach set the tone of the meeting by letting the teacher know that her goal is to support him, so that he will grow as a teacher. The teacher understood and by his body language, he appreciated her comments. He nodded in agreement and said, “Sounds good.” I also noticed that the coach used, “we” in her beginning comments. As a teacher, I will feel comforted by knowing that this is going to be a discussion, not just me being told what areas of my teaching was good and what areas needed improvement.

The coach asked guiding questions. First, she asked him to reflect on things that come to mind about his taught lesson. The teacher began sharing things that went well such as beginning the class on time, appropriately using color cards to show understanding and applying real world applications. She did ask him to discuss concerns that he had. The teacher shared that he was not able to complete what he had planned. Her questions that guided his thought were, “What time did warm-up start and stop?” What time did new learning begin?” The teacher looked at his notes and stated that it began half-way through the class. The coach then asked his to think about think of strategies to modify the warm-up to fit in a 5 to 10-minute time frame? The teacher was given the opportunity to reflect on the lesson. He was often asked to refer back to the notes.

Although the coach asked questions to lead the teacher into evaluating his teaching, she was validated his strengths at the end of the conference. I feel that the coach should have solicited the
teacher’s responses and respond immediately by giving her observations and thoughts, instead of waiting until the end of the conference to share that she agrees with him. As a teacher I would have appreciated more input or specifics on exactly what was done positively.

I feel that when the coach phrased her constructive feedback in the form of a question, she allowed for the teacher to reflect and think about strategies for improvement in those areas. If the improvements are his own, he will most likely apply the strategies in his lesson delivery for the reminder of the year.

You did an excellent job of answering the questions that pertain to the assignment. You made several excellent points. To improve, please stay within in the word count. Also, consider supporting your statements with research and include a bibliography.