

A Mock Assignment for Educational Leadership

The Observation Process: Developmental Supervision

Principal Deirdre Wilson-Redmond

The overall process has an enormous amount of questions, maybe too much. As I read our text, I was struck by the many different ways to record data when doing an observation.

The narrative format was the format that I chose because I thought that teachers benefit more when they hear words that are impactful.

Taking the notes allowed me the freedom to write down the variety of activities that I noticed.

Observation



- It was interesting to see another teacher's room and the strategies he used to engage them
- I found the teacher at ease (as he had been formally observed with the same lesson earlier in the same day, I later found out).
- He was very engaged with the students and I was able to jot down a great deal of empirical/observable evidence of his teaching prowess.
- Could have used a co-observer because so much was going on that I might have missed
- It was refreshing to have some math background because they were working on area. I noticed one of the students was using manipulatives to produce perimeter.

Post Observation

I enhanced the form to include a series of open-ended questions that allowed the teacher's to voice his outlook. Questions like

- When we met in the pre-conference, he told me that he would be giving the students an exit ticket to evaluate their learning, but when the lesson was given, he had planned to give students Friday Grab Bag and just eliminated the Exit Ticket.
- This allowed me to ask him what effective strategies would you use to evaluate and mend broken understanding in some students .
- I asked him to praise and polish his lesson and he was very candid.
- He did say that he didn't think he got as much done as he had planned. He was very transparent.
- When I discussed the objectives, which were not kid friendly, his response was that they weren't really good readers yet.

Summary of Pre/OB/Post Observation

I must admit that it was exciting to do the observation, but I really wanted to immerse myself in the lesson and the interactions of the teacher with his students. I like using this observation tool because it allowed me to write down all that I saw and experienced, think about it and then discuss it with the teacher. I even got to engage with the students and ask questions of the students during the observation.

(unsure of whether in a real setting that would be a Union conflict.)

Summary of Pre/OB/Post Observation (continued)

One thing that I would like to add to the evaluation tool would involve teacher self-evaluation to share with the supervisor as supplemental evidence.

- Keeping a dated journal of teaching experiences, problems, and successes, accompanied by critical reflection for the purpose of instructional performance.
- Developing a teaching portfolio for the purpose of self-reflection and analysis.