It’s Not About the Forms: Growing human capital through coaching-based supervision

June 23, 2009
Karen Hendricks & Mike Heffner
A Scientific Survey…

➢ Have you experienced significant professional growth as a result of the formal supervision process?

➢ If so, what elements of that process made it a fruitful one?

➢ Are there evaluations in the files at your school or district that do not reflect serious concerns about individual performance?
Outcomes

Participants will…

• Understand the research-based characteristics of effective and systemic supervision models

• Deepen their knowledge of North Carolina’s professional standards for teachers and school executives

• Examine current personal practice in teacher/principal supervision and utilization of the North Carolina models
Outcomes (continued)

Participants will…

• Practice the observation and documentation of educator practice

• Learn the basics of coaching-based supervision and practice supervisory behaviors using Blended Coaching

• Examine ways in which the North Carolina principal evaluation models can be leveraged to contribute to professional growth
Outcomes (continued)

*Participants will…*

- Acquire practical tools and processes for effective supervision
- In a learning community, reflect upon a personal supervision challenge and outline next steps
For Reflection and Discussion

• What have been the benefits of the new evaluation models?

• What have been the challenges in implementing the new evaluation models?

• How can this workshop and this learning community help you to be more successful as a supervisor using the new models?
Principal and Teacher Supervision: Research-supported Findings

• Please review the research summary and highlight a handful of phrases that you think are most important to us as supervisors

• In your group, come up with a one sentence summary of your approach to supervision
Collect and analyze baseline data; self-assess against professional standards

Set professional goals (aligned with standards) & develop a professional growth plan

Implement professional growth plan; collect and analyze data

Assess growth and revise plan or begin new inquiry

REFLECT

PLAN

TEACH

REFLECT

Cycle of Inquiry
Formative Supervision in a Traditional Evaluation Context

Centered Around
- Professional Standards
- Multiple Data Sources
- Evidence of Student Achievement
- Learning Community
- Personal Reflection & Responsibility
- Ongoing Communication
- Continuous Improvement

Summative Evaluation
- Goal Setting
- Formal Observation
- PLC
- QV
- OC

Formal Observation
- PLC
- QV
- OC
- QV
- OC

Post-conference
- Pre-conference

New Teacher Center
Where can Teacher Working Conditions Data Fit in this Process?
# Changing Expectations

<table>
<thead>
<tr>
<th></th>
<th>Traditional Model</th>
<th>Professional Model</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Content</strong></td>
<td>Loosely coupled and idiosyncratic</td>
<td>Standards based and articulated</td>
</tr>
<tr>
<td><strong>Teaching Practice</strong></td>
<td>Teacher as artisan, isolated, idiosyncratic</td>
<td>Teacher as professional, standards based, public, collaborative</td>
</tr>
<tr>
<td><strong>Accountability</strong></td>
<td>De-emphasized, mystified</td>
<td>Public, prominent</td>
</tr>
<tr>
<td><strong>Equity</strong></td>
<td>Implicit and input oriented</td>
<td>Explicit and outcome oriented</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>Managerial, autocratic</td>
<td>Facilitative, instructional, nurturer of professional learning communities</td>
</tr>
</tbody>
</table>
TRAJECTORIES OF SUPERVISION AND TEACHING PRACTICE

Teacher Stage of Development
- Beginning
- Unsatisfactory

Purpose of Process
- Quality Assurance
- Professional Learning

Locus of Control
- Supervisor
- Support Provider
- Teacher

Supervision Style
- Directive
- Collaborative
- Facilitative

Supervision Models
- Traditional Supervision
- Mentoring
- Consultation
- Cognitive Coaching
- Collegial Problem Solving
- Peer Alternative Models
Jane: Veteran, 4th grade teacher. Lots of arts & crafts. Well-liked by staff. Low student achievement especially for ELs. Whole class, textbook-based instruction.

Jack: Second career, first-year high-school biology teacher. Willing learner but struggling with management and student engagement. Frequent discipline referrals and failed 40% of students.

<table>
<thead>
<tr>
<th></th>
<th>North Carolina Professional Teaching Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teachers demonstrate leadership</td>
</tr>
<tr>
<td>2</td>
<td>Teachers establish a respectful environment for a diverse population of students</td>
</tr>
<tr>
<td>3</td>
<td>Teachers know the content they teach</td>
</tr>
<tr>
<td>4</td>
<td>Teachers facilitate learning for their students</td>
</tr>
<tr>
<td>5</td>
<td>Teachers reflect on their practice</td>
</tr>
</tbody>
</table>
Professional Standards

Purposes

• To provide a common language around classroom practice

• To support professional growth through self-assessment, reflections and collaboration

• To link observation, formative and summative evaluation to teaching that results in student achievement
## Teachers facilitate learning for their students

<table>
<thead>
<tr>
<th>Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of students</th>
<th>Teachers integrate and utilize technology in their instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers plan instruction appropriate for their students</td>
<td>Teachers help students develop critical-thinking and problem-solving skills</td>
</tr>
<tr>
<td>Teachers use a variety of instructional methods</td>
<td>Teachers help students work in teams and develop leadership qualities</td>
</tr>
</tbody>
</table>
Examples of Standards-Based Feedback

“The teacher asks students to think of a time when they…”

“The teacher provides a variety of levels of books on wild animals for students to use for a non-fiction book report called for in the content standards.”

“Directions for the science experiment are presented verbally and in the PowerPoint slideshow.”
## Evidence vs. Opinion

**What is the relationship?**

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observable</td>
<td>Draws conclusions</td>
</tr>
<tr>
<td>Objective</td>
<td>Subjective</td>
</tr>
<tr>
<td>Free of value judgment</td>
<td>May contain value judgment</td>
</tr>
<tr>
<td>Not subject to debate (unambiguous)</td>
<td>Makes inferences</td>
</tr>
</tbody>
</table>
Evidence or Opinion?

1. Students are engaged in the lesson.
2. Raul states “I’m not sure what I’m supposed to be doing.”
3. Your kids are making great progress in reading.
4. Lesson plan states “review fractions”.
5. Transitions from recess could have been more efficient.
Your “evidence” would fit into this sentence frame:

During my visit, I observed…

<table>
<thead>
<tr>
<th>Content:</th>
<th>You were teaching… OR Students were learning…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Alignment with content standards, grade level standard</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidence of effective strategies or practices:</td>
<td>You were.. OR The students were…</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Impact:</td>
<td>As a result… OR The impact on students is…</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Your “evidence” would fit into this sentence frame:

During my visit, I observed...

Content: You were teaching... OR Students were learning...

*How to create written arguments with a firm judgment.*

Alignment with content standards, grade level standard:

*7th grade writing content standard*

Evidence of effective strategies or practices: You were... OR The students were...

*Developing critical thinking and problem-solving skills*

Impact: As a result... OR The impact on students is...

*students have a better understanding of the purpose of supporting details in their writing.*
Examining the Continuum

Teachers Facilitate Learning for their Students

• Developing
• Proficient
• Accomplished
• Distinguished
• Not Demonstrated
The Observation Cycle

1. The Pre-observation Conference
2. The Classroom Observation
3. The Post-observation Conference
The Pre-Observation Conference

» Clarify goals and context for the lesson

» Determine the evidence/documentation of student achievement

» Discuss/refine teaching and management strategies

» Identify focus for data collection
The Classroom Observation

» Collect specific data via agreed upon method.
The Post-Observation Conference

» **Summarize** impressions of the lesson

» **Recall data** to support those impressions

» **Analyze** the observation data

» **Synthesize** the data/artifact(s) and decide next steps

» **Reflect** upon the process and propose refinements
Supervising teaching:
Works from a perspective that effective teaching results in effective learning.

Supervising learning:
Works from a perspective that if students are learning, the teaching must be effective.
Which of these can you assess and support through 4 formal observations?

NC State Board Goals for Evaluation Systems to:

- Monitor the adoption of standards for teaching
- Establish standards for student achievement
- Establish a process for teacher supervision and professional development and support

The supervision process that:

- Serves as a guide for teachers as they reflect upon and improve their effectiveness
- Serves as the basis for instructional improvement
- Focuses the goals and objectives of schools and districts as they support, monitor and evaluate their teachers
Quotes About Data

• “Without data, all anyone has are opinions. Data elevates the probability that you’ll make the right decision.”
  - W. Edwards Deming

• “Data provides the power to make good decisions, work intelligently, work effectively and efficiently, change things in better ways, know the impact of our hard work, help us prepare for the future, and know how to make our work benefit all children.”
  - Victoria L. Bernhardt
Teachers Establish a Respectful Environment for a Diverse Population of Students

Teacher:
- Provides an environment in which each child has a positive, nurturing relationship with caring adults
- Embraces diversity in the school community and in the world
- Treats students as individuals
- Adapts teaching for the benefit of students with special needs
- Works collaboratively with the families of significant adults in the lives of their students
Treats students as individuals

Evidence in relation to a standard

Interpretation/Analysis

Judgment

Data Sources

From Charlotte Danielson
Adapts teaching for the benefit of students with special needs

From Charlotte Danielson
Using Multiple Data Sources in the Supervision of Teaching and Learning

Standards for the Teaching Profession.

<table>
<thead>
<tr>
<th>1. Demonstrate Leadership</th>
<th>2. Respectful Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Grade level and department meetings</td>
<td>• Parent newsletters</td>
</tr>
<tr>
<td>• Variety of groupings and assignments</td>
<td>• Observed teacher &amp; student interactions</td>
</tr>
<tr>
<td>• Standards posted</td>
<td>• Differentiated instructional strategies noted in lesson plan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Know the Content</th>
<th>4. Facilitate Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Daily and long range lesson plan</td>
<td>• Observation of sequential instruction</td>
</tr>
<tr>
<td>• Displays, posters, bulletin boards</td>
<td>• Student work &amp; homework products</td>
</tr>
<tr>
<td></td>
<td>• Differentiated instructional strategies noted in lesson plan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Reflect on Practice</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Grades and assessment data</td>
<td></td>
</tr>
<tr>
<td>• Evidence of formative assessment</td>
<td></td>
</tr>
</tbody>
</table>
# 7th Grade Class Profile

<table>
<thead>
<tr>
<th>Stu#</th>
<th>Student Name</th>
<th>ELL Level</th>
<th>Title 1 Y/N</th>
<th>RSP Y/N</th>
<th>GATE Y/N</th>
<th>State %ile</th>
<th>Reading Level</th>
<th>Writing Level</th>
<th>Math Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>L 3</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>13</td>
<td>Below</td>
<td>Below</td>
<td>Below</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>L 3</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>13</td>
<td>Below</td>
<td>Below</td>
<td>Below</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>L 3</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>10</td>
<td>Below</td>
<td>Below</td>
<td>Below</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>EO</td>
<td>Y</td>
<td>Y</td>
<td>N</td>
<td>10</td>
<td>Below</td>
<td>Below</td>
<td>Below</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>L 3</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>4</td>
<td>Below</td>
<td>Below</td>
<td>Approaching</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>RFEP</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>31</td>
<td>Approaching</td>
<td>Approaching</td>
<td>Below</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>RFEP</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>32</td>
<td>Approaching</td>
<td>Approaching</td>
<td>Approaching</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>RFEP</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>44</td>
<td>Meets</td>
<td>Meets</td>
<td>Approaching</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>L 3</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>22</td>
<td>Below</td>
<td>Below</td>
<td>Approaching</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>L 3</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>26</td>
<td>Below</td>
<td>Below</td>
<td>Below</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>L 3</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>25</td>
<td>Below</td>
<td>Below</td>
<td>Approaching</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>L 3</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>23</td>
<td>Below</td>
<td>Below</td>
<td>Below</td>
</tr>
<tr>
<td>13</td>
<td>Rita</td>
<td>L 3</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>30</td>
<td>Approaching</td>
<td>Below</td>
<td>Below</td>
</tr>
</tbody>
</table>
Who are the students?

1.) How many?
   English Language Learners (ELLs): ____
   English Only (EO): _____
   Resource Specialist (RSP) (Special Ed. Mainstreamed): _____
   Gifted and Talented (GATE): _____

2.) Look at standardized test scores. How many students are in each quartile?
   Reading: Q1____ Q2 ______ Q 3 ______ Q4

3.) Look at benchmark assessment data. How many students are at each level?
   Reading: below ___ approaching ___ meeting ___ exceeding ___
   Writing: below ___ approaching ___ meeting ___ exceeding ___
   Math: below ___ approaching ___ meeting ___ exceeding ___
What are Their Learning Needs?

• What might be the implications for establishing a respectful environment for this class?

• What questions have been prompted as a result of your analysis of these data?

• Given the profile of this class, which elements of this standard might be a focus for your next observation?
Lesson Observation
Establish a Respectful Environment for a Diverse Population of Students

<table>
<thead>
<tr>
<th>Elements of the Standard</th>
<th>Evidence of teaching and learning</th>
<th>Questions for teacher self-analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides an environment in which each child has a positive, nurturing relationship with caring adults</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Embraces diversity in the school community and the world</td>
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</tr>
<tr>
<td>Treats students as individuals</td>
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<td></td>
</tr>
<tr>
<td>Adapts teaching for the benefit of students with special needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works collaboratively with the families and significant adults in students’ lives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Giving Feedback

1. Base your feedback on **observable evidence**.
2. Reinforce evidence of effective practice.
3. Be **specific** rather than general.
4. Describe rather than evaluate
5. Note the **impact** of the teacher’s behavior on the students.
6. Attend to the teacher’s stated needs or **area of focus**.
Language That Supports Learning

*What will serve you…*

- An approachable voice
- Acceptance, empathy
- Open ended questions
- Plural forms (goals, possibilities)
- Present tense (How do you…?)
- Positive presuppositions
- Inquiries frames with tentativeness
The Language of Supervision

Probing through:
• Paraphrasing
• Clarifying
• Interpreting
Paraphrasing

Communicates that the listener has...
HEARD
UNDERSTOOD and
CARES

Paraphrasing involves restating or summarizing.

Stems:

So,…
What I hear you saying…
Clarifying

Communicates that the listener has…
*HEARD what the speaker said,*
*BUT does NOT fully UNDERSTAND what was said.*

Clarifying involves ASKING A QUESTION (direct or implied) to… gather information, get clarity, develop a focus, etc.

**Stems:**
- *Would you tell me a little more about…?*
- *Could you give me an example of…?*
Focused Observation

*What do you hear and see?*

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Analysis of Student Work
Describe expectations for student work

<table>
<thead>
<tr>
<th>Far Below</th>
<th>Approaching</th>
<th>Meeting</th>
<th>Exceeding</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Select samples for analysis: *one student, group or class.*
2. Sort samples into four piles.
3. Describe the performance of a selected student from each group.
4. What do the identified students need in order to advance.
5. What patterns or trends can inform next steps?
6. How will you differentiate instruction to move students’ forward?
7. What resources or personnel might support you?
Examining the Continuum

Establishing a respectful environment for a diverse population of students

- Developing
- Proficient
- Accomplished
- Distinguished
- Not Demonstrated
## Self-Assessment Summary

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Standard</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish a respectful environment for a diverse population of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Know the content they teach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitate learning for their students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflect on their practice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Planning the Post-Observation Conference

Analyze the data in relation to this teacher’s practice using the Post-Observation Conference Planning Form.

1. Acknowledge effective practice
2. Select an area for growth
3. Establish desired outcomes
4. Pose questions to facilitate self-reflection & analysis
5. Prepare suggestions
Mediational Questions

CHAI

Help the teacher…

COMPARE & CONTRAST what was planned with what happened.

HYPOTHESIZE what might happen

ANALYZE what worked and what didn’t

IMAGINE possibilities

Stems:

What criteria do you use to…? How do you decide…?
What would it look like if?
How is it different from (like)…?
Instructional Language

By seeking permission to provide direct instruction, the supervisor honors the adult’s control over learning.

Would you like more information about…?
Would it be helpful if we spent time looking at…?

Stems:
A couple of things to keep in mind…
Some teachers have tried… it might work for you.
Sometimes it’s helpful if…
Suggestions as Questions

• Apply to future teaching or the teacher’s practice in general
• Keep it in the present tense
• Evidence or lack of evidence tied to standards leading to improved practice
• Prioritized to most critical need
• May be discussed later after reflection and thought
Suggestions as Questions Practice

<table>
<thead>
<tr>
<th>Which one is most powerful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The class was not engaged while on student shared her book for five minutes.”</td>
</tr>
<tr>
<td>“How could the student who was sharing her book involve the rest of the class in her presentation?”</td>
</tr>
<tr>
<td>“How do students who speak in front of the class engage the rest of the class in their presentations?”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested question stems</th>
</tr>
</thead>
<tbody>
<tr>
<td>“How is… different from…?” “How do you decide…?”</td>
</tr>
<tr>
<td>“What would happen if…?” “What criteria do you use to…?”</td>
</tr>
</tbody>
</table>

Be careful, questions can come off as sharp criticisms. “Why…?” can prompt a defensive response.
## Conferencing Protocol

### Pre-Observation Conference

- Clarify goals and context
- Evidence of student achievement
- Strategies chosen
- Focus for data collection

### Post-Observation Conference with Analysis of Student Work

- Summarize impressions of lesson
- Recall data to support impressions
- Analyze student work
- Share observation data
- Draw conclusions
- Reflect and plan to move forward
# Post Observation Conference Planning

**Teacher:** ____________________________ **Date:** ______________ 

**Grade/Class** ____________________________ **Lesson:** ____________________________

<table>
<thead>
<tr>
<th>What did you observe?</th>
<th>To what do you want to draw attention?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What questions might you pose?</td>
<td>What instructional coaching might you provide?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effective Practices Observed:</th>
<th>Area(s) of Growth:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes for conference (linked to a standard):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Circumstances to consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions to pose / Suggestions to make:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
# Conference Observation

Teacher____________________ Observer____________________ Supervisor____________________

<table>
<thead>
<tr>
<th>Conference Protocol</th>
<th>Supervisor's questions/prompts/suggestions</th>
<th>Teacher's questions/ prompts/insights</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask the teacher to summarize impressions of the lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask the teacher to recall data to support those impressions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze the student work (Use Analysis Form)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze the observation data together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help the teacher synthesize learnings, draw conclusions and set next steps</td>
<td></td>
<td></td>
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<td>Reflect on the process and propose refinements</td>
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The Quick Visit

1. Frequent
2. 5-7 minute observation
3. Unannounced
4. Collect specific data
5. Analyze data and give written feedback
Rationale for the Quick Visit

- Gather data
- Communicate that the classroom is the priority
- Frequent, short observations can be powerful
- Make use of the pivotal role of principal in shaping the school culture
- Create opportunities for collaborative conversations
- Give feedback that helps a teacher reflect on his/her best practices
- Observe the implementation of all school programs
Formative Supervision in a Traditional Evaluation Context

**Centered Around**
- Professional Standards
- Multiple Data Sources
- Evidence of Student Achievement
- Learning Community
- Personal Reflection & Responsibility
- Ongoing Communication
- Continuous Improvement

**Summative Evaluation**

- Goal Setting
- OC
- QV
- PLC
- OC
- QV
- PLC
- OC
- QV
- PLC

**Formal Observation**

- Pre-conference
- Post-conference
- Post-conference
- Post-conference

**PLC**

- Centered Around
- Professional Standards
- Multiple Data Sources
- Evidence of Student Achievement
- Learning Community
- Personal Reflection & Responsibility
- Ongoing Communication
- Continuous Improvement

**Formal Observation**

- Post-conference
- Pre-conference
- Post-conference
Elements of the “Quick Visit”

**CONTENT:** What are the students learning?

*NCPTS: Teachers Know the Content They Teach*

**ALIGNMENT:** How does this learning connect to standards?

*NCPTS: Teachers Facilitate Learning for Their Students*

*NCPTS: Teachers Know the Content They Teach*

**STRATEGIES:** What are the students and teacher doing?

*NCPTS: Teachers Establish a Respectful Environment for a Diverse Population of Students*

**IMPACT:** How does it maintain student interest and attention?

*Describe the impact of the strategy on students*
Classroom Visit Guidelines

• Your visits should be welcomed by teachers & students as an opportunity to share their classroom with you
• Body language is positive and supportive
• Greet the teacher-- eye contact and a smile
• Sit in an unobtrusive spot
• Focus on what the teacher and students are doing—look engaged
• Maintain a pleasant demeanor
• Take notes unobtrusively
• Walk around as appropriate looking at student work
• Engage with students as appropriate
• Observe evidence of learning displayed around the room
• Leave with a smile and a quiet thank you to the teacher
Observation DATA

**CONTENT:** What are the students learning?
- 
- 

**ALIGNMENT:** Does it match grade level standards?
- 
- 

**STRATEGIES:** What are the students and teacher doing?
- 
- 

**IMPACT:** What is the impact of these strategies on student learning?
- 
- 

Walk the walls…
Areas to reinforce:
Areas to pose for refinement and reflection:
Written Feedback

• Each note is an opportunity to shape the instructional program and learning environment
• Build on what’s working ➔ give meaningful, specific data
• Be strategic
• Avoid judgments
• Finish up with a “Thank you!”

A Note:

Suggestions or questions that imply criticism can create a defensive reaction when left in a note. Save suggestions for collegial conversations or observation conferences.
Written Feedback for Quick Visits

1. Provide the content
2. Include alignment to standards
3. State the effective practice observed
4. Give supporting evidence and details about impact
5. Finish off with Thank you!

To: John
From: Mary
Date: 5/2/08

During my visit I observed:

1) Students were working in partners making predictions about how factors of light water and touch would effect plant growth. 2) This is a grade level science activity. 3) You articulated clear goals for students by telling them what they would learn and posting outcomes. 4) Students frequently referred to the charts outlining their activity. This helped them stay on task.

Thank you!
More Written Feedback

To: Teacher
From: Principal
Date: 9/12

During my visit I noticed:

Students were learning about the causes of the Revolutionary War. Recording their ideas on a mind map, they interrelated the political context with scientific, educational and social issues of the day. You also asked students to draw comparisons with their lives. We know that learning is facilitated when students connect new learning to what they already understand as well as to their personal experiences. Thanks!
To: Teacher  
From: Principal  
Date: 9/12

During my visit I noticed:

Students were practicing proving that triangles are congruent by using the corresponding parts of congruent triangles (GLS: Geometry 5.0). Students were working in pairs while you circulated answering questions and prompting. This kept students focused and kept students on the right track. I appreciate your warm yet firm manner with students. Thanks!
Observation DATA

Teacher: _________________________ Date: _____________________

CONTENT: What are the students learning?

•

•

•

ALIGNMENT: Does it match grade level standards?

•

•

•

STRATEGIES: What are the students and teacher doing?

•

•

•

IMPACT: What is the impact of these strategies on student learning?

•

•

•
Write a Note to the Teacher

• Content:
  a) Students were revising their essays on the causes of the Civil War.

• Alignment: S.S. 11th Grade. Comp. 3

• Strategy – Effective practice & Evidence
  b) You were involving students in assessing their own learning… (NCSTP 4h)
  c) …by asking them to use the rubric to mark areas of success and areas for improvement.

• Impact:
  d) The rubrics provided them with the scaffolding to be successful in their task.
## Quick Visit Notes

<table>
<thead>
<tr>
<th>DATE</th>
<th>TEACHER</th>
<th>CONTENT</th>
<th>STRATEGIES</th>
<th>ALIGNMENT</th>
<th>WRITTEN FEEDBACK RE:</th>
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<tr>
<td></td>
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<td>What are the students learning?</td>
<td>How are they learning?</td>
<td>Grade and student level? Match standard?</td>
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If you spot a concern...

Quick Visit

- Observe evidence of effective practice
  - Leave written feedback

- Discuss and clarify your concern with teacher later

- Little evidence of effective practices or a concern is spotted
  - Go back for more quick visits
  - Stay longer
    - Write an informal note
      - Conference
      - Set goals

Plan professional development and meeting agendas
What is a Concern?

• It is grounded in evidence
• It is tied to a standard
• It is an assessment made by the supervisor
• It is an opportunity for growth in an area in which the teacher is blind or resistant

When might a supervisor need to raise the concern directly?
Communicating Concerns Directly

• The best place is often in the context of ongoing conversations.

• A stand-alone conversation may be appropriate. Be careful not to start sharing a concern at the time you make an appointment. This can lead to an unplanned, poorly conducted conversation.

• Set a collegial and supportive tone to the conversation. “We’re both here for the success of students and the school—and we can problem-solve together.”
Communicating Concerns Directly: A Protocol

1) Opening
   – Let the teacher know that the meeting is to discuss a concern and to problem solve.
   – Reassure the teacher that the reason for the supervision process is to provide support.

2) Explain the concern
   – State the concern and provide evidence.
   – Acknowledge the teacher’s feelings and provide the opportunity for questions or comments.

3) Plan next steps
   – Summarize or clarify the area for growth.
   – Create a plan for next steps and write it down.

4) Closure
   – Close by asking for feedback about the conference
   – Suggest a follow-up meeting.
Communicating Concerns Directly: Conference Planning

OPENING

• When a concern is raised during a conference, stop the flow of the conference, and let the teacher know that you would like to address the issue. OR… Let the teacher know that the meeting is to discuss a concern and to problem solve.

“What you have just described has raised a concern that I’d like to take some time to discuss.”

“The reason I asked you to meet with me is that I have a concern about . . .

• Reassure the teacher that the reason for the supervision process is to provide support.

“It’s my role to communicate openly with you and to support you as a professional.”
Communicating Concerns Directly: Conference Planning

EXPLAIN THE CONCERN

• Clearly state the concern and provide evidence. Use school goals, district standards describe standards of professional practice. Seek understanding of the concern from the other points of view.

“My concern is that . . . because . . .”
“The following comments have been made by students, parents, colleagues . . .“

• Acknowledge the teacher’s feelings and provide the opportunity for questions or comments.

“Do you have any questions or comments”? 
”How do you feel about what I’ve shared?”
Communicating Concerns Directly: Conference Planning

PLAN NEXT STEPS

• Summarize or clarify the area for growth.
  “So, your goal would be . . .”
  “So if you could . . . then . . .”
  “Let’s restate your goal . . .”

• Create a plan for next steps and write it down. Ask the teacher to take the lead. Share in the process, restating as needed in the language of professional standards.
  “Let’s talk now about next steps. What steps might you take . . . ?
  “How would it be if . . ?” “What do you think about . . ?
Communicating Concerns Directly: Conference Planning

CLOSURE

• Close by asking for feedback about the conference.
  “It’s not easy when concerns are raised . . . I really appreciated . . .”
  “What is some feedback you can give me about this conference and our future work together?”

• Suggest a follow-up meeting.
  “Let’s meet in two weeks to discuss progress.”
  “I’d like to visit your classroom so I can support you.”
  “Please feel free to stop by and let me know how things are going...”
CCD – Coaching Conversation Observation Note Taking Sheet

- Opening
- Explain the concern
- Acknowledge teacher’s feelings
- Plan next steps
Case Study

Pick someone you have a good relationship with and has potential for growth.

- Background of Teacher
- Grade level
- Years of teaching
- Areas of strength
- Challenge areas
- Observation data
- Concerns
Structured Inquiry Protocol

Step One: 5 minutes

“A” provides background about the case study
  • His/Her strengths and weaknesses
  • History of the supervision relationship
  • Interpersonal dynamics between the case study and supervisor
  • What does “A” want to get out of this structured inquiry?
Structured Inquiry Protocol

Step Two: 3 minutes

“B” and “C” paraphrase what they’ve heard to be the key elements or issues and ask concrete, closed-ended, clarifying questions. “A” responds.
Structured Inquiry Protocol
Step Three: 5 minutes

“B” and “C” have a conversation with one another while “A” listens, takes notes, and quiets the inner voice. “B” and “C” might:

• Acknowledge “A’s” work and potential
• Share their own thinking
• Pose questions that probe deeply, provoke thinking
• Question underlying assumptions
• Consider new possibilities
• Make suggestions (posed as possibilities and framed with tentativeness)
Structured Inquiry Protocol

Step Four: 7 minutes

Partners engage in a three-way dialogue.
Pause and Reflect

What are three changes in practice you can commit to implementing as a result of our time together?

Share with a colleague.