Supervision Assignment

Washington State University, Tri Cities

Ed Ad 516: Instructional and Curricular Leadership

Spring 2024

Supervision Assignment

Part 1: Observation Assignment

View All Scripted Notes Taken Here: Observation Template TPEP-1.xlsm. Figure 1 shows a snapshot of some of the scripting I did while in the classroom, with timestamps (which are done automatically using this district TPEP form), and coding based in which TPEP domain the evidence falls. The coding was done directly after the observation and took about one hour.

Figure 1.

Evidence Gathering Example 1.

Time Stamp	Evidence	2a	2b	2c	2d	2e	3a	3b	3c	3d	3e
1/0/00 8:52 AM	Objectives(language and learning) reviewed, agenda shared		x	x	x		x				
1/0/00 8:54 AM	Opened Kahoot sign in screen for Review of DNA				x	x			x	x	x
1/0/00 8:55 AM	Tracking students who have joined kahoot on paper attendance sheet		x	x	x				x		
1/0/00 8:56 AM	Prompts students to have out notes T-"Remember to have your foldable or notes out as well"		x	x	x		x		x		
1/0/00 8:57 AM	All but 2 people have joined Kahoot				x				x	x	x
1/0/00 8:58 AM	Checked in with student who had a birthday this week	x									
3/21/24 8:59 AM	10/21 students using notes				x				x		
3/21/24 8:59 AM	"Deoxyrybonucleic Acid" choral response for Q1							x	x		
3/21/24 9:00 AM	T-Say that with me "Nucleus" Class-"Nucleus"							x	x		
3/21/24 9:02 AM	T-Say that with me "Nucleotides" Class-"Nucleotides"							x	x		
3/21/24 9:03 AM	10/22 students with notes out				x				x		
3/21/24 9:04 AM	Tracked Kahoot Top 3				x		x	x	x	x	
3/21/24 9:04 AM	Prompted for phones and headphones to be put away				x		x				
3/21/24 9:05 AM	Reminded phones and cords are to be put away				x		x				
3/21/24 9:06 AM	Community Time Reminder for clock partners. T-"As you come to community time today, think about a question you didn't get on the kahoot."	x	x	x	x	x	x		x		
3/21/24 9:07 AM	Community Time Scout for Bulldog Behavior Norms Chosen-"We're going to go with person E1, which is Orlando. Orlando, you get to have a nice comfy chair if you want."	x	x	x	x		x	x	x	x	
3/21/24 9:07 AM	T-"Luis, are we having trouble with our phone today? Can you put it in your backpack please?"		x		x		x				
3/21/24 9:08 AM	Community Time Started-share one thing you have			x							
3/21/24 9:09 AM	S-"Do you guys have any questions?"						x	x		x	
3/21/24 9:10 AM	T-"DNA is located in the _____ of all _____"						x	x	x		
3/21/24 9:10 AM	Choral Response of above sentence frame			x			x	x	x		
3/21/24 9:11 AM	Model of DNA and nucleus (slinky)		x				x				
3/21/24 9:12 AM	Picture shown of DNA splitting to compare with stretched out nucleus						x		x		
3/21/24 9:12 AM	T-"Tell your neighbor what genes do." Sentence frame provided	x					x	x	x		

Note. Timestamps were added automatically after hitting "enter" in each "Evidence" entry and until 8:59 they were being added manually, which is why the date is incorrect until then.

Part 2: Post-Observation Reflection Assignment

The class is a mainstream Biology course, with 30 students (mostly 10th graders), three students with Individualized Education Plans (IEPs), 11 Multilingual Learners (MLLs), and three migrant students. The lesson objectives were based on describing the parts of DNA proteins. Strengths of the lesson were clarity for communicating and establishing a culture for learning, the structure of the lesson, and the lesson pacing through managing classroom procedures and engaging students in learning. An area for growth was in ensuring every student participated in every partner discussion when prompted—even though there were structures in place to encourage those discussions—and checking that every student completed their DNA chart notes.

I gave feedback and placed the observee in Domain 2: The Classroom Environment and Domain 3: Instruction of our TPEP Framework because it pertained to the actual classroom observation and the district form used to collect classroom evidence codes for those two domains. We discussed where the person would place themselves during our feedback session, so I will include that information in part 4.

I didn't have ideas beforehand for specific professional development to suggest for this person because they are not only actively involved in attending professional development for serving all students and specific strategies for Multilingual Learners (MLLs), they also actively lead professional development in these and other topics for new teachers and all staff as a part time Instructional Coach. Because of some pre-work done having the person self-reflect and share what their way of knowing is, I knew this person has a self-transforming way of knowing before doing the observation. As a result of learning that, I planned to ask them what would feel

like beneficial Professional Development *to them* because I know they are focused on instructional growth, regardless of the TPEP process being part of their growth experience or not.

Something I learned about scripting and coding was how much time it takes. I did all the scripting while in the classroom, which was helpful, but did the rest afterward. I hope to get to a point where I can script and code *during* classroom observations. Coding the data took an hour and that was before even placing the person in TPEP criteria categories. The setup of the "Observation Template" can allow for coding while observing.

Questions I had while scripting and coding:

- What is the number of expected entries on the observation template? I tried to capture as much as possible while I was there, while also taking in the class as a whole experience.

- For coding evidence, can/should I tally total pieces of evidence for each domain? Can pieces of evidence fit in more than one place?

- Having labeled seating on the desks made it WAY easier to quote students. Can I get the seating chart? (The answer is yes, and a picture of it is included in Appendix A, along with the teacher's attendance tracking.)

- Should I save a separate copy of the TPEP criteria categories without me putting where I think their evidence points to so the person can share their own thoughts on where they believe they are at in the post observation? This person has identified that their way of knowing is self-transforming, so would seeing my thoughts beforehand even matter for this person since they already are concerned about growth?

Through this phase of the assignment, I learned that there is a lot I must learn about the "formal" aspects of instructional supervision. A question I will continue to ponder as I continue to learn more about formal observations and TPEP as an administrator is, how do we marry the idea of being an instructional leader and our role as evaluators of those who are instructors in the classroom? I know I value learning and growth for all, *and* how can I make sure that while observations are evaluative, the experience is growth-oriented instead of feeling like a "hoop" to jump through (for teachers and myself)? I learned that by being open about my desire for formal evaluation to be a growth centered experience, I communicate the importance of growth for myself and the people I evaluate.

Part 3: Post Observation Feedback Session Preparation Notes

As I prepared and reflected on the lesson, I focused a lot on the person having a self-transforming way of knowing. I know the person would be focused on growth already, so I used that to create questions in my preparation for feedback that would lead to the observee sharing what their own growth and next steps for improvement will be. Below are my planned questions, knowing I likely would not ask all of them.

<u>Wonderings:</u> How do you feel like the lesson went? How do you know? What do you do with the Kahoot report to monitor student learning?

<u>The person is self-transforming, so some questions I may ask:</u>

- What might you have changed about your lesson to have gotten to the observation charts as planned?

- What did you feel was missing from what I noted in my observation notes? Why?

- What do you think you will do as you finish out this unit based on that lesson and the lessons that followed?

- What further professional development do you want and need? Why?

Feedback stretches for growth to remember: (Drago-Severson & Blum-DeStefano, p. 65)

- Gently support implicit frustrations and tensions of transformations and change.

- Offering support as recipient makes sense of internal and systemic contradictions and inconsistencies.

I sent an email with the "Observation Template" notes and the "Practice Teacher Self-Assessment Document" attached and two questions for reflection before we met, because I know this person likes to take time to reflect and think before sharing ideas. Questions I sent in the email were: How have you been thinking about the lesson I saw and what strengths were present? What information/data from the observation do you want to hear from me? The last thing I did in preparation was remind myself to tell the person my way of knowing as socializing in transition to self-authoring and what that means for how I may give feedback.

Part 4: Feedback Conference Script, Part 5: Post-Observation Feedback Session, and Part 6: Reflection of the Post-Observation Feedback

You may listen to our feedback session here if you wish (it is about 25 minutes):

Supervision Assignment Feedback Session.m4a. Full disclosure, we got so caught up in discussing the lesson and our experience with how I gave feedback, that I didn't discuss with the person *where* they would place themselves on the self-assessment document until a later discussion that was not recorded. The notes below take some highlighted sections from our discussions and my reflections on those highlights.

I started our feedback session sharing gratitude for allowing me to practice supervision and feedback, for the person sharing their way of knowing with me, sharing my own way of knowing (socializing in transition to self-authoring), about how my way of knowing impacts how I give feedback, and how I used that information to prepare to give feedback to this person. This fits with my socializing way of knowing to start by talking about the relationship we have first, before talking about feedback. If I could do this differently, I would consider trying to do this in a shorter time because it took almost three minutes.

Feedback Conversation Sample 1: Timestamps 2:53-5:26

Me: "What have you been thinking about the lesson that I came in? That was last Thursday when you did the DNA chart."

Teacher: "My focus has been on helping students understand why they need to share with each other. You heard me say, it's in your reflection. We read, write, speak, and listen to these things multiple times. So, having that engagement within community time so that they're all engaging and understanding why they're engaging. Your reflection shows there were students that were sitting next to each other and were super chatty and I had to move them."

Me: "This is why we have clock partners."

Teacher: "Exactly. Understanding why you sit next to those clock partners." "You can't just always go with the people that you know…if they never know what to do to help you, but if you have a clock partner that you're not familiar with, it gives you an opportunity to hear what they have to say and maybe in a way that you didn't think of before and they'll actually help you. That's why we're here…to learn."

Me: "Do you feel like you didn't do that clearly enough in your lesson? Or…what would you do differently, I guess?"

Teacher: "I get hung up on the small pockets of students that just aren't engaging or engaging as well and so they're the ones that I think about. I probably just need to talk with them individually. Like, 'Hey, I noticed that you haven't been engaging, what can I help you do to engage?'"

Me: "That's a good idea. Sometimes it's like the question I have been thinking about a lot in a time of transition is…is it a message that everyone needs to hear, or is it a message that just a small group or individuals need to hear? So, I like that reflection. I think that's a good thing to think about."

I believe this part of the feedback session was a strength as I asked one of the questions I prepared beforehand based on their way of knowing because it opened our conversation to talk about what the person wanted regarding their lesson. It was evident from their chosen topic they read my observation notes (which was shared before we met intentionally) and had been thinking about how they can improve by right away reflecting on how they could support the students in engaging during community time that weren't at the beginning of the lesson. I really wanted to stay in inquiry, so I paused to ask a question that wasn't open ("Do you feel like you didn't do that clearly enough in your lesson?") and then paused again to ask a more open question. I was happy I took the time to do that because the teacher had already thought about individually talking to those pockets of students, which is what I would have recommended.

Feedback Conversation Sample Script 2: Timestamps 16:50-20:20

Me: "I'd love some feedback from you about how I give feedback, how I took notes, what the process was, how I communicated all of that."

Teacher: "You were very thorough with the notes that you took…This kid sitting in E2 or whatever, so tracking those students was helpful. I think in a few places there too you said like, 'There was engagement of 11/22 kids'…or something. So, you were very cognizant of how many kids there were and who was engaging so that was helpful to see too."

Me: "I was wondering how that would land, just because yeah. Okay. I was wondering that. Thank you."

Teacher: "It is good because sometimes I get into it and…so I don't get to have that opportunity to stare at them to see who actually is engaged and who isn't. So, to have that outside perspective to be like 'oh, 11/22. Oh shoot, that's only half the class.'"

Me: "I was curious about that because I was trying to think about myself and how that might land for me in my socializing way of knowing. Like, I always want to please the person, and would I be pleasing the person who's seeing my class if it was only 11/22 kids? I'd be mad at myself because I have those high expectations and that's where that self-authoring, like this is my value, that every kid is engaging every time. Then also, 'oh no, did I make the person who was watching not happy with me because the kids weren't engaging?' so I was curious how that would show up. So…that's good feedback."

Teacher: "It's insightful."

Me: "If you could get more from my feedback, what would you want from me?"

Teacher: "Feedback was good, but maybe going into that problem solving route. Like, 'there were only 11/23 engaged. These were the behaviors I did see, so maybe this is why they were disengaged, and this is maybe some ideas to re-engage those specific students,' which can be hard if you don't know the specific students."

Me: "I should know that about your way of knowing as self-transforming, your goal is just to be better so when you see that 11/22…I could have known to just say, 'During this time, like, what if you did this?' Or, 'how could you remind yourself to check that?'"

Teacher: "With that actually, clock partners came out of that." The teacher shared feedback from a previous evaluator who provided the idea for clock partners when they noticed that some students were disengaged, and the teacher still uses it.

This was an area of my feedback presentation that I was glad I asked about because I was reminded where I can still grow in my feedback giving. I was reminded how helpful using a person's way of knowing when giving feedback is. Even though *I,* with a socializing way of knowing, may struggle to give the feedback of only half the students engaging in an activity, the receiver of the feedback, who has a self-transforming way of knowing, *wants* that kind of feedback with ideas for what they could do. If I could go back and do it differently, I would have given feedback that way and brought up the pieces of evidence where there were quite a few students disengaged and gave some ideas. One thing I will still do is go back and share some of the ideas I have come up with since we had this discussion, one of which is having the scout track a specific clock partner group (without sharing with the class who they are tracking) and reporting back the number of times that group did the turn and talk when prompted, possibly

having the teacher give out punches on student behavior punch cards if the scout notices that specific groups participates.

Feedback Conversation Sample Script 3: Timestamps 22:59-24:42

Me: "What additional learnings would you want to get as you're thinking about next year and continuing to teach? What do you feel like is your next step for growth as an educator?"

Teacher: "Thinking about SIOP [Sheltered Instruction Observation Protocol], just being more cognizant of those groups, MLLs and SPED students and differentiating better for them. So, I think it was during that same SIOP training…and I realized, I grabbed my seating chart. I had it with me that day, and I circled the seats where all my MLLs are. I was like, 'What if I was able to organize it in a way where I had all my MLLs sitting at like, seats 1 and 3?' So then, when I have them move to the room, I can be like 1's over there, 2's, 3's, 4's…I can talk to all my MLLs at once."

Me: "So you could differentiate that way. That's genius, that's really cool…So really, it's kind of taking the things you've learned in SIOP this year and taking the time to really like put that into play. I get that…That's genius. Even, I'm thinking, how do you take that and do that for SPED kids?"

Teacher: "Yeah, exactly."

Me: "It sounds sneaky, but it's not. It's intentional."

Based on this conversation, the professional development I would suggest for this person is to provide them with planning time, perhaps with their team or with our Bilingual Facilitator, to implement this intentional seating chart, plan a lesson where they would use this

intentional grouping, and do a lesson study with their Biology PLC team so others can see this

intentionality in play.

We discussed where the observee feels they are placed when we met for the follow up

feedback session, so that is why the placement was saved until this part of the Supervision

Assignment. Using the coded evidence, the observee was firmly in the Proficient entering

Distinguished for certain areas and we agreed for most of the placements. In Domain 2c:

Managing Classroom Procedures, the observee is distinguished based on using a system for

students to access their own supplies and return them when done, positively reinforcing the

procedures with punch cards that students can redeem points for things at our school store,

having students monitor each other as learners with a "scout" during community time, and

giving clear directions for each learning activity. Domain 2e: Organizing Physical Space was also

Distinguished, which I think goes with 2c, because they depend on each other. The

intentionality with which the teacher organizes the classroom and sets it up so students can use

it how they need was impressive. Domain 3a: Communicating with Students was also

Distinguished, again, because of the intentionality of how the conditions for learning were set.

The set up for each type of activity including community time, partner discussion, choral reads,

use of images and realia, and color-coding information between related ideas all contributed to

student understanding and use of the content and vocabulary. One area where I would have

placed them as Proficient before we met was in Domain 3d: Using assessment in Instruction.

After our feedback discussion I would place them as Distinguished because I reviewed the notes

I took and the teacher detailed how they use the Kahoot to target specific students to follow up

with, how students were prompted to discuss with a clock partner a question they did not

answer correctly on the Kahoot, and how they posed a question the next lesson from the "K-W" chart students created at the beginning of the unit as an exit ticket where the students had to use the information they learned during the lesson I watched to be able to answer the question. The teacher sorted the student feedback that day and signed them up for a review intervention session during our "Enhancement/Intervention Time" (flexible learning time built into our bell schedule) the next day. This showed the teacher taking multiple intentional opportunities for assessment within instruction to occur. You may review the rubric and the highlighted areas with *some* of the evidence from the Observation Template in part 1 here: [Practice Teacher Self-Assessment Document.docx](#).

Participating in the post-observation feedback session and recording it was a great learning experience for me. Even though I have a relationship and friendship with this person, giving feedback in this way, with this lens, is still new to me, so being able to listen back to it later was helpful. I learned that I will probably always start a feedback conversation relationally because relationships are part of my core values, but I can think about how to do that in a way that honors our short time together. One thing I hadn't considered until the feedback session was that the person saw my observation notes as feedback as well. Providing detailed observation notes provided feedback to the teacher that I didn't even realize I was giving because they took the time to reflect on the notes I took. I also was reminded by asking for feedback about how I gave feedback that taking time to share about ways of knowing, sharing my own way of knowing, and learning their way of knowing is time well spent. I learned I need to be brave in utilizing their way of knowing as I prepare and give feedback because the teacher I partnered with would have liked to receive specific problem-solving ideas based on the

observations I made, which fits with their way of knowing, even though it was a growing edge for me with a socializing way of knowing. As I continue to practice and grow as a feedback receiver and giver, I look forward to continuing to use ways of knowing based on constructive developmental theory (Drago-Severson & Blum-DeStefano, p. 40). I will remember as I continue to grow as an instructional leader that feedback for growth and supervision aren't always the same, but they can be. I have the power to set intentions for feedback for growth and how we learn about ourselves, each other, and our ways of knowing to focus on growth through feedback.

Appendix A

Seating Chart for Observed Class
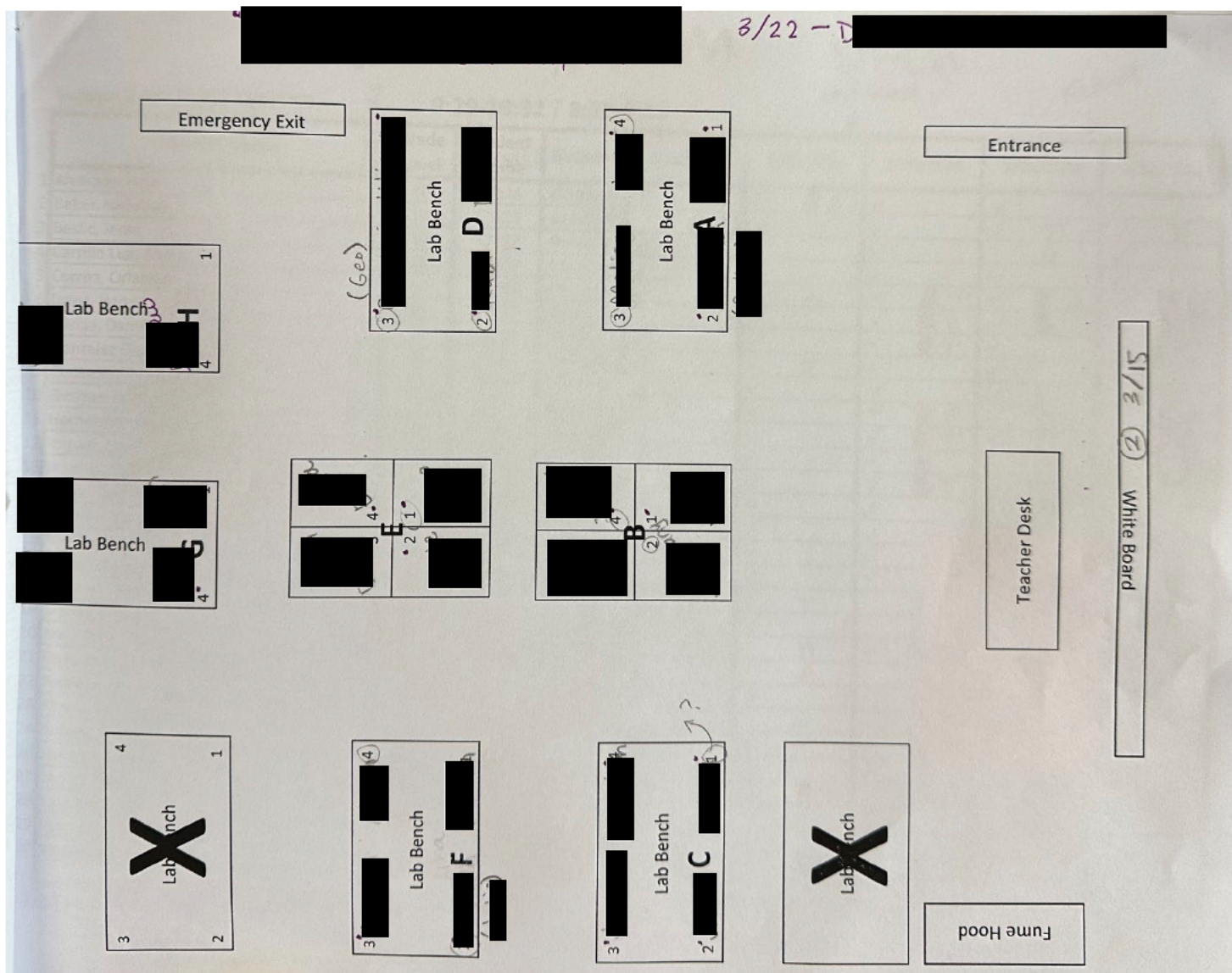
Attendance Sheet for Observed Class

Section: 2 BIOLOGY 2 GENETICS 9:29-10:32 / 8:52-9:53   9:23-10:20

Student Name	Grade Level	Student Number	Birthday	3/25/2024	3/26/2024	3/27/2024	3/28/2024	3/29/2024
▮▮▮	10	37826	07/18/08	A	✓	✓	✓	
▮▮▮	10	37825	07/10/08	✓	✓	✓	✓ ✗T	
▮▮▮	10	37697	05/28/08	✓	✓	✓	✓	
▮▮▮	10	36619	05/29/08	✓	✓	✓ ✗K		
▮▮▮	10	37220	09/26/07	✓ ✗T	✓ ✗T	✓ ⊘T		
▮▮▮	10	37177	06/25/07	✓ ✗K	✓ ✗T	✓ T	✓ ✗T	
▮▮▮	10	36703	09/14/07	✓ T	✓ ✗T	✓ T		
▮▮▮	10	37411	07/21/08	✓	✓ ✗T	✓ T	✓ T	
▮▮▮	10	36927	04/10/08	♥ A	✓	✓	✓ ✗K	
▮▮▮	10	39356	08/19/08	✓ ✗K	✓ ✗T	✓		
▮▮▮	10	38183	02/10/08	✓ ✗K	✓ ✗T	✓		
▮▮▮	10	36633	12/09/07	✓ T	✓	✓	4	
▮▮▮	10	37566	02/21/08	✓ ✗K	A	✓		
▮▮▮	10	37057	06/06/08	✓	A	✓		
▮▮▮	10	37143	07/15/08	✓ T	✓ ✗K	✓		
▮▮▮	10	38447	07/03/08	✓ T	✓	✓		
▮▮▮	10	37120	09/22/07	✓ ✗	✓	✓		
▮▮▮	10	67004	06/09/08	✓ ✗T	✓	✗✓	✓ T	
▮▮▮	11	47109	01/18/07	✓ ✗T	✓ ✗T	✓	P	
▮▮▮	10	38192	03/18/08	✓ ✗K	✓ ✗T	✓ ✗T	✓ ✗K	
▮▮▮	10	38120	08/16/08	✓	✓	✓		
▮▮▮	10	37424	10/03/07	✓	✓	A		
▮▮▮	10	44553	09/09/07	A	✓	A	✓ ✗K	
▮▮▮	10	50826	03/20/08	✓	P	✓	✓	
▮▮▮	10	48280	02/13/08	✓	✓	✓		
▮▮▮	10	38433	08/05/08	✓	A	✓		
▮▮▮	10	36706	3/5/2008	✓	✓	✓	✓ T	
▮▮▮	10	37839	11/21/07	✓ ✗T	✓	✓	✓ ✗K	
▮▮▮	10	64873	06/12/07	✓	✓ ✗K	✓	✓ ✗K	

3/25 – ▮▮▮ phone out, several warnings. Asked to used bathroom, but she's on the "no" list. Defiant, left anyway. Security called, referral give

3/26 – ▮▮▮ somber, says things not good
— ▮▮▮ heads down a lot
— ▮▮▮ not doing much work, needed A LOT of prompting

References

Drago-Severson, E., & Blum-DeStefano, J. (2016). *Tell me so I can hear you: A developmental approach to feedback for educators*. Harvard Education Press.