

Assignment 2: Response #1–Now We're Talking

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“Now We're Talking: 21 Days to High Performance Instructional Leadership” by Justin Baeder outlines several strategies or suggestions to use to develop a daily schedule that allows time for administrator classroom visits. These strategies include communication management, organization of objectives, and identifying "habits" that impact the efficacy of consistent and proficient observation opportunities. Some characteristics that will be acknowledged help to outline and structure the classroom observations: Frequent—Approximately eighteen biweekly visits per teacher per year; Brief—Around five to fifteen minutes; Substantive—More than just making an appearance; Open ended—Focused on the teacher's instructional decision making, not just narrow data collection; Evidence based—Centered on what actually happens in the classroom; Criterion referenced—Linked to a shared set of standards or expectations; and Conversation oriented—Designed to lead to rich, engaging conversations between teachers and instructional leaders.

Part 1: Weekly Classroom Schedule with Data (1 page):

For the first part of this assignment, the following weekly classroom visitation schedule will provide the general structure to be organized via Outlook Calendar and shared with all relevant stakeholders for precision and transparency. The following schedule is not designed to be highly specific or "to the minute"; however, it will articulate the general weekly calendar placeholder to carve out and protect each week's classroom observation/s.

The following is a tentative weekly schedule for classroom visits in English Language Arts (ELA) and Reading Literacy Intervention classes at Dr. Mary McLeod Bethune Middle School. This schedule ensures frequent access to all grades and regular visits to ELA instruction and targeted literacy intervention. The following schedule includes precise times for each class or session focusing on a rotation of Monday, Wednesday, and Friday:

Monday/Wednesday/Friday

- Period 1: 8:50 – 8:44 AM
 - First 6th Grade ELA (Class A)
 - 9:00-9:10 am
 - Second 6th Grade ELA (Class B)
 - 9:15-9:25 am
- Period 4: 12:17 – 1:10 pm
 - First 7th Grade ELA (Class A)
 - 12:25-12:35 pm
 - First 7th Grade ELA (Class B)
 - 12:40-12:50 pm
- Period 6: 2:15 – 3:08 pm
 - First 8th Grade ELA (Class A)
 - 2:20-2:30 pm
 - Second 8th Grade ELA (Class B)

- 2:35-2:45 pm

MYPGS Informal Observation Tool completed and sent to the visiting teacher/s:

- 3:00-4:00 pm Monday, Wednesday, and Friday
 - Identified context, Time, Targeted Lesson, and population
 - Focused Standards related to the Teacher Learning Framework (TLF)
 - Week 1-3 Observations
 - Standard 2a3: Academic Culture (SOSA Board configuration)
 - 6th Grade: 3/5 classes
 - 7th Grade: 4/7 classes
 - 8th Grade: 5/7 classes
 - Standard 2c1: Management of Routines, Procedures, and Transitions
 - 6th Grade: 4/5 classes
 - 7th Grade: 6/7 classes
 - 8th Grade: 6/7 classes
 - Standard 3c1: Communicating the Purpose of the Lesson
 - 6th Grade: 4/5 classes
 - 7th Grade: 6/7 classes

- 8th Grade: 4/7 classes

Part 2: “Now We’re Talking” Week 2 Classroom Visitation Strategies (2 pages):

As stated, “Now We’re Talking” by Justin Baeder, Week 2 focuses on classroom visitation strategies to build meaningful instructional leadership. Addressing the specific strategies recommended in "Week 2" will help to organize and facilitate classroom visits ensuring all relevant classes are frequented on a rotating and consistent basis.

- Frequent, Short Visits: Regular brief visits (5-10 minutes) allows for a broader range of instructional activities without disrupting classes. Choosing 10 minute intervals with a 5 minute passing period will allow for quick, frequent, and recurring visits. There might be a need to extend the time between passing periods to collect and organize data so that there is not too much work at the end of day. The district’s MYPGS platform will be the chosen platform to collect and share data which offers the same platform for formal and informal evaluation protocol/s. The frequent 10 minute observations will communicate the consistency and spirit of coaching improvement rather than formal, more punitive evaluation “feel.” These frequent, “Short Visits” will be enough time to visit all of the relevant ELA and literacy intervention classes to assess real-time instructional practices. The brief and consistent visits will promote visibility or transparency without overwhelming the daily schedule that leads to cancellations and constant adjustments resulting in inconsistency and reliability.

- Focused Observation: There will be and should be a focus on specific teaching practices, standards, or student engagement, rather than trying to observe everything at once. There will be an alignment on the MYPGS platform to targeted standards that correlate with the Teacher Learning Framework (TLF) that will ultimately correspond to the formal evaluation in late Spring. These conversations will help support the teacher to develop and understand their chosen standards that are measured on the upcoming formal evaluations. By identifying focus standards with specific literacy goals will help to facilitate the efficacy of measured reading comprehension and differentiated instructional practices that ultimately help to target guide the observations to identify trends in student learning needs and instructional gaps.
- Feedback Conversations will aid in engaging teachers in reflective conversations based on observations, fostering professional growth and improvement. After the recurring brief visits, quick debriefs with teachers can be communicated on the MYPGS platform; however, it might be very purposeful to schedule a 5-10 minute debrief quarterly or within department meetings once a month to share the data to drive common planning and to drive the PDSA cycle. This time will allow the stakeholders to share observations, offer literacy strategies, and align targeted interventions based on student performance.

By integrating these strategies and adjusting them to the specific context and culture of the school will help to support the continual management of schedules that complement targeted support for literacy intervention and English Language acquisition. The frequent and consistent, non-evaluative observations will strengthen collaboration with teachers and ensure instructional improvement is in alignment with departmental literacy goals and schoolwide PDSA data collection.

