

EEDA 613: Assignment 6: Response #2 to "Now We're Talking"

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EDA 613: Assessment Seminar

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Clear Administrative Services Credential Program

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EDA 613: Response #2 to “Now We’re Talking”

***In Week 4 of the text, the author suggests devising a sample template to help when providing feedback to teachers. Part 1 of this assignment is to devise an authentic sample template that would be helpful for you when providing feedback to teachers after a classroom visit. Your template should include the following: A salutation; A few sentence starters; Reusable language; A question***



Date: [Insert Date]

To: [Teacher’s Name]

Dear [Teacher’s Name],

Thank you for allowing me to observe your classroom today. I appreciate the opportunity to see the learning environment you’ve created and the strategies you’re using to engage your students. Here are some of my observations and feedback from the visit:

Strengths & Observations:

I noticed that... [Example: I noticed that you effectively used open-ended questions to encourage student participation.]

It was clear that... [Example: It was clear that your students understood the learning objectives because they were able to accurately explain the key concepts in their own words.]

One area that particularly stood out was... [Example: One area that particularly stood out was your use of formative assessments to check for understanding throughout the lesson.]

Areas for Growth & Suggestions:

One thing to consider might be... [Example: One thing to consider might be incorporating more opportunities for peer collaboration to enhance student engagement.]

A strategy you might try is... [Example: A strategy you might try is using visual aids to support different learning styles, especially during complex topics.]

It could be beneficial to... [Example: It could be beneficial to provide additional wait time or “productive struggle” after asking questions to encourage deeper thinking.]

Reflective Question:

How do you feel the lesson went in terms of meeting your learning objectives, and what adjustments might you consider for future lessons?

Thank you again for your dedication to your students and your openness to feedback. I look forward to continuing our collaboration to support your professional growth.

Sincerely,

Dr. Kenneth M. Hill

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**EDU 613 Sample Template: Informal Observation 23-24:**

Targeted Elements including District Unified Elements and other critical focus elements

**1b1 - Awareness of Students Skills, Knowledge, and Language Proficiency****ELEMENT LOOK-FORS**

~Teacher strategies/classroom artifacts demonstrate planning for student skills, knowledge, and language proficiency (e.g., sentence frames, student data charts, small group instruction)

~Teacher's tasks/learning activities are differentiated based on learners' language proficiency

**1b1 Evidence**

Teacher structures class with identified objectives related to classroom artifacts and clear learning objectives.

**3a4 - Use of Academic Language****ELEMENT LOOK-FORS**

~Teacher models correct use of academic language

~Teacher provides students structured opportunities to understand and use academic language in their work

**3a4 Evidence**

Teacher rotates around to each student and/or group to address specific content related to agenda objectives.

**3b2 - Discussion Techniques and Student Participation****ELEMENT LOOK-FORS**

~Teacher works to gradually shift from teacher-directed to student-directed conversations

**3b2 Evidence**

Teacher articulated and modeled essential question: How does one realize their authentic self in spite of societal norms and the expectation of others? Teacher rotates among all students via i-Ready, practice pitch with partner, and podcast script.

**3c1 - Standards-Based Projects, Activities, and Assignments****ELEMENT LOOK-FORS**

~Students are cognitively engaged, constructing their own understanding

~Assignments have real-world application

**3c1 Evidence**

i-Ready, practice pitch with partner and record on schoology with camera on, and podcast script.

### 3c2 - Purposeful and Productive Instructional Groups

ELEMENT LOOK-FORS

~Group structures and tasks are differentiated as necessary

#### 3c2 Evidence

PBL groups are designed to work collaboratively to produce varied parts of the overall presentation.

### 3d3 - Feedback to Students

ELEMENT LOOK-FORS

~Teacher provides timely, frequent, relevant feedback

#### 3d3 Evidence

Teacher provides continual feedback throughout the daily agenda

## Teaching and Learning Framework Elements

### 2a3 - Academic Climate

ELEMENT LOOK-FORS

~Students freely share ideas & opinions

#### 2a3 Evidence

Students are all engaged in specific activity and transitioned autonomously to the next agenda item where ideas were communicated freely about daily expectations.

### 2c1 - Management of Routines, Procedures, and Transitions

ELEMENT LOOK-FORS

~Students understand transitions and routines with little prompting

#### 2c1 Evidence

Students rotated three times to different objectives and were clear about the expectations that were posted on the LCD projection.

### 2d2 - Monitoring and Responding to Student Behavior

ELEMENT LOOK-FORS

~Teacher reinforces positive behavior when appropriate

#### 2d2 Evidence

Teacher had very little need to address student behavior. There is a precursor of high expectations.

### 3a1 - Communicating the Purpose of the Lesson

ELEMENT LOOK-FORS

~Teacher clearly explains the instructional purpose

**3a1 Evidence**

The agenda is posted and the teacher articulated each process, addressed questions, and provided timely reminders of upcoming steps to be completed.

**3b1 - Quality and Purpose of Questions****ELEMENT LOOK-FORS**

~Questions invite and reveal student understanding of the content

**3b1 Evidence**

The PBL process highlights very specific questioning that promotes student understanding among all students in each group presentation.

**Feedback****Lesson/Activity Observed**

i-Ready, PBL Pitch

**Observation Details (Required)**

05.13.24

25 minutes

Classroom in individual to group settings

10 females; 5 males.

**Areas of Strength**

Students were all on task and were clear about the agenda expectations. Students made a quick and efficient transition from one agenda item to the other. Thank you for taking deliberate time to speak patiently, hear patiently, and to provide specific questions and feedback to guide students in the PBL project process.

**Areas of Growth and Reflection**

Continue to monitor PBL progress and create accountability measures for all participants to equally contribute.

**Next Steps/Recommendations (Required)**

Your classroom pacing is well received and allows for incremental growth in each objective while addressing cognitive attrition and promoting intrinsic value.

**Period:** 3

**Grade:** 12

**Subject/Department:** ELA Modern Literature

***Part 2 of this assignment is to identify 5-6 important insights you have gained from your classroom visits so far this school year. What aspects of your instructional framework are you now more familiar with? What operational decisions can you now make more judiciously? What are some successful teaching practices that you’ve seen? What are some implications for Professional Development?***

As an Assistant Principal and a Literacy Specialist through the Division of Instruction, classroom observations, formal or informal, can provide valuable insights to shape instructional and operational efficiency indicated in each of the National University CPSEL Leadership standards. The following are “key insights” gained through formal and informal classroom visits/observations complemented by instructional framework use for scope and sequence, operational protocol for LAUSD policy and regulations, data-driven instructional practices/strategies, and ongoing professional learning or development:

Observations can highlight and help to articulate a more comprehensive understanding of Student Engagement. Observing how students interact with the lesson can reveal their level of engagement and motivation. This includes noticing whether students are actively participating, asking questions, and completing tasks.

Encapsulating the experience within the adopted LAUSD Teacher Learning Instructional Framework (i.e., TLF) helps to target specific standards and provide reciprocity in ongoing reflection and feedback for authentic growth. In LAUSD, the observational process, formal and informal, provides a clearer picture of the effectiveness of classroom management and strategies to maintain student engagement. In LAUSD, the TLF allows the observer/s to be either myopic in chosen standards in shorter informal observations for data collection to drive instruction or longer TLF’s that choose a total of 7 standards that fulfill the LAUSD Union Contractual agreements. In the

formal LAUSD observation, 3 standards are District chosen, 3 are teacher chosen, and 1 is collectively chosen between administrator and teacher. As part of the pre-planning, I make a concerted effort to identify specific proof for each standard, ensuring a successful observational process. Addressing all identified or chosen standards helps to ensure LAUSD operational mandates dictated in related policy and union contracts. This allows me to make more informed decisions regarding classroom resources and seating arrangements that support better engagement while fulfilling operational standards. Also, this process helps to identify successful instructional practices to be shared departmentally or interdisciplinary. Consequently, I might see the effective use of questioning techniques, such as Socratic questioning, to deepen understanding and maintain focus to be shared as schoolwide adopted strategies to be observed and measured through the informal observation data collection. Lastly, these findings can guide ongoing learning cross-curricularly. For example, in the Tuesday professional development meetings or Wednesday PBL collaboratives, the findings can be shared and the implications affecting instruction can lead to specific training (e.g., student-centered engagement strategies, differentiated instruction, or classroom management techniques).

This shared experience can lead to collective and departmental lessons, design/delivery, shared or schoolwide power or ESR learning goal, shared instructional calendars that share scheduled formative and summative assessments, shared anticipatory sets, scaffolding techniques, and, as stated, differentiated instructional practices. The classroom experience can also showcase the use of instructional technology strategies to support differentiation, engagement, and assessment (e.g., Promethean Boards, whiteboards, digital portfolios, educational apps (i.e., i-Ready MyPath,



etc.)) The observational process can then indicate the need for further or targeted PD’s to train for technology integration, digital literacy, or blended learning strategies. Lastly, to highlight the value of collaborative engagement, a shared observational experience can be a direct practice in refining and/or practicing reflection/feedback strategies. This informal process with a spirit of true peer-benchmarking support might be the most valuable and motivating outcome of true professional and, maybe, personal growth affecting the academic school climate in tangible and intangible ways (e.g., exit tickets, quizzes, teacher/student self-assessment, and peer review).

As most of the NU CPSEL Standards lead to or suggest as fundamental, the observational process can affect, hopefully positively, the school’s more abstract school/ classroom culture/climate. Getting into the classroom for formal or informal observations allow me to evaluate the classroom climate, the relationship/s between teacher and students, classroom tone for conducive instruction, and witnessing behavior management so that administration can help support in a more understanding way with proper resources. This affects the classroom and the overall school climate and, consequently, it helps to nurture a growth mindset promoting a safe and respectful culture through PBIS, TFI, and Restorative Practices. This growth mindset approach can help to develop emotional intelligence for conflict resolution concerns via ongoing PD for faculty/staff and in-classroom practice.