

Classroom Observations

Date	Time	Class	Follow-up Interview Date	Time
11/10/2008	9:45-10:45	(10 th Collaborative) World Literature Class	11/10/2009	3:15-3:30
12/2/2008	10:00-11:00	(11 th) Gifted American Lit/Comp	12/2/2009	3:20-3:50
2/17/2009	9:45-10:45	(Elective) Speech Forensic	2/17/2009	3:38-4:53
4/13/2009	9:50-10:50	(12 th) British Literature/Composition	4/13/2009	3:25-3:40

I found many varied approaches to teaching. The ELCC Standard that seems most applicable to classroom observation is Standard 2.0, which focuses on the educational leader's ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

One of the greatest aspects of successful teaching is classroom management. A teacher does not have to rule with an iron fist to maintain control; however, students respond to clear expectations, and that is one of the major components to teaching. Hence, I concluded that classroom management is undergirded by planning. Engaged students and discipline are synonymous.

Another component to successful teaching is the implementation of the best practices for student learning. Classes with varied instruction students were more engaged. One teacher gave students the opportunity work in learning stations. The students were on task and actually moved around to the stations without problems. At the conclusion of the period, they submitted an Exit Ticket that reflected what they worked on for the period. The students were not quiet, but it was obvious that learning was taking place. Hence, quiet classes are not predictors of discipline. Noise can actually indicate that the students are engaged and on task.

Students also demonstrate ownership when given a choice. One teacher provided the students with a list of project ideas. The students designed the rubric, negotiated the point assessments, and created the due dates, again, another example of best practice to student learning.

I observed some classes where the students were not engaged or on task. Traditional assignments such as reading a selection and answering the questions were evidenced in one of the classes, but I noticed that the students did not take the assignment seriously. The teacher seemed frustrated and so did the students. All I could think is that this teacher could benefit from staff

development that models some of the best key practices. As an educational leader, my role would be to provide some models. Why not allow teachers who reflect these key practices to lead the staff development?

Perhaps the other area where I saw an area for improvement stems from collaborative teaching. Clearly, content teachers and resource teachers must learn to take the team approach. When I interviewed teachers and asked them what they would suggest aspiring administrators be aware of, three of the four responded that collaborative teaching was frustrating for them. They wanted administrators to be aware that they did not feel like it was fair to the content teacher. Hence, that is an area where more staff development is needed.