Educational Leadership - Instructional Assistance

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Teacher A and I have discussed a means for him to reach his goal of improving his Instructional Planning (Standard 1) and his Instructional Delivery (Standard 2) (Personal communication, Spring 2021). We have devised a plan for him to self-assess his teaching based upon his student outcomes and self-direct his professional development around these two standards. Until March first, Richmond Public Schools (RPS) conducted professional development each Wednesday from 1:00 PM to 4:00 PM. Professional development (PD) was either conducted as whole-school, school-based professional development or as division-wide subject-based PD. The district uses an online program, SCHED.com, to host virtual PDs. These may be interactive, such as in a ZOOM or Meet format or a streamed session via YouTube. Neither of these has been conducive to the professional development of a first-year teacher.

As of March first, RPS has limited the number of PD sessions conducted in such a manner to allow teachers more control over the PD time allocated by the half-day teaching on Wednesdays. We decided to take advantage of this time for departmental meetings and self-directed PD so he may fine-tune the instruction he needs to improve his planning and delivery of instruction. RPS now requires one school-wide PD and one district-wide PD each month and allows for two self-directed or departmental PD sessions each month.

Mr. A and I have created a plan allowing him to participate once a week in group planning for his subjects. He benefits from his peers' lessons and planning techniques and can ask for feedback on issues he may be facing. Mr. A is also meeting once a week with his department chair to provide input on his administrative walk-throughs and observations and time to seek professional development to implement new technology into his lessons.

Currently, Mr. A has learned how to use Jamboard in his Google Classroom as a tool to introduce new materials at the beginning of his classes and increase interaction and participation from his students. He hopes to create a low-risk tool for students to provide information based on prior knowledge or to ask questions about the topic before the lesson begins. Mr. A plans to build five per week when he creates his weekly lessons or units to add them daily to his Google Classrooms when he uploads the daily schedule. Students will log into Classroom, read the assignment. While students are working, Mr. A can make notes on participation and levels of comprehension. He can determine how in-depth his lessons need to be. He can decide whether he needs to review the material with the students or move on to the next topic.

I will be reviewing the Jamboards when I conduct observations at the beginning of the lessons. We will discuss how the process is working and whether or now Mr. A needs to be more interactive with the students or complete the task independently after his instructions. I will be reviewing the student participation via the grades he has been giving and the percentage of student participation. We will address whether the task is too easy or too difficult for his classes and whether or not he has maintained the process of five each week. I will ask him to think about whether or not the Jamboards provide him with the level of participation and student outcomes for which he has been searching. If Mr. A responds yes, I will ask how he thinks he can up the ante as he progresses through the remainder of the year, so students do not become bored with the same process or routine.

I have already asked him to provide me with artifacts for each of the standards via Google Docs I shared virtually. I will also have Mr. A fill out a brief form weekly to determine what he thinks is working, what is not working, and what he believes he can do to enhance the things in

both categories. Teacher A needs to evaluate and re-evaluate his processes weekly and to take

notes at the end of the classes or at the end of the day as to what worked, what didn't, why, and

what the next step may be.

It is easy to throw technology at students, but it is not beneficial if students are not

interacting positively with the technology. When I was a student, I hated the films my teachers

used in class. They were dull, and all we had to do was watch. I am attempting to have Mr. A

limit his use of long slides or videos alone as they have the same effect. I also try to restrict his

lecture by having him cut it into smaller chunks and provide students with the window to

interact. I will be observing him in the next couple of weeks to see if he has implemented my

suggestions, and we can discuss the impact it has had, positive or negative, on student outcomes.

His current schedule and my interactions are in the table below.

Monday	Tuesday	Wednesday	Thursday	Friday
He teaches Blocks 1, 2 & 3 synchronously. I observe at different times during his teaching schedule.	He teaches Blocks 1, 2 & 3 synchronously. I observe at different times during his teaching schedule.	Synchronous teaching 9:15-11:20 Off Block 4 Mr. A participates in PD either SWPD, DWPD, Departmental, or self-directed.	He teaches Blocks 1, 2 & 3 synchronously. I observe at different times during his teaching schedule.	He teaches Blocks 1, 2 & 3 synchronously. I observe at different times during his teaching schedule.
	We meet once a week during Block 4 to discuss his lessons, my observations, and his feedback.			

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