

Field Experience C: Special Education Teacher Observation and Feedback

For this Field Experience C, I viewed a YouTube video; *Miss Reid teaching Reading (Special Education Classroom)*. Honestly, this was an observation that I struggled to find lots of positive feedback, but the constructive ideas were rolling in! There was no collaboration amongst the class, conversation was more so directed at students, and not with students. The majority of students were very disengaged- one student even went to sleep, unnoticed for a period of time. My primary suggestion would be to for Miss Reid to offer more diverse learning opportunities for her students- this usually means spending less time whole group and more time in intensive, small group learning. In a post conference with her, I would definitely take the approach of using reflective questioning. Some of the questions I would ask are: “Could you please elaborate more on how instruction was differentiated? Thank you for allowing me to come into your classroom and observe your class today- I saw lots of good whole-group discussion and care for your students. On a day to day basis, how do you plan for the individual needs of your students? How do you assess their understanding and monitor their progress?” I would also like to know more about how technology is incorporated, if applicable.

In my home state of South Carolina, the formal evaluation system used is based on the South Carolina Teaching Standards (SCTS 4.0) the and is scored on a 4.0 rubric (https://ed.sc.gov/scdoe/assets/File/educators/teacher-evaluations/SC%204_0%20Rubric%20Printable%20FINAL.pdf). As outlined in the rubric, teachers are evaluated based on four domains- Instruction, Planning, Environment, and Professionalism. There are twenty-three SCTS Rubrics Indicators, and four performance levels (4-exemplary, 3-

proficient, 2-needs improvement, 1-unsatisfactory). Administrators collect data and assess the teacher during these approximately 45-minute observations. Teachers are also observed using ELEOT (Effective Learning Environments Observation Tool), which is really more of a tool for data collection and it looks at what the learners are doing. A copy of results from both formal and ELEOT observations are sent to the teacher electronically upon completion; but only the formal observation requires a pre- and post- conference. For both special education teachers and general education teachers- depending on their certificate level, contract level, and performance history- their SCTS 4.0 results will be used for different purposes.

In future evaluations, I will make it a priority during pre-conferencing to discuss methods of differentiating instruction prior to observing. Prior to this week's learning, I always thought that teachers know what that means, but I understand now that effective classroom implementation will show the results based on student learning and data. In PSEL Standard 5, a few indicators (specifically 5.a and 5.c) stuck out to me in relation to observations and feedback. It is my job as instructional leader to not only make sure student needs are met, but teacher needs also. I want to work with my teachers to provide support in any way that is needed, while also make sure their students' educational experience does not suffer in the process.

Reid, Dyhesha. [Reid, Dyhesha]. (2019, May 9). *Miss Reid teaching Reading (Special Education Classroom)*. [Video]. YouTube. <https://www.youtube.com/watch?v=J51CeK2IJqo&t=882s>

Kiara Wilson
EAD 530
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