

### **Field Experience A: Informal Observations**

I observed the recording of the two middle school ELA teachers. Their lessons were both centered around literature circles and teaching students how to have meaningful, respectful discourse about what they have read. One observation seemed more formal than the other; as well as one teacher had several evaluators in the room while the other only had one. In the classroom with one evaluator, she was more hands-on, actually talking to the students, engaging in their lesson with them. Though the lessons and observations were very different, both teachers began with reviewing expectations and

Several indicators of PSEL Standard 6 apply to the teacher coaching process. More specifically, Standards 6.d, 6.e, and 6.f can serve as action guidelines for conducting both formal and informal observations, in order to keep observations focused and administer applicable feedback. (\*insert citation). During the coaching process, it is important to remember that ultimately, we are all working together to succeed at achieving our school goals and student success. Effective leaders possess this mentality and apply it to their strategies for conducting observations and providing feedback.

Although administrator life can be very eventful I still plan to make classroom walkthroughs a priority (or “pop-ins” as my previous principal called them). My hope is that it would serve best as a means of establishing positive rapport with my teachers and students while also comfortably learning from their perspective.

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Jackson, Cathy. [Cathy Jackson]. (2015, March 7). *Sixth Grade English Class* [Video]. YouTube.

[https://www.youtube.com/watch?v=akdu-m\\_35IQ](https://www.youtube.com/watch?v=akdu-m_35IQ)

National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: Author.