

Teacher Coaching and Development Process

Tanner C. Purintun

Department of Education, Grand Canyon University

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Dr. John Utne

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After watching the YouTube videos provided for topic one, I was able to gain a thorough understanding of what the pre-conference should look like. There were many aspects of the pre-conference that were different than what I experienced as a teacher because I never had a pre-conference with my principal. Anytime I was evaluated, the principal came in right before the class started and I handed him my lesson plan. I think I would've appreciated having a pre-conference with him because it would've allowed me to give context to what I was teaching and it probably would've made me more efficient. It is important to ask productive questions during the pre-conference. An example question would be "What are the objectives and expectations for this lesson?" Another example would be "How are you going to know the objectives are achieved?" It is also important to ask the teacher how they plan to assess their lesson. Lastly, you could ask the teacher if there are any specific things they would like you to watch for. The teacher's responses can be a strong indicator if they have planned and are prepared for class. They should be able to answer what their objectives and expectations are. They should also be able to give an explanation for how they will measure if the objectives and expectations are being met. If they cannot answer those questions, it is evident they have not given their lesson plan much thought. They also need to be able to provide insight as to how they will assess their lesson. If they cannot, that indicates they have not thought their lesson plan all the way through. Assessment is a key part of the teaching and learning process.

When observing a lesson, it is important to look for details that were discussed in the pre-conference. This may include classroom management, pedagogy, and lesson components. It is also paramount to focus teacher evaluations on student learning (Iwanicki, 2001). How are the students behaving and responding during the lesson? Are class objectives and expectations

clearly defined? Is the teacher following the general outline of their lesson plan? The observer should also be able to identify how the teacher is assessing their students. All aspects of the lesson are important, so it is important to be cognoscente of everything that is happening in the classroom. Considering several different sources of information can also provide a more accurate evaluation than just focusing on one specific area (Boyd, 1989). It is important to identify areas of strength and areas that can be improved. I do not think that administrators should provide feedback during the observation. At that point, the administrator becomes an active participant in the lesson rather than an observer. Feedback is most productive when shared during the post-conference.

After watching the video regarding the post-conference, I noticed that the coach started the conference by outlining the purpose of the conference. This set the tone for the conferences because it establishes that the post-conferences allows both people to learn. The coach used specific evidence during the post-conference, and that made the teacher reflect and realize areas that could be improved. This initiated good conversation. Ultimately, “the evaluation process provides teachers with meaningful information that encourages professional learning and growth” (Krasniqi & Ismajli, 2022).

References

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