

Clinical Field Experience C: Special Education Teacher Observation and Feedback

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Collaboration Experience Summary

My principal mentor, Ryan, and I observed James, a recently recruited special education history teacher. Prior to the observation, we met with him and reviewed his plans. It was obvious that James needed coaching. His plans were aligned with the obsolete NJCCCS standards when they should have been linked with the NJSLS. In addition, the lesson he selected included an examination after the unit consisting of student presentations of other cultures. Ryan advised James that he should have chosen a lesson that emphasized instruction. In addition, his student objections indicated that students would be able to explain how common qualities contribute to uniqueness. This was an attempt to get pupils to find a link between nationalism and their work. We both agreed that his objectives for an evaluation should be more rigorous and complex. In addition to having low expectations for his pupils, his class did not lend itself to achieving the goals since students borrowed information from the internet for their presentations.

Last but not least, there needed to be differentiated teaching to assist diverse learners. Ryan urged that we be considerate with our criticism and, after providing it, offered him praise where it was due. James has an excellent rapport with his pupils. Ryan remarked that he is ready to learn how to improve and that this can be altered. Then, we would give James the floor to talk and reflect on the lesson.

Evaluation Tool

Our school system has developed its evaluative instrument, which consists of five domains: Planning, Instruction, Class Culture, Evaluation, and Professionalism. Each domain has many items that are rated between 1 and 4. The evaluation tool is a rubric that, if followed correctly, allows instructors to grade student work as very successful. Each educator is assessed using the same rubric. Administrators must adhere to the rubric and offer examples and

explanations for each area. In addition to recording the session, administrators analyze all aspects, including earlier classes and more. The results are stored in a database accessible only to the department supervisor and the principal. However, every member of the leadership has access to them all.

PSEL Standard 5

When I become a leader, I will carefully analyze PSEL standard 5. As with James, I must begin by being explicit in my evaluation of him. However, the process is not limited to evaluation. I will need to mentor James. When we hold our post-conference, I will have examples of my suggestions. I guarantee that he has much space for development if he scores less than proficient. I will examine his future class plans and meet with him every two weeks to discuss teaching. Finally, I will perform more frequent walkthroughs to see whether he is implementing our outlined modifications.