

Research Clinical Supervision and complete an EDUCATEAlabama or alternate classroom observation of a classroom teacher. Conduct a pre-observation conference, observation for 45 minutes, and a post-observation conference with the teacher. Review the scripting, rating scores, and recommendations with both the teacher and principal. *

Clinical Supervision Pre-Observation Form

1. *Tell me what you're planning to teach?*

- “This will be during my writing block. Right now we have been working on telling stories orally and moving into drawing pictures to show our stories and writing simple words to match the text. I should let you know that I feel like my kids have really been struggling to tell stories and they are not doing so well with writing any actual words. Most of their pictures are very simple with little detail and they have very few words. The words they do write have few or no letters that match any of the true sounds in the words. I plan to spend a lot of time modeling writing my own story with them to help them see the connection between oral and written stories.”

2. *What goals are you thinking of?*

- “My main goal for this lesson and week is for my students to begin stretching out the sounds in the words they are trying to write and putting it down on paper. I want them to focus on labeling their pictures and sounding out the words that will match. I am not worried at this point about spelling; I am really just focusing on them writing the beginning sound to a word. For my higher students, I want them to move into writing the beginning sound and a few of the prominent sounds they hear after the initial sound.”

3. *What are your objectives?*

- “My main objective for this lesson will be connecting sounds to letters in writing. For the majority of my class, we will focus on just writing the initial sound. For a few of my higher kids who are ready, we will focus on stretching out words and writing as many of the real sounds they hear in the word.”

4. *What are some strategies you are going to use?*

- Whole group instruction
- Gail Gibbons Mentor Text to show labeling
- Teacher modeling
- Carry over word/phoneme segmentation finger strategy into writing
- Guided practice with interactive writing
- Independent student work opportunity

5. *How are you planning on achieving your goals?*

- “We have already started on this lesson earlier this week. I have told them a story of my own about my dog and how she makes a mess. They have heard the story orally twice, with the second time adding in more details. Yesterday, I drew a simple picture of my story. Today, I will have them help me add to my picture and then I will model listening for the beginning sound in a word and writing it. We have been doing an author study of Gail Gibbons in reading for non-fiction. I plan to pull out some of her books that have examples of labels to use as mentor texts. The lesson will start whole group with me modeling how to stretch out sounds in the word. When I taught word segmentation in reading last week, I taught them the strategy of using their fingers to help them segment all of the sounds they hear. I will model this strategy as I write to help them carry it over into their writing. After I have modeled a few times, I will have some students come to my sample and help me stretch out the sounds in the words. Finally, we will break out to our tables into independent work. I am going to have them use a piece of writing they have not finished and would like to add some words to. I will circulate the room and help them identify words they want to write, guide them through segmenting the word and identifying the initial sound to write.”

ABC County Schools

Walkthrough Form

2014-2015

School	Case2 Elementary	Date	10/01/20**
Teacher	A.	Partner	A. H. Student
Subject	Writing	Grade	Kindergarten

Goal	Students will stretch out sounds in words to use for labeling in their own writing.
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Instructional Strategies

Strategy 1 Mentor Text (Whole Group)	Teacher used Gail Gibbons book from reading to point out how authors can add details to their writing for a reader using labels.	<ul style="list-style-type: none"> • Mentor text for labeling • Connection between reading and writing • Identifying role of author
Strategy 2	Teacher modeled an example of	<ul style="list-style-type: none"> • Teacher

Modeling (Whole Group)	revisiting writing to add more details. She utilized a piece of previously constructed writing that she “was not finished with”. The student helped her add details based on the story she told them to strengthen her writing. She modeled how to use the finger strategy to segment sounds in words and relate them to letters used in her writing. The teacher focused on beginning sounds	modeling <ul style="list-style-type: none"> • Modeled finger strategy for word segmentation • Modeled identifying beginning sound and writing in a label
Strategy 3 Interactive writing (Whole Group)	Students participated in the writing process by helping teacher/class identify the beginning sound of the label desired and writing it onto the teachers piece	<ul style="list-style-type: none"> • Guided Practice • Interactive Writing with students and teacher whole group
Strategy 4 Student Practice	Students worked independently to add labels to a piece of writing they were already working on previously. Teacher circulated the room to guide students in stretching out words and identifying the first sound.	<ul style="list-style-type: none"> • Independent practice • Teacher supported students as needed

Grouping Format

Student Actions

X	Whole Group		X	Participating in discussion		Reading silently
	Small Group		X	Listening/taking notes	X	Answering questions
	Paired			Presenting/performing		Utilizing technology
X	Individual			Taking test/quiz	X	Writing Activity

Teacher Actions

X	Discussion		Facilitating Group Work	X	Hands-on/lab activity
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	Lecture	X	Guided Practice		Integrating Technology
	Testing	X	Providing directions/instructions	X	Questioning to check for understanding

Clinical Supervision Cycle Post-Observation Form

1. *How do you think it went?*

- “I think it went pretty well. I was actually really surprised because we have struggled *a lot* with getting sounds on the paper. I have been using lessons from the Lucy Caulkins series and it just was not working. I have started looking into one of our other writing resources books, *Talking, Drawing, Writing*, and this seemed to fit more for what I need. Even some of my strugglers at least attempted to get a sound on the paper to label their picture, even if it wasn’t the correct letter. I am starting to see that they are making connections which makes me happy.”

2. *What are some things you liked about the lesson?*

- “I liked that I felt like it was starting to “click” for my kids. I have spent a lot of time in the last few days during writing just modeling story telling and adding details. A few weeks ago I struggled because I just threw them into writing and was not seeing any results. Now I understand how important it was to model what I want to see for them. I also like that I was able to carry over things from our reading block, like our Gail Gibbons books to show labeling and the finger method to segmenting sounds in words, and help them make that connection between what we learn in reading and how we use it in writing.”

3. *Was there anything you would have changed or anything that did not go as planned?*

- “Well, I have struggled with my lower students and that was hard for me in this lesson as well. They are just so far behind the others that it makes it difficult. They are nowhere near actual writing, we are still just working on getting a picture together with a few details like a head with eyes, nose, and a mouth. Now that I think back, I probably should have pulled them into a small group and maybe given them some words to start with just identifying the first sound before I set them loose to try it in their own writing.”

4. *Do you believe you achieved your intended outcomes?*

- “Overall, I think I did. I could see the excitement in their little faces when they realize that we have been talking about letters and sounds but now they can use that knowledge in their writing to write words to match their pictures. Most of the kids got at least a few beginning sounds on their papers. Many of them wanted to keep going when writing was over so we will finish tomorrow. Two of my higher kids were really working hard on sounding out whole words and when I glanced over their writing, I can actually read what they were trying to write.”

5. *What worked well on that day and how might you use it in the future?*

- “I think the modeling over an extended period of time worked really well. I have a very unusual group of kids and it is hard to keep them engaged. Where other teachers might only need to model a strategy once or twice, I feel like I really need to engrain it in them before I let them loose to try it on their own so that they feel confident. This was the first week that I modeled my own storytelling and writing over several days before even letting them attempt the focus skill on their own. They seemed to do much better. I will use this in the future because it seemed to have a huge impact on their confidence and their abilities as writers.”

6. *What were the feedback and recommendations of the teacher and the principal?*

- Continue to model explicitly to show students what is expected of them
- Continue to bring in resources/strategies from reading to use in writing
- Choose “target” students who are not performing, identify areas of need, and begin working in small groups with them
- Monitor phonemic awareness of struggling students to identify when they are ready for this lesson in writing
- Work with reading coach to continue to plan for writing mini lessons based on student needs
- Observe in a kindergarten mentor teacher’s room during writing block

Clinical Supervision Cycle Reflection

1. *What were the pre-observation conference goals?*

- The students will segment sounds in words they choose to use as labels for their writing with a focus on identifying the beginning sound of the word and writing it.

2. *How did your observation compare with the pre-observation conference goals?*

- Her lesson was very well thought through and planned out. This teacher has struggled to look deeply at what her students need and how she can provide them with that instruction. In recent weeks, she has worked hard in this area and it is very evident. From the information she shared pre-observation, she has clearly thought through what she expects of her students, the materials she needs, how she will teach it, how she will use the gradual release model, and what she will do to push her higher learners forward. When I visited her classroom, most of what we discussed was evident in the lesson. She utilized books from reading as mentor text, she modeled what she expected of them, they practiced it together as a whole group, and then had a chance to practice independently. One thing that was noted is she mentioned what she will do for her higher learners but did not seem as prepared for what to do with the students who she knew would not get it or were not ready for this lesson.

3. *Did the teacher use goals to manage instructional activities?*

- Yes, I could tell that her lesson has a clear focus. Several weeks ago, if I walked into her classroom, I would have seen very little focus. She was unsure of where to begin with writing instruction and therefore was not modeling enough or pinpointing where the deficits were to guide her instruction. Since then, she has worked very hard to look at the students writing samples and use those to guide her instruction. She has been very frustrated that her students have not been writing actual words so she chose somewhere small (labeling) to start to help teach them how to sound out words. This was very evident in her lesson as most of what she discussed, modeled, and taught focused around this one skill.

4. *In your opinion, did content and instruction result in improved student learning?*

- Improved student learning was very evident at the end of this lesson. Her students had a clear understanding that while they may not write like Ms. A, they now have a strategy to begin sounding out words to help them write what they want to. The students were excited about this realization and begged for more time to work on their writing. I believe this improvement came with much thought and preparation on her part. She really looked at what they needed and how she was going to start at one point to move them forward.

5. *What problem-solving techniques, decision making skills and/or differentiated instructional strategies did the classroom teacher exhibit during instruction, especially to resolve any issues or problems during the lesson?*

- She did have a few students who struggled with sounding out the words because they are not yet phonemically aware enough to hear the different sounds in the words. She did not take this into account prior to the lesson as the reason why some were not yet writing. In her post observation conference, she seemed to realize that some just were not ready for this lesson and that she will need to back up even further and help them tackle words together before they try this independently. In addition, she had a few that always wanted her help. She worked to solve this problem by directing them to a helpful peer nearby that did grasp the concept and was able to help the child work through sounding out the word.

6. *In your opinion, what made this a successful experience for you?*

- One of the most important parts of this experience for me was the pre-observation component. I have never had a pre-observation conference before as a teacher and sometimes when an administrator would come in and tell me later on that I did not do something, it was because they missed it or did not understand how I taught it. Other times, the administrator may have thought the goal of the lesson was one skill and I was intending for another. By having this conversation before the observation, I felt like this was more of a learning tool for both of us. We were both able to get on the same page before the observation this way I was not searching for examples of instruction and she did not feel like she was in the dark as far as what I was looking for when I came in. I felt it

helped shift the mindset of observations from “I got you” to “let’s look at what you are doing and what you can do next to help your students *together*”. While this may not be feasible in every observation as an administrator, I feel this cycle and component of the cycle would be crucial when working with a struggling teacher specifically.