

Leadership Academy Scenarios for Team Meetings

1. Susie is a 13th year teacher and a mentor to many staff members. She is currently working toward an advanced degree. She often plans very creative lessons and stays well beyond the school day putting materials together. Students are instructed using whole and small group. When lessons are implemented, students often have questions on how to complete the tasks. When they seek assistance from peers, this interrupts small group instruction and Susie becomes frustrated. As a result, Susie's frustration typically ends in her raising her voice. This is something that you, as the supervisor, have been working with Susie on. You have collected data during walk throughs (and walk bys), noting that she has yelled at students 3 times over the past 2 weeks (that you have personally witnessed). Which PQR(s) should be the area of focus for Susie?

2. Bill is a 1st year teacher. He had an excellent student teaching experience and came highly recommended by everyone. He has embraced the mentor program activities and carefully charted his progress on suggested ideas. Bill seeks the most creative, engaging strategies for content challenges in the 9th grade. He is anxious to become fully involved in the total school program. As you are planning for the start of the school year, which course of action, including forms, will be utilized with Bill's Professional Growth and Evaluation Process over the course of this year?

3. Maria is a 4th grade teacher who has been in three different school systems over the course of 10 years. At first appearance, she seems to be very positive, upbeat, and invested in the lives of her children. She is new to her school and seems eager to be a part of the fourth grade team. In fact, the selected area of focus on the pre-conference planning form was D11: Provides opportunities for students to locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. The first week of school goes pretty smoothly and she appears to be happy with her choice of schools. But as the next few weeks of school go by, Maria begins to become more negative and has a difficult time with the students in her class. When it was time for her 1st classroom observation, Maria conducted a whole class lesson. She stood at the front of the classroom for the duration of the 45-minute observation. She smiled periodically and did her best to involve the students in the activity. However, she did not involve them in a hands-on manner. At this point, the observer began collecting data on student engagement rather than the pre-selected focus of D11. She asked a great deal of questions, but did not wait for their response. She was very curt with her responses, often cutting them off before they had time to finish answering. At the end of the lesson, Maria thanked the children for a good lesson and asked what they had learned. Two children were able to articulate the objective and outcome of the lesson. During the post-observation conference, Maria expressed her excitement for a very successful lesson. She was glad her children were actively engaged in the lesson and participated so well. She felt there was no room for her to improve in her lesson. She stated she was an outstanding teacher who has established great rapport with her children. As her supervisor, what would be your first course of action and what might need to be a long-term plan?

4. George is a veteran teacher who has 24 total years of teaching experience. This is his 5th year in Henrico. He loves teaching Automotive Technology. He has been able to secure many business partners for the school and continues to provide excellent content instruction for the students. His students “love” him and hang on his every word. Safety issues are not addressed in his classroom. Often students are seen working on machinery or automobiles without their safety glasses on. He has been reminded numerous times by the administration, but continues to ignore the state and federal OSHA guidelines. Often he is demonstrating to students and not following the guidelines for safety. George is not currently on Professional Growth series. What should an administrator do at this point?

5. Bill has been teaching for 3 years. He struggled with classroom management his first year but improved significantly by the end of the year. Bill finds it difficult to engage his students in laboratory experiences because he loses control of the learning environment. Bill has been encouraged by the science specialist that he must expose the students to core labs this year. Bill wants to be cooperative but is struggling with this request, because he wants to remain in control of his learning environment. Using the Teacher Performance Improvement Plan button on the website, examine the link for “Levels of Support.” Which level of support would be most appropriate for Bill?

6A. If you are a school-based team:

Use the staff list given to you by your director to decide which continuing contract teachers will be on Professional Growth series for Year One and which ones will not. Record these names on the Administrator Organizer located in the “forms” area of the Professional Growth and Evaluation Process website. Next, record all of the probationary contract teachers (using the tabs at the bottom of the Administrator Organizer). If there are others who are currently on a Structured Growth Plan or an Intensive Support Plan (or those you feel are not meeting the PQRs and therefore need to be in Professional Growth Series), add these to the list as well. Your school team should then decide who will be the supervising administrator for each teacher on series. Likewise, a decision should be made about which supervisor will examine the PQR/AUP for completion and sign the PQR Evaluation Report for each teacher in the building who will not be on series. Using the timeline (located on the Administrative Timeline & FAQ button on the website), key dates should be discussed and recorded on calendars so that responsibilities of administrators may be accomplished by key deadlines.

6B. If you are a non-school based team:

First, talk as a group about your role, as it is currently, in the Professional Growth and Evaluation Process. Then discuss opportunities for you to provide continued or additional support as we move toward the new model. Once all group members have had an opportunity to share ideas, decide upon ways to strengthen your role in this pilot. This will allow you to serve the larger HCPS team and to be an active participant in the continued discussion and refinement of the new process.