

**Sherwood Middle Academic Magnet School
East Baton Rouge, Louisiana**



TRANSCRIPT: “A LEARNING COMMUNITY”

SHARON SIMS, MAGNET LEAD TEACHER: We are required to do five-minute walkthroughs through teacher’s classes and give feedback—positive and negative. So we’re going to go in and we are going to tell you what we see we like and we’re going to also tell you what might need improvement.

PHYLLIS CRAWFORD, PRINCIPAL: And we move from single walkthroughs—just by yourself—to group walkthroughs which has really helped a lot. They’re learning from each other and maybe you saw this happen in the classroom but I didn’t recognize it as that and so you explain when we get out in the hall to talk about your observation, why did I think that was differentiated instruction or why did I think that was guided practice? And so it just makes you reflect on, “Hey, I thought I was doing a pretty good job on this but I’ve had twelve walkthroughs and look what my twelve walkthroughs are telling me: I’m not doing a very good job with this particular thing.”

KAY COLLIER, TEACHER: Every time—look at all your walkthroughs—how many times did you see differentiated instruction? Oops—uh oh and it does help you to catch where maybe you are not doing it.

DANA MORRISON, TEACHER: I take the sheet itself and I take them all and I tally mark so I can keep—because it’s data, and it’s data on you.

PHYLLIS CRAWFORD, PRINCIPAL: If you want to dialogue on the person you observed you can, or you can just give them the handout and the comments. We have to put them in the computer; they all go in the computer, and you can pull it up and it will tell you school-wide, you know, what percentage people did this and this and it will also do it for individual teachers.

KAY COLLIER, TEACHER: You pick up something, a little tip that someone’s got, and even though they may be brand-new teachers, that’s sometimes the teachers that are going to give you some really good, creative, new, different ideas.

SIMONE GUILLOT, TEACHER: I would go into a room and like she said I was picking up stuff in every single room. Some rooms I didn’t want to leave—this is a neat little lesson.

KIRK GUIDRY, DIRECTOR OF PROFESSIONAL DEVELOPMENT AND INSTRUCTIONAL TECHNOLOGY: The data piece on the walkthroughs, again we initiated that when I first came in the district and this school embraced it. We asked the principals to do the walkthroughs and the assistant principals. Here, everybody does walkthroughs. And that data that they collect at a click of the computer they can use that to design PD where their weaknesses are, what do they need to do—they can use that.

ERICA BADEAUX, TEACHER: Professional development is huge here. I would imagine it should be at any good school and if you are a forensics teacher, she finds every other forensics teacher in the state and gives you their contact information and highly encourages you to contact them. She will send you to workshops. She goes out of her way, really, to give us the education we need.

SARAH MATTHEWS, TEACHER: Whereas most teachers have to go after school when they get off they have to go find their own professional development—Ms. Crawford brings it in.

CHAD SEGURA, TEACHER: It's nice that your boss not only says, "You need to, but you need to and here's the time I'm going to give you." That's very nice.

PHYLLIS CRAWFORD, PRINCIPAL: The best thing we have done is cafeteria-style professional development like, just take technology: We've done it several times because everyone didn't get to go, and they all wanted to and we did cafeteria style. This one you could go to and maybe it was on blogs and this one was maybe on interactive board – enliven up your PowerPoints. It's just different things we wanted to learn how to do with technology.

SHARON SIMS, MAGNET LEAD TEACHER: Do you want to learn about software, Audacity? Do you want to learn how to add a blog to your website? Do you want to know how to enhance your PowerPoints to make them interesting to the students? Whatever you are interested in, or you need help with, then that is what you will go to. I think that has worked tremendously because we want professional development to be meaningful.

PHYLLIS CRAWFORD, PRINCIPAL: My teachers have grown with me and I have to say with me because I was completely, totally computer-illiterate so I've had to grow with them. So it has been wonderful watching them evolve. They weren't used to evaluating the data, using data to drive instruction. Now it comes naturally. It is just beautiful to watch because now they don't have a second thought about doing it.

KIRK GUIDRY, DIRECTOR OF PROFESSIONAL DEVELOPMENT AND INSTRUCTIONAL TECHNOLOGY: In the case of Sherwood we felt like this was a great model school that we wanted to make sure they had "Active-boards" so that we could use them as a professional development school and send people in. And again, in Ms. Crawford's case, if you give her two or three she finds other funds and other people to support her and she buys more. And I think the same thing that we did a workshop this summer on coaching, the coaching process. We asked each school to send two representatives; Sherwood sent seven. It has been amazing to watch them embrace what we taught them this summer because I come every month

to their early release and they are redelivering what I delivered this summer to their entire faculty.

DANA MORRISON, TEACHER: I love the fact that I work in a place that's encouraged me to pick up something that is important to me. It's small, but then the effects and benefits are for all of our English language learners and not only our English language learners, but also our students who struggle with reading comprehension or with academic vocabulary, so I think just the fact that I have been teaching 21 years—I am 45 years old but I still love to learn and take all that back to my classroom and to be in an environment where I can share those things. And I think that is the strength for our whole school.