

Sharing good practice

PEER CLASSROOM OBSERVATIONS

Influential ideas

- Instructional supervision needs to be about professional development.

(‘Instructional Supervision’ course, Principal’s Training Centre, Miami, June, 2006)

- The most effective form of professional development is the sharing of good practice within and between schools.

(Calnin G. 2006, ‘*Principles of Effective Professional Learning*’, *AISV Research*, Issue 1, 2006, Association of Independent schools of Victoria)

Designing an Observation

- Stage 1: Desired Results
- Stage 2: Assessment Evidence
- Stage 3: Learning Plan

Understanding by Design: Professional Development Workbook, McTighe & Wiggins, 2004, ASCD

Observation as assessment:

Gathering evidence to help build more effective learning plans through the sharing of good practice.

- ⦿ If students are to make a positive contribution to society, addressing urgent social issues, they need to learn to take an 'active role' (*Towards a Continuum of International Education*, 2008, International Baccalaureate) in classroom discourse.
- ⦿ Developing an international perspective is a critical element of, and is central to, the programme; it must begin with encouraging each student to consider the point of view of others (*MYP: From Principals to Practice*, 2008, International Baccalaureate).

Evidence: What do you want to see?

- If students were taking an active role in classroom discourse what would you see?
- Take a few minutes in your group to make a list of 'desired evidence' that you all agree on or at least would be prepared to live with.

(Make alterations to the template that you think would suit your respective schools.)

What evidence of this 'desired result' can you see?



Video

An active roles in discourse

Were students taking an active role by:

- ⦿ discerning alternate positions?
- ⦿ convincing others?
- ⦿ confirming evidence of their own opinions and those of their peers?

Adapted from Aukerman, M. 2006, "Who's afraid of the 'Big Bad Answer'?", *Educational Leadership*, Association for Supervision and Curriculum Development, October, 2006.

Classroom Observation Template:

An example from KIST

categories of discourse

Elements of Structured Inquiry

KIST Lesson Observation No. 1 2008/2009

Teacher: Damian Rentoul Subject: English Grade: 11 Date: 26 Sept 08 Period: 5

| Structured Inquiry | 10m | 20m | 30m | 40m | 50m |
|--|--|--|---|--|--|
| Teaching Strategy | Teacher introduces assessment criteria. Students select an important word from two criteria. | Students read 1294 for ten minutes before a shared response. The teacher chooses a quote for the Exit Card. | Students form pairs and begin shared reading response after listening to reminder of structure from teacher. Class separates. | | Students will come together and have time to note down any questions that came up in the Shared Reading Responses that they would like remember. Groups split again taking their novels and Workzade this time. Students start Quote Builder activity. |
| Exploring, wondering and questioning | | | Students in the listening role listen to the speaker regarding their overview of the part of the novel. (28) ask questions using written guidelines. 2 | | |
| Experimenting and playing with possibilities | | | | | |
| Making connections between previous learning and current learning | | Students read as much of the text as they can in ten minutes after having been asked to keep in mind the specific criteria discussed beforehand. 1 | Students ask questions of their peers directly linked to elements of the Language A1 assessment criteria. 3 | | |
| Making predictions and acting purposefully | | | | | |
| Collecting data and reporting findings | Students read the top band criteria and highlight six words that they feel may be important. 2 | Students, when asked report back to the teacher examples of the words that they had selected in the previous activity and answer qualifying questions from the teacher as to why they feel that they were important. 2 | Students in the speaking role, during the Shared Reading Response, give an overview to their partner of the part of the novel that they read in the ten previous minutes. 2 | | |
| Clarifying existing ideas and reappreciating perceptions of events | Students listen to vocabulary items identified from the assessment. Language A1 criteria by their peers in order to develop a shared knowledge of the terms through a brief teacher led discussion related to the significance of the terms. 1 | | Students in the role of speaker and listener ask and answer questions regarding their interpretations of parts of the text and move, within the targeted piece of text, to increasing levels of detail. The listener asks questions to clarify the points raised when they are not clearly expressed. 2 | Students in groups select a quote to deliver to the opposing team in the Quote Builder activity and discuss and note down the significance of it held for the text as a whole. 2 | |
| Deepening understanding through the application of a concept | | | | | |
| Making and testing theories | | | | | |
| Researching and seeking information | Students listen to teacher explain the process of criterion referenced assessment using two | | | | Students listen to teacher instructions regarding the upcoming |

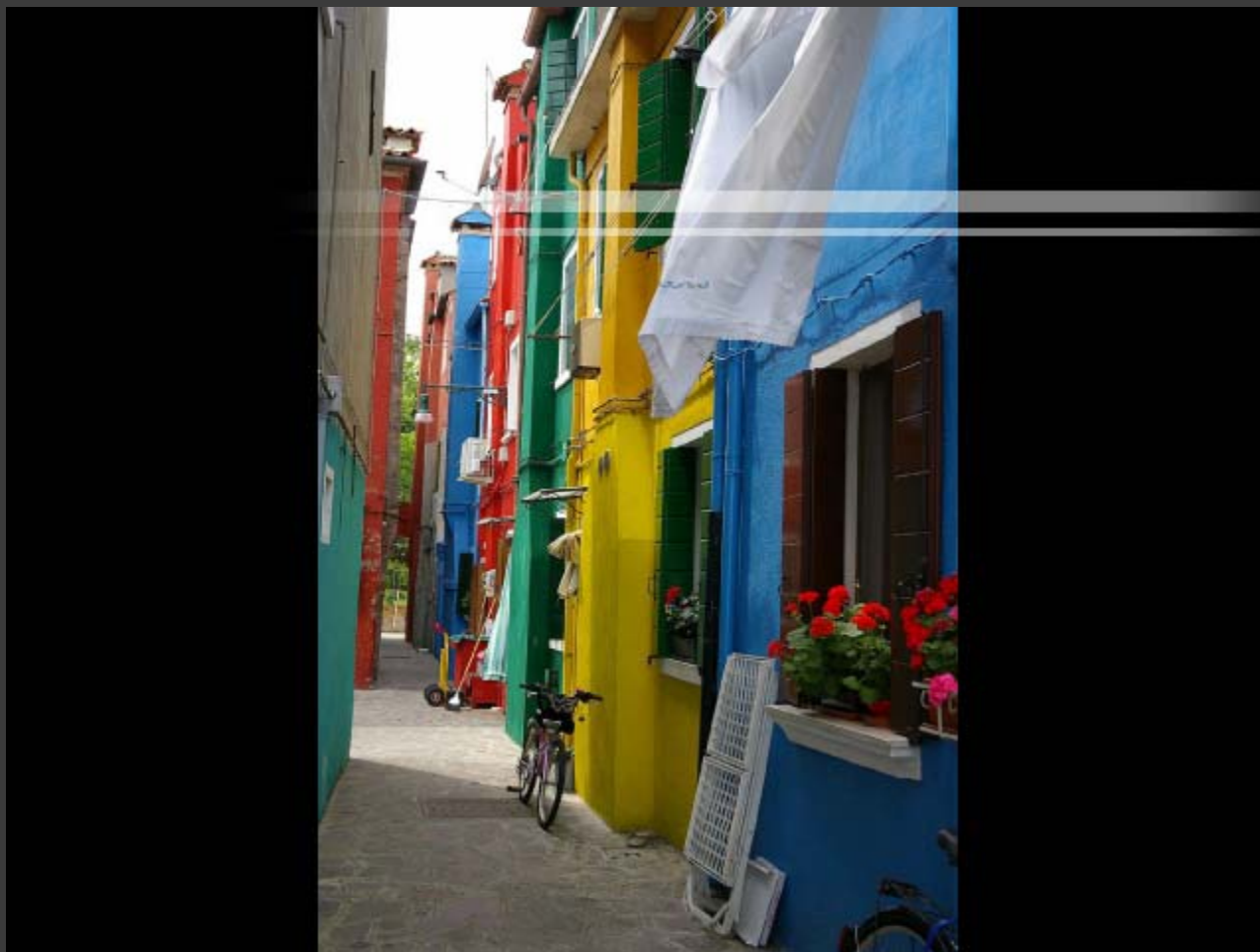
| specific criteria: 1 | activity: 1 |
|---|---|
| Taking and defending a position | Students discuss their own reading to the significance of the selected quote in order to gather evidence to support their ideas. These notes will be used in order to validate the other team's response and also to attempt to give a more detailed account of its significance. 2 |
| Solving problems in a variety of ways. | |
| Other | |
| Differentiated Instruction | |
| Teaching strategies targeted for increased emphasis | |
| Purpose of student activity | Teacher as primary knower Teacher and students as possible knowers Students possible knowers |
| Students speak up... | ...to be validated by the teacher ...to convince others |
| Students write... | ...to be validated by the teacher ...to convince others |
| Students listen to other students... | ...to learn from their peers ...to discover if the confirming evidence for their own hypotheses and those of their peers |
| Students read the text closely... | ...to figure out what themes relate to the teacher ...to discover if the confirming evidence for their own hypotheses and those of their peers |
| Students act... | ...to be validated by the teacher ...to take part in any of the above |

Notes:

Exit Card: Students are given 5 minutes to write down one piece of information that was useful to them and to the teacher in order to leave the class. For today's class the two pieces of information were: one thing that the student learnt from today's lesson; the significance of a quote from 1294 related to the inaction of the Proles.

Collecting evidence to track the learning plan

Viewing the evidence (Stage 2) to track the plan (Stage 3)



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Collecting evidence of good practice



Video

Sharing observations

- What did you see?

Collecting evidence of good practice

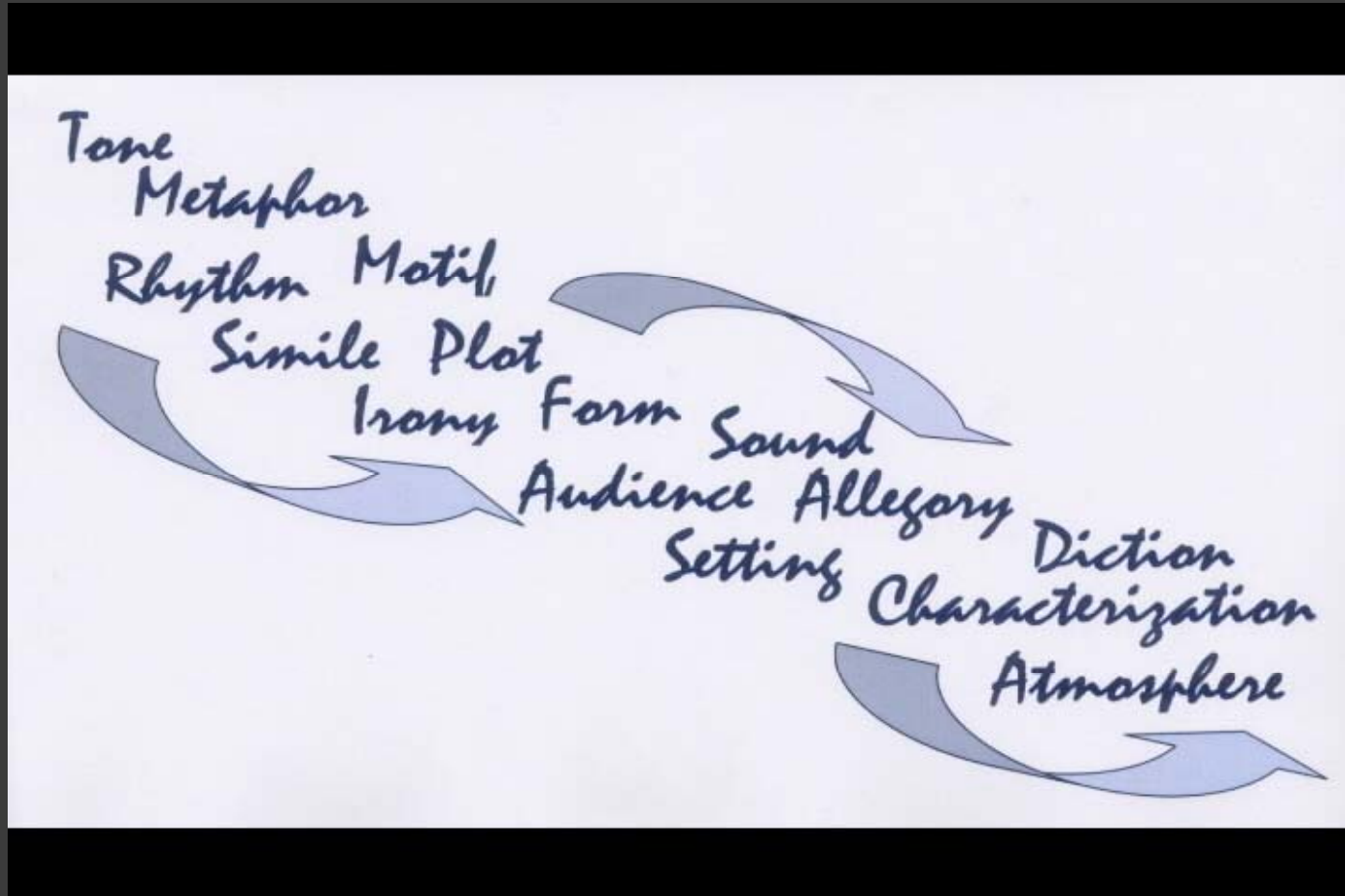


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If you saw evidence of the desired result you now need to collect information about the plan?

- In your groups identify a part that you may like to discuss with the teacher.
- i.e. What was the plan that led to this?
- What questions would you ask?

Final Observation



Video