



16th Annual
Hawker Brownlow
**Thinking &
Learning**
Conference

the teacher's conference

GLEN PEARSALL

SATURDAY 18 MAY

Session 1

Effective Classroom Observation

MELBOURNE

 www.hbconf.com.au

 conferences@hbe.com.au

GLEN PEARSALL

Glen Pearsall was a teacher at Eltham High School and a board member of the Curriculum Assessment Authority in Victoria, Australia. He works throughout Australia as an educational consultant, specialising in feedback and assessment, workload reduction for teachers and instructional practice. He has a particular interest in the work of graduate and preservice teachers and has worked as a research fellow and tutorial leader at the Centre for Youth Research, University of Melbourne, Australia. He is a Cambridge Education associate and a master class presenter for TTA and has a long association with the Teacher Learning Network and a wide range of teacher unions.



A message from Hawker Brownlow Education

We hope that you have found these conference papers and the accompanying sessions useful. Please be aware that the contents of these papers are the intellectual property of the speaker and no reproduction for any purpose is authorised. We urge you to take care of this booklet. Replacement copies will not be made available either during or after this conference.

Published in Australia by



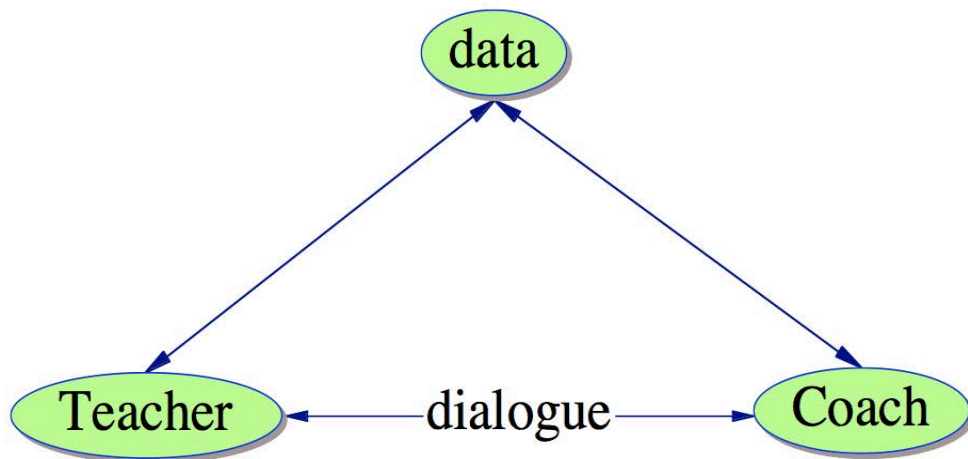
This handout was created by Hawker Brownlow Education for the proceedings of the Hawker Brownlow 16th Annual Thinking & Learning Conference. All rights are reserved by Hawker Brownlow Education. It is a violation of copyright law to duplicate or distribute copies of this handout by any means for any purposes without prior permission in writing from Hawker Brownlow Education. Professors and workshop presenters must first secure written permission for any duplication rights. For copyright questions, permission requests, or information regarding professional development contact:

Hawker Brownlow Education
P.O. Box 580, Moorabbin, Victoria 3189, Australia
Phone: (03) 8558 2444 Fax: (03) 8558 2400
Website: www.hbe.com.au
Email: orders@hbe.com.au

© 2019 Hawker Brownlow Education
Printed in Australia

CODE: GPL0301
0519

Effective Classroom Observation



© Glen Pearsall MCREL 2019 pearsallglen@gmail.com.au

Classroom Observation - Peer Coaching Case Study

Typically, classroom observation within a peer coaching model has three key components:

- 1. Discussion & Planning:** Teacher and coach discuss a teaching goal identified by the teacher. *All of the conversation is confidential.* They create a plan on how to work on this goal in the classroom context. *The teacher is in charge of all key decisions.*
- 2. Observation:** The coach observes or co-teaches a lesson focusing on the skill goal identified by the teacher. *The focus is exclusively on the set goal.* This narrow-cast goal is often measured using a tool for recording this specific data.
- 3. Reflection:** The coach and the teacher reflect on the lesson example and explore what elements of the lesson went as planned and what was unexpected. *They do not use a deficit model for assessing teacher practice.* They identify areas of potential change and affirm good practice

Discussion & Planning:

The prospect of having your lesson observed can be a source of anxiety for many teachers. These teachers worry about being judged. They fear the unrepresentative lesson where something goes wrong that normally wouldn't happen but to an observer might seem like an everyday part of their practice. They are concerned that they will be expected to teach not in their own style but as their colleagues do.

The prospect of being an observer can be similarly fraught. For some teachers the only thing worse than having someone appraise your class would be to have to judge a fellow teacher's class. They are concerned they might offend a colleague and are uneasy about the presumption involved in offering advice to a fellow teacher.

The discussion and planning phase addresses these concerns by framing the coaching experience not as subjective appraisal but as data driven reflection:

Peer Partnerships Focus on Reflection Not Judgment

From the first moment the partners meet, it must be made explicit that the coach's role is not to give *unsolicited* advice but act as a sounding board. The discussion and planning phase is an opportunity for the teacher being coached to explore their own thinking. The teacher takes responsibility: They own their own goals - even if they emerge from a larger framework. They own the data that is produced. The process is for them.

The Peer Partner's role is foster this process. They provide the teacher with questions that help elicit reflections ("What would you like your students to do better than they do now?") encourage them to articulate their thinking and test their presumptions. And offer suggestions if prompted.

© Glen Pearsall MCREL 2019 pearsallglen@gmail.com.au

Peer Partnerships Establish Narrow Cast Goals

Peer reflection tends to work better when it is carefully targeted. Open ended, unrealistic or amorphous goals make it difficult to concentrate your efforts on a particular piece of practice and hard to gauge the extent of subsequent success or failures:

“I will improve engagement in Maths in my Year Five class.”

Peer partnerships start as a wide-ranging discussion about teaching but should funnel towards a ‘narrow cast’ goal:

“I will increase the average number of opportunities to respond (OTRs) I offer students when introducing a new problem solving technique.”

Many schools use a S.M.A.R.T. pro-forma to help teachers and their partners formulate their Narrow Cast goal. (See Overleaf)

Peer Partnerships Employ Evidence Not Impressions

Perhaps the most important aspect of the discussion and planning phase is to identify the type of evidence the teacher-coach will collect for their partner. This agreement ensures that the process is not one of arguing about subjective opinions but rather a data driven discussion about how the teacher can get the most out of their teaching. Agreeing on a form of evidence, also assures the teacher being observed that the colleague’s focus will be exclusively on observing the aspect of their practice that they have nominated. It means that the data collected is much more likely to be relevant, avoiding unnecessary conversations about its validity.

Employing a data tool to use in the observation phase is perhaps the most effective method for achieving this goal.

Classroom Observation Protocols

It is vital to establish protocols about how the observation itself will be conducted. The parties in the observation must map out precisely what observation will actually entail.

Observation can be a fraught business without professional boundaries and role clarity. It is crucial that the process is very carefully prescribed. Here are some examples from AITSL of the types of questions you will need to address to create this precise definition what 'observation' means in your school:

Who will observe me?

Who determines the focus of the observation?

How long will the observer be in my classroom?

Will the observer talk to the students in my class?

How many times will the observer visit my classroom?

How will the observer collect information?

Where will the observer place himself or herself in the classroom?

Will the observer use the same method as all observers in the school?

Will the observer be looking for particular practices?

When will we discuss what the observer saw in my classroom?

How will we structure the conversation?

Will I get a chance to talk about how I thought the lesson went?

Will the conversation be private?

What happens next?

What if I need support to work on particular strategies?

Can I work with another teacher who has expertise in these strategies?

Do I have to document anything in my PD plan?

Will I be held accountable for working on these strategies?

Will the observer come back to check on my progress?

© Australian Institute for Teaching and School Leadership

© Glen Pearsall MCREL 2019 pearsallglen@gmail.com.au

Question Stems for Planning Conversations

The pre-observation discussion is an important part of the feedback conversation. Typically, this conversation is a relaxed informal affair. One thing coaches can do to prepare for these conversations is think about what kinds of questions they can ask to help their colleague clarify their goals. Below are some stems that you might serve as a starting point when planning your questions:

What are you working on at the moment?

What would you like the students to do better than they currently do?

Are there any patterns of student behavior that you think need addressing?

What are your hypotheses about why this happens?

How could we test that hypothesis?

What data tool could we use to measure that?

Can we come up with a narrower goal?

Could we break that goal into smaller part?

What do you hope will happen?

What do you worry might happen?

If this didn't work what's Plan B?

How will you differentiate for different abilities?

What is your learning intention?

If you don't meet your goal, why would that be?

What information would persuade you to try something else?

What is your aim?

What factors influenced your planning here?

© Glen Pearsall MCREL 2019 pearsallglen@gmail.com.au

Micro-Data Tools

DOT CHART SURVEY: Affirmation vs. Commands

An 'Affirmation versus Commands' dot chart survey is a revealing activity for reviewing your use of on-task praise in the class room. You use it to record all your interventions in a lesson under the loose categories of affirmation and commands. Praise, problem solving and using student work as a model fit under the former, coercion, correction and admonishment under the latter.

A dot chart is easy to use:

- Before you start the class read again the sample interactions listed at the bottom of the sheet. Establish clearly which types of interactions you view as affirmations and which as commands.
- Conduct your class, while a peer observes your lesson. Dot the columns to record each interaction as an affirmation or a command.
- Review your performance with a colleague: What was the ratio of commands to affirmations? Did this reflect your goal? Did you always choose the nature of each intervention? Could you use subtly alter your use of affirmations and commands?

Dot the appropriate column every time you complete on of the class room interventions listed below:

Affirmations <i>Any time you acknowledged successes or endorse behavior from your students you wished encourage.</i>	Commands <i>Any time you tell a student what to do, giving instructions and challenging off task behaviors.</i>
<p><i>"That was a fast transition guys. Excellent."</i></p> <p><i>"Have a look at Li's answer here – this is how this question should be approached..."</i></p> <p><i>"I can see that you ask three people before you asked me. Good use of initiative."</i></p> <p><i>"This group alerted others to the rallying call. Well done."</i></p>	<p><i>"Everyone get in pairs and then line up against the wall."</i></p> <p><i>" Could everyone please look this way?"</i></p> <p><i>"Come here. You are not to speak to me like that again. Is that understood?"</i></p> <p><i>"Stop it Michael. That is not appropriate."</i></p>

© Glen Pearsall MCREL 2019 pearsallglen@gmail.com.au

Flawed Data Tool:

HURDLE REQUIREMENTS:	Learning Intention?	Curriculum Outcomes Links?	Success Criteria?
COMMENT: To What Extent did the lesson introduction address these learning standard procedures? (Include examples that you observed of each of these essential elements.)			
GENDER MIX OF TEACHER-TO-STUDENT INSTRUCTION:	Group:	Male:	Female:
3 MIN TIME INTERVAL SAMPLING: List the number of students who are on and off task at the moment of sampling. Comment on the types of off task behavior that are evident			
7 MIN TIME INTERVAL SAMPLING: List the number of students who are on and off task at the moment of sampling. Comment on the types of off task behavior that are evident			
RATIO OF TEACHER COMMENTS TO QUESTIONS	Questions	Comments	Ratio
COACH COMMENTS			

Mapping Teacher/Student Interactions

This is a simple tool for mapping teacher movement and teacher-to-student interaction over the course of an everyday lesson. (Sometimes more experienced teachers break up these interactions even further into teacher-initiated and student-initiated interactions.)

Teacher Desk

1

2

3

4

5

6

Key:
Spoke to Individual Student: X
Addressed Whole Class: X

Newman Prompts Data Tool

Use the data tool below to record whether you employ these prompts (Newman 1977) on every occasion when you help students address difficulties with worded maths problems:

	Reading Errors <i>Please read the question to me. If you don't know a word leave it out.</i>	Comprehension Errors <i>Tell me what the question is asking you to do?</i>	Trans - formation Errors <i>Tell me how are you going to find the answer?</i>	Process Skills Errors <i>Show me what do to get the answer. 'Talk aloud' as you do it.</i>	Encoding Errors <i>Now, write your answer to the question</i>
Interaction One					
Interaction Two					
Interaction Three					
Interaction Four					
Interaction Five					

Assessing Student Initiative

High performing teachers foster a culture of independence in their classes. When students are unable to proceed with a task, they engage self-help routines rather than simply looking to the teacher to resolve the issue for them. . It is tempting to solve all classroom problems yourself but cueing student to employ these self-help routines reduces teacher work load and build student initiative. This is particularly important in practical subjects such as the Arts and Applied Learning environments. How often when approached by a student to 'fix' an issue do you check that they have exhausted all self-help options before offering your assistance?

Self-Help Reminder	Teacher Intervention
"Have you checked you 'Book, Board or Buddy' before you asked me?" "Did you C3B4 Me?" "Who is the student coach for this task?"	"What you do is..." "The answer is..." "I'll show you how to do it."

Opportunities to Respond (OTR) - Data Tool*

Opportunities to respond (OTR) are any teacher action that seeks to elicit an oral response from students. These can include:

- Direct questions targeting individual students
- Whole-class queries
- Teacher statements
- Teacher gestures

Tick or dot the box below for every OTR you observe the teacher employing. Take care to be alert to non-verbal cues and repeated questions as experienced teachers often elicit student response using these subtle signals.

Opportunities to Respond (OTRs)	TOTAL OTRs:

* This data tool is adapted from the OTR sheet in Sprick, R., Knight, J, Reinke, W., and McKale, T (2007). *Coaching Classroom Management*.

© Glen Pearsall MCREL 2019 pearsallglen@gmail.com.au

Wait/Pause Time Tick Chart

Subtly adjusting your use of pauses in the classroom can have a profound effect on your student learning:

- Consciously lengthening the pause after you ask a question gives students more time to think of an answer. It also elicits a far higher number of student responses. (Raising the average wait time up to as little as 3 to 5 seconds can triple the average number of respondents in your class.)
- Similarly, pausing after a student has responded to a question often creates room for the student to add detail or a qualifying statement to their answer. This leads to student responses that demonstrate greater depth and encourages self-correction amongst students. How do you use wait/pause in your classroom?

Use the chart below to map your use of pauses when you ask questions of your class?

WAIT TIME <2 Sec.	WAIT TIME >2 Sec.	PAUSE TIME >1 Sec.

© Glen Pearsall MCREL 2019 pearsallglen@gmail.com.au

Time on Task – Momentary Time Interval Sampling

Use the chart below to record the times the student is on-task throughout the lesson. Rather than keeping a constant set of observations, record the student's state of attention at each of the nominated intervals. Use the time between intervals to record in the notes column what was taking place in the lesson at this moment

N.B. 'On Task' can be an imprecise term so make sure the observer has a clear definition of 'On Task Behaviour.' For instance, some schools employ the S.L.A.N.T definition of attentiveness for teacher-led lessons.

Interval:	On Task?	Notes:
2 min.		
4 min.		
6 min.		
8 min.		
10 min.		
12 min.		
14 min.		
16 min.		
18 min.		
20 min.		
<p>KEY: On-Task Students demonstrate at least two of the five S.L.A.N.T. criteria:</p> <p>Sit Up Straight Listen Ask and Answer Questions Nod your Head Track the Speaker with Your Eyes</p> <p>(*) On-Task Total _____ (#) Off-Task Total _____</p>		

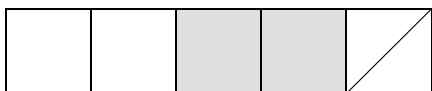
'Mat Time' Attention Confirmation Strategies

Use the chart below to record the number of verbal and non-verbal interventions you employ during Mat Time to elicit and maintain student attention.

VERBAL REMINDERS What do you say to the group and individual students to keep them on task?	NON-VERBAL REMINDERS How do you remind students to maintain their attention without having to interrupt what you are saying?
Includes verbal rallying calls ("1,2,3 Look at me" and "Waterfall.") whole class reminders and specific verbal instruction for students to stay on task.	Includes non-verbal rallying calls such as ('Hands up' and 'Hand Puzzles') purposeful pauses, 'please follow' gestures (Book tapping, eyeline hand signals) and proximity reminders.

Focused Task Time

This data tool is a simple way of estimating the total amount of class time devoted to students work as opposed to teacher instruction. This 50 min lesson has been divided into 2min blocks. At the end of each two period, simply color in the square with a pen or high lighter if student work time exceeded teacher talk during that time frame.



N.B. For collaborative activities such as question and answer sessions you may choose to divide the square diagonally down the middle, coloring half of it to represent this shared use of class time.

© Glen Pearsall MCREL 2019 pearsallglen@gmail.com.au

Questioning Sequences

As teachers hone their questioning techniques they often notice that effective questioning does not end with employing a single technique but rather using a sequence of questions to tease out a complex idea. Marzano's work on question sequences can be a useful starting point for mapping these sequences. He argues that sequences move through four broad phases and that effective teachers provide students with scaffolded pathways employing these questions sequentially over the course of a lesson or sequence of lessons. These four phases of questions are listed below, use this tool to record whether you address each of these phases in your questioning sequences:

DETAIL QUESTIONS: Complex learning is often built up from simple understandings. Detail questions help students tease out and develop their foundation knowledge.

CATEGORY QUESTIONS: The teacher asks students about the categories into which the details fit, identifying examples, defining characteristics and drawing comparisons within and across categories.

ELABORATION QUESTIONS: Students elaborate on these characteristics. They learn to make & defend claims, this 'argumentation' helps students think critically about the knowledge they are developing. This involves explaining reasons for characteristics, describing their effects and making predictions.

EVIDENCE QUESTIONS: Teachers then ask students to provide support for their elaborations. This involves sources that identify sources, explain reasoning, define the limits of their elaboration, review potential errors in their reasoning and review their thinking from different perspectives.

NB: This sheet is usually printed at A3 size to give peer observer room to include examples.

Transitions Scaffold Checklist

Some subjects have a high number of transitions in the course of an average lesson. These can be time consuming and points of rupture in terms of the flow of the lesson and the emergence of off-task behavior. Bill Bennet has written insightfully about the importance of effective transitions and the procedures required to implement them. (Bennett, B. and Smilanich, P. 1994) Use this transition scaffold checklist to review transitions in your lesson:

1) Use a rallying call to demand attention .	2) Nominate when students are going to move	3) State what it is they are about to do as part of the next exercise.	4) Explain who they are about to begin working with in the next activity.	5) Give the students to the move now signal .	6) Monitor the transition using teacher proximity.	7) Give specific feedback about transition
A)						
B)						
C)						
D)						
E)						

© Glen Pearsall MCREL 2019 pearsallglen@gmail.com.au

Learning Intentions Data Tool

The feedback process is really about helping students map their progress from the introduction of an idea or skill to independent mastery. If we are to accurately map the feedback process as students we must be very clear about what precisely is this mastery goal. A learning intention is a statement that teachers display at the start of a lesson (or group of lessons) making explicit what is the learning objective of the lesson. It is not a task description outlining what a student has to *do* but rather description of what a student should know, understand or be *able to do* as a result of the learning experience. Those who use learning intentions most effectively tend to refer them throughout the lesson. They don't just tell students their goal but track student progress towards that goal. How often do you refer to the learning intention throughout your lessons?

Phases	Specific References to Learning Intentions (May be to Whole Class or to Individual Students)
Opening Phase ___ mins. <i>Introducing Learning Intentions</i>	
Development Phase ___ mins. Formative Review of Learning Intentions	
Review Phase ___ mins. <i>Reflecting on Extent of Student Achievement</i>	

On-Task Reminders: Large Learning Space

It can be difficult to keep students on task when they are in large groups or in open spaces. Open plan learning spaces, stadiums and sporting fields present particular challenges for teachers when they are trying to encourage students to take an active role in their lesson. There are three principle strategies teachers use to steer students back on-task in these spaces: verbal and non-verbal instruction, or careful positioning within the learning space to influence student engagement.

Which of these strategies do you use?

What is the ratio between each of these techniques?

Is there a technique you could use more frequently?

Verbal Reminders	Non-verbal Reminders	Spacing
Direct instructions to students	Non-verbal signals such as whistle, gesture etc.	Using proximity and positioning to help students focus on task

© Glen Pearsall MCREL 2019 pearsallglen@gmail.com.au

References

Griffin, P 2014 Assessment for Teaching
Cambridge University Press, New York, U.S.A.

Hattie, J. 2012 Visible Learning for Teachers: Maximizing Impact on Learning. Routledge
Oxford U.K.

Kise, J. 2006 "Differentiated Coaching: A Framework for Helping Teachers Change." Corwin
Press. California , USA.

Knight, J. 2007 "Instructional Coaching: A Partnership Approach to Improving Instruction." Corwin
Press. California , USA.

Pearsall, G. 2012 "Classroom Dynamics: A Teacher's Handbook." TLN Press. Melbourne,
Australia.

Pearsall, G. 2018 "Fast and Effective Assessment: How to reduce your workload and
improve student learning." ASCD/Solution Tree. Melbourne, Australia.

William, D. 2011 Embedded Formative Assessment, (US Edition) Solution Tree New York,
USA.

AITSL Resources

An Introductory Animation to The Professional Standards

<http://toolkit.aitsl.edu.au/category/the-standards/resource/1>

A pithy summary of the role of artefacts in the certification process

<http://www.aitsl.edu.au/search?q=artefacts>

What does the coaching Process look like?

<http://www.aitsl.edu.au/docs/default-source/professional-growth-resources/performance-and-development-resources/5-what-does-the-coaching-process-look-like-final-20140124.pdf>

Deft Summary of Useful AITSL resources (pp73-74)

http://www.aitsl.edu.au/docs/default-source/classroom-practice/looking_at_classroom_practice_interactive.pdf?sfvrsn=8

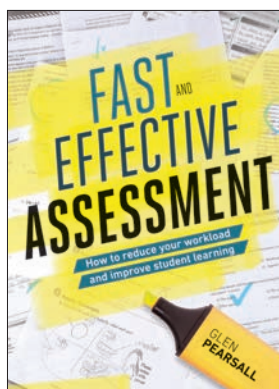
Performance and Development Activity Cards

<http://toolkit.aitsl.edu.au/category/self-assessment-reflection/resource/61>

© Glen Pearsall MCREL 2019 pearsallglen@gmail.com.au

Available from Hawker Brownlow Education

QTY	CODE	TITLE	PRICE
	118002	Fast and Effective Assessment: How to Reduce Your Workload and Improve Student Learning	\$39.95
Total (plus freight) \$			



FAST AND EFFECTIVE ASSESSMENT:
How to Reduce Your Workload and Improve Student Learning

What if teachers could dramatically reduce the amount of time they spend reviewing and correcting student work and actually see better results in terms of student learning? That's the goal of Glen Pearsall, who shares dozens of classroom-tested strategies that lessen teachers' workload while increasing students' class participation and improving their understanding. Drawing from his own experience as a teacher and coach, Pearsall offers practical, real-world advice in the form of techniques that are both effective and sustainable in the everyday classroom. The result is smarter assessment – for both teachers and students.

118002

Attention Order Number

Name of School.....

Address

..... StateP/Code.....

Country

Email:.....

Yes, I would like to receive emails from Hawker Brownlow Education about future workshops, conferences and the latest publications.

TERMS OF TRADE

- Prices are quoted in Australian dollars (\$AUD) and include GST
- All prices are subject to change without notice.
- Full money-back guarantee.
- We do realise it is difficult to order sight unseen. To assist you in your selection, please visit our website <www.hbe.com.au>. Go to 'Browse Books' and most titles will give you the option to view the first few pages of the book. Click 'View Contents' on your selected book page.
- We will supply our books on approval, and if they do not suit your requirements we will accept undamaged returns for full credit or refund. Posters are for firm sale only and will not be sent on approval. Please be aware that delivery and return postage is the responsibility of the customer.
- Freight costs are determined at Australia Post rates, with a minimum delivery charge of \$9.50 within Australia and \$15.00 for New Zealand for each order.
- Please provide your street address for delivery purposes.

To place an order or to find out more about our resources visit

www.hbe.com.au

Do you want to know all about the latest professional development events in your area? Be the first to find out about new releases from world-renowned and local authors with the HBE e-newsletter! Upcoming titles will feature authentic assessment and digital media, along with a strong focus on success in mathematics and literacy. Sign up to our FREE e-newsletter at www.hbe.com.au.

Online 'On Account' ordering now available!

If you have a pre-existing account with Hawker Brownlow Education, you can now order online and pay using that account.