



Colegio
Gimnasio
Los Pinares

IX BRITISH COUNCIL SCHOOLS CONFERENCE 2019

Building Learning Communities through
Collaborative Expertise

Class Observations – Contrasting 3 Observation Strategies



What were the **four factors** that Peeter Mehisto said most impact students' learning?



- ✓ Teacher Collaboration
- ✓ Feedback
- ✓ Self-evaluation
- ✓ Personalized instruction

Objectives:

- ✓ Participants will know how to conduct reflective feedback with teachers after a class observation.
- ✓ Participants will be able to describe the results of the peer observations that we conducted at our school.

Objective #1

Participants will know how to conduct reflective feedback with teachers after a class observation.



The primary type of observation that takes place in schools is class observation by an outsider (coordinator, principal, area leader, etc.).

Coordinators observe classes.

Principals observe classes.

Area leaders observe classes.



Why do we observe classes?

- ✓ To verify that content and competences are being taught.
- ✓ To verify that methodology is consistent with school's PEI.
- ✓ To conduct teacher evaluation.
- ✓ Teacher development.



Measures of Effective Teaching (MET) Project

Two-thirds of American teachers feel that traditional evaluations don't accurately capture the full picture of what they do in the classroom. They want information



EVALUATION: EMPOWERING
EFFECTIVE TEACHERS

- Gates Foundation
- Teacher effectiveness
- 3-year-long
- 3,000 teachers in the U.S.
- 20,000 video-taped lessons

One correlation that they found was astounding.

They found zero correlation between teaching experience and teacher effectiveness.

In other words...

Students of teachers with more experience don't have better learning outcomes than students of teachers with less experience.



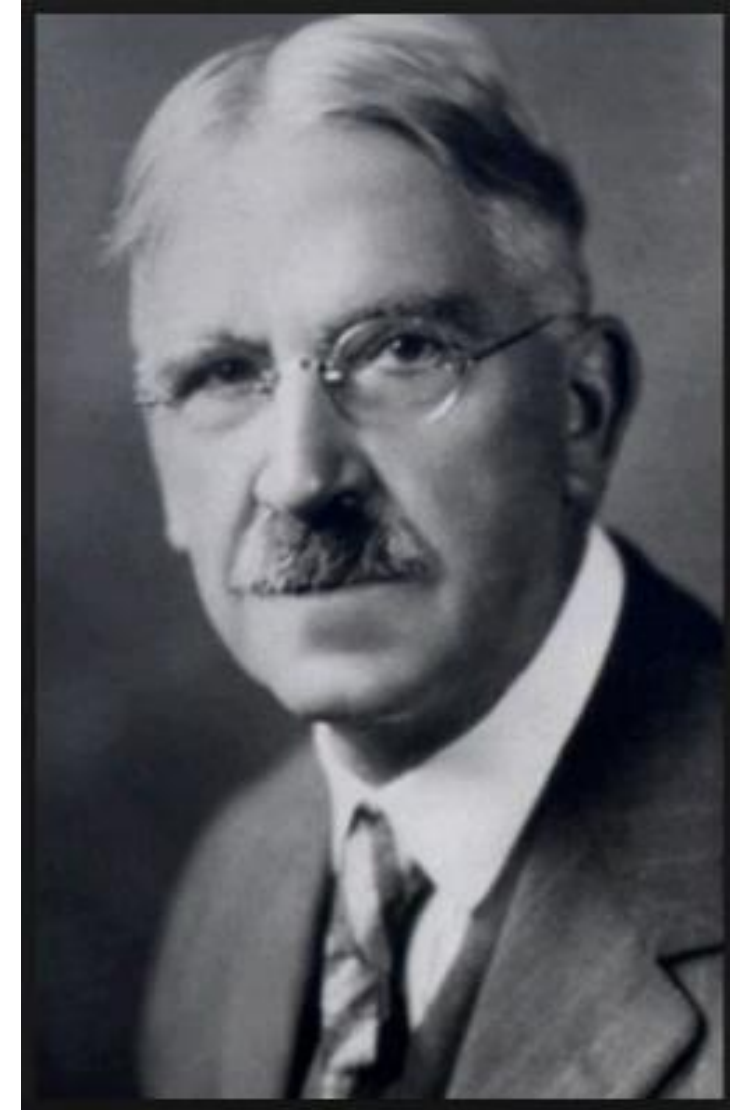
So...experience doesn't matter?
We can't say that.

Nevertheless, we should think about the relationship
between experience and effectiveness.

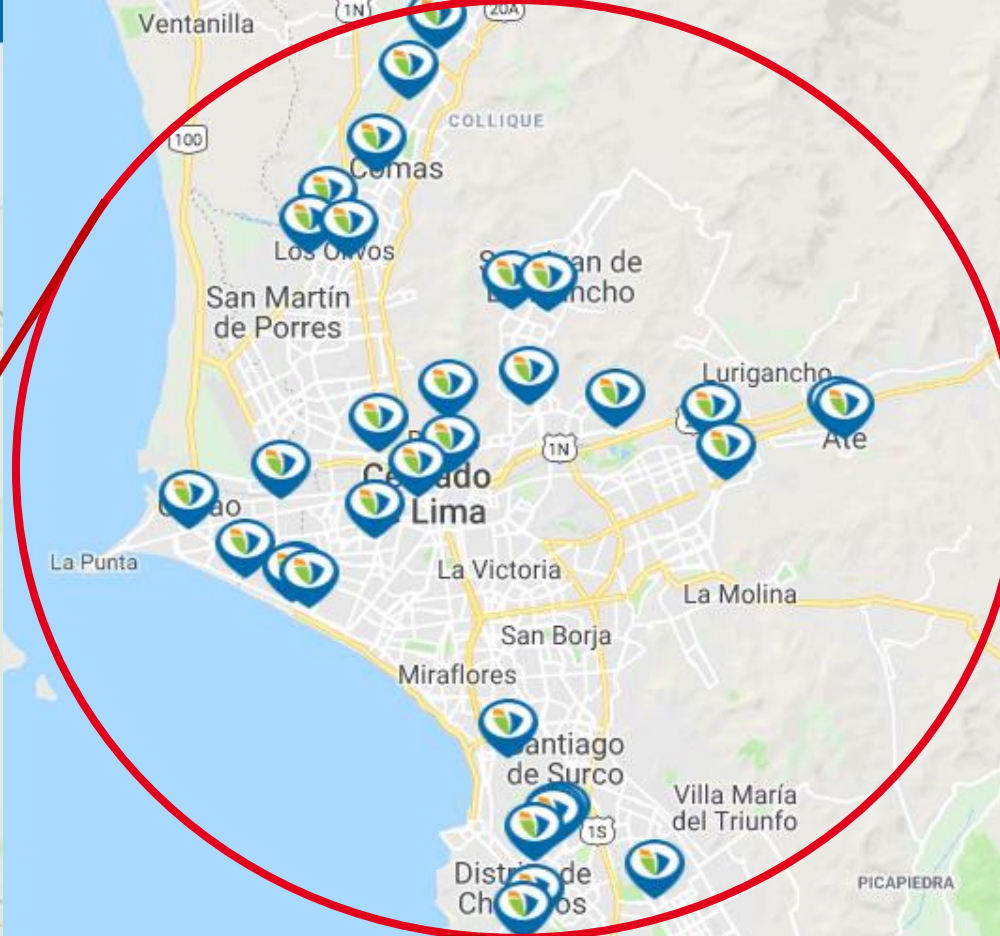
“We don’t learn from experience,
we learn from reflecting on
experience.”



A key role of a school leader is to...



John Dewey



Innova Schools

- 2005
- 41 schools (2017)
- 35,000 students (2017)

- English Coordinator
- 12 coaches
- 200 English teachers



Their primary task involved observing the English classes and then guiding the teachers in reflective feedback.

How do we help students discover things for themselves?

Reflective feedback is similar. You don't tell the person what you want them to know. You help them to discover it for themselves.

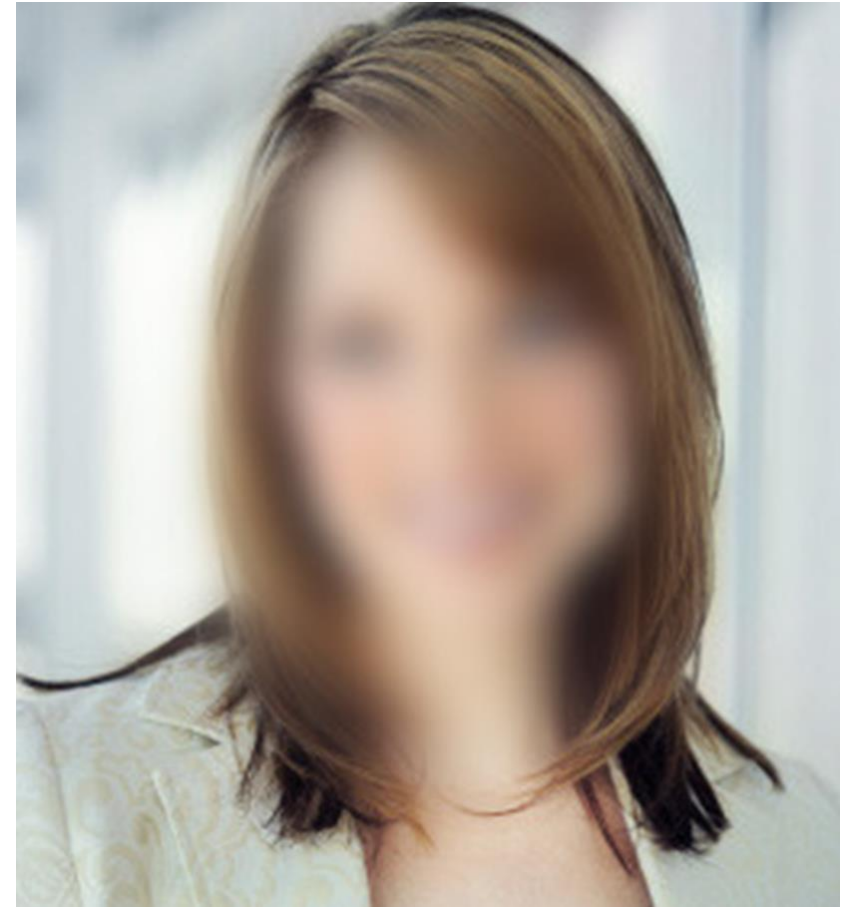
Here's how I've learned to do it:

- 1) Observe class and take detailed notes.
- 2) Meet with teacher to discuss class.
 - Read class notes together.
 - Ask questions that lead teacher to identify areas of improvement for the class.

Example – Reflective Feedback Session

Background info:

- ✓ This is a Bilingual Project class (English, Science, Technology, Art)
- ✓ Each class should focus on a specific skill (reading, writing, listening, speaking).
- ✓ The objective of the class should be formulated in terms of that skill.



Read the notes from the class observation
(3').

Share your ideas about this lesson with the
person next to you (2').



Q1: What was the objective of this class?

A1: Students will be able to classify food into 5 food groups.

Q2: What did they do in the previous class?

A2: In previous 2 hours of classes, Ss had to write and classify food (by size, hot/cold, etc.). Ss didn't know the food groups. Later they classified again into the 5 food groups.

Q3: What language skill was we focused on in this class?

A3: Reading and Writing.

Q4: So how could we reformulate the objective to reflect those language skills?

A4: Students will be able to read a text about a food group and summarize it.

Q5: How much time did Ss spend reading?

A5: About 15 minutes.

R5: Let's look at the notes. (Here we focus on the length of the text: 2-3 sentences. Noting that it could not take Ss more than a minute to read the text. And maybe 2-3 minutes to re-read it several times. Here I share my observation of how many of the words were unfamiliar to Ss (refined, multigrain, contain, bone, calcium) and there was no way to infer their meaning from the text. So Ss spent a few minutes reading a very short text that most of them couldn't understand.)

Q6: So let's say Ss spent how many minutes reading?

A6: 1-3

Q7: Did students understand the text?

A7: I went around to the groups and helped them understand the text.

Q8: When you got to each group, did it seem like the students understood the text?

A8: No, most of them didn't understand the text.

Q9: Okay, so you helped them understand the text, and then what did they have to do?

A9: Summarize the text on their poster.

Q10: Is it easy to summarize a text of 2-3 sentences?

A10: It was hard for them.

Q11: Would you say that most groups summarized the text?

A11: Some did. Others didn't.

Q12: Let's look at the notes.

(Here we read the summary of each group's poster):

- Juliana's group copied most of the text that they were given.
- Another group copied what the T showed them on the computer.
- Sofia's group has written a sentence that doesn't make much sense (fruits and vegetables are good for food and for eat.). After we talked Sofia wrote 2 more sentences about vitamins and minerals.
- Sara's group has written 3 sentences after lots of help from the teacher and observer.
- Gabriela's group also copied most of the text that they were given.

Q13: How many sentences did each group write?

A13: 3-5 sentence.

Q14: Were those sentences that they produced themselves or mostly sentences that they copied?

A14: Mostly copied.

Q15: Based on what you told me earlier, our goal for this class was that students would improve their reading and writing skills, right?

A15: Right.

Q16: How much time did we say students spent Reading?

A16: 1-3 minutes.

Q17: How many sentences did students write on their posters?

A17: Themselves? Without copying? A couple.

Q18: How could we have made the reading activity better?

A18: By choosing a longer text that was more at their level.

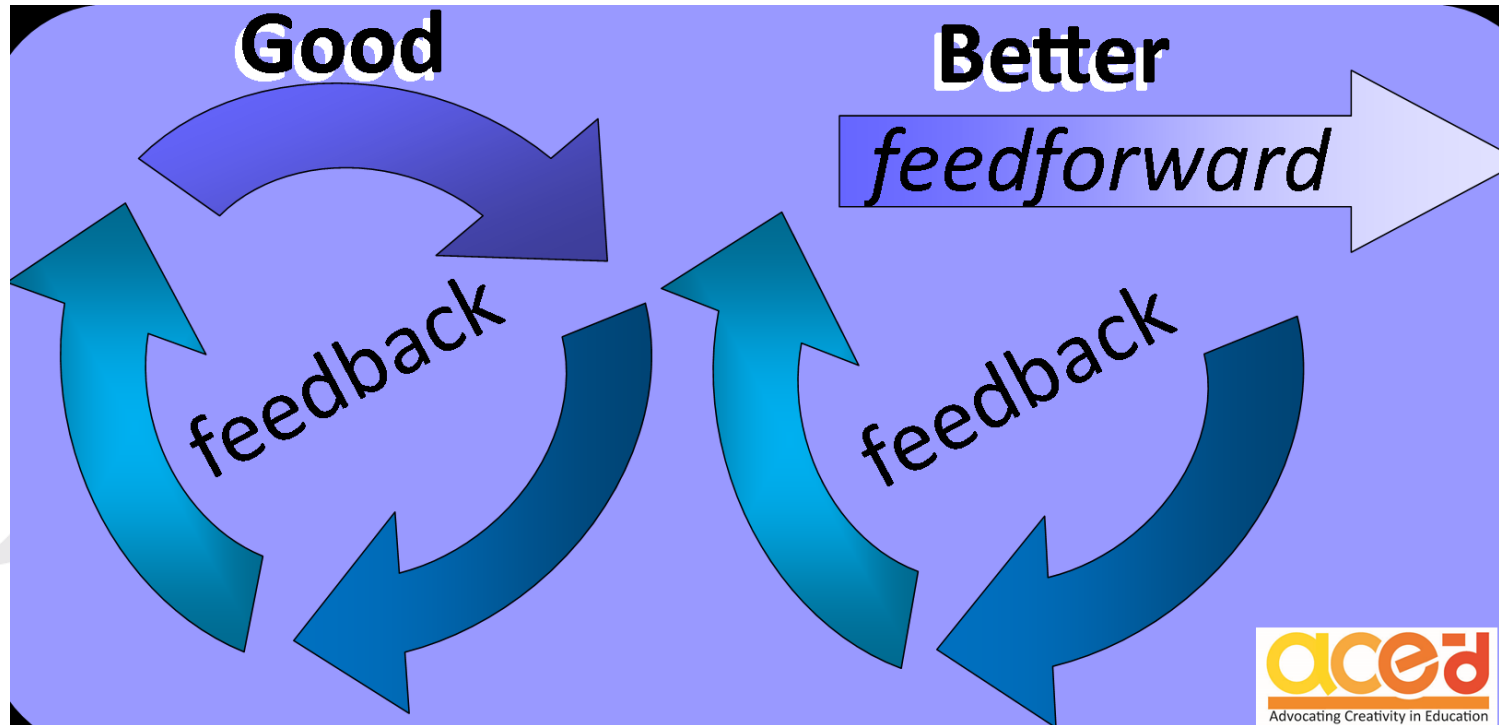
(Discussion)

Q19: How could we have made the writing/poster activity better?

A19: Maybe taking away the text after students have read it and discussed it, so that they have to produce the summary themselves.



How is reflective feedback different from traditional feedback?



Objective #2

Participants will be able to describe the results of the peer observations that we conducted at our school.



Outsider Observation

66

55 minutes to 1 hour and 50 minutes

1-2 hours.

Benefits

Teachers discover areas for improvement in their teaching and propose/receive strategies to improve.

Drawbacks

Skepticism – can that really be done that way?

Nervousness – how reflective was that class of a regular class

Stress – teachers deal with a lot

Time – leaders don't always have time for this process

Pre-determined Peer Observation

In Pre-determined peer observations, a coordinator or principal requests that a teacher observe another teacher with specific goals for that observation.

Benefits

Teachers can see that specific strategies are possible.

Teachers can see things that cause them to reflect on their own teaching.

Teachers can observe students' behavior, participation, learning in another class.

Drawbacks

Teachers can see it as extra work for themselves.

Teachers can see it as a public critique.

Teachers might not be able to analyze key teaching aspects alone.

Self-determined Peer Observation

In Self-determined peer observations, the teacher chooses which peer to observe and what she wants to focus on during the observation.

Benefits

Teachers might be more motivated and engaged (SDT).

Perceived utility might be higher.

Teachers can see that specific strategies are possible.

Teachers can see things that cause them to reflect on their own teaching.

Teachers can observe students' behavior, participation, learning in another class.

Drawbacks

Teachers can see it as extra work for themselves.

Teachers might not be able to analyze key teaching aspects alone.

We conducted both Pre-determined
Peer Observations and Self-
determined Peer Observations.

Here's what we found

(in our mini-study).

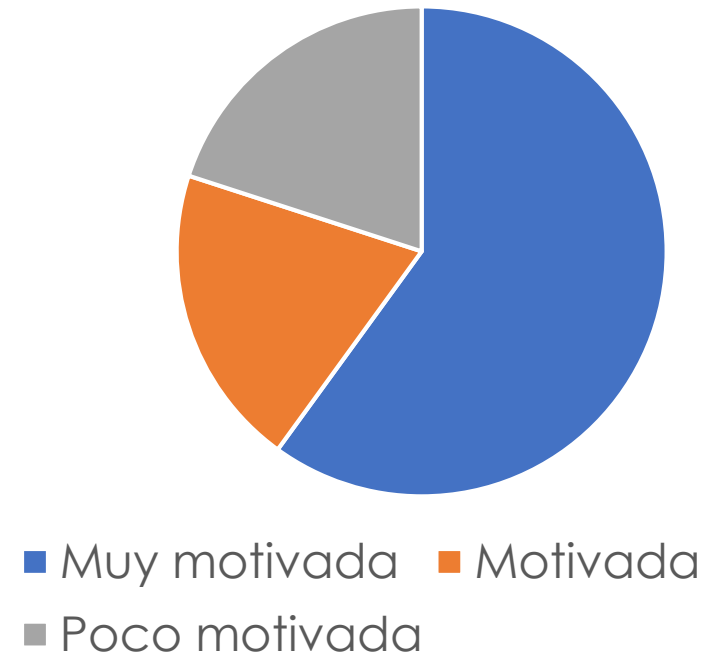


Motivation

Pre-determined

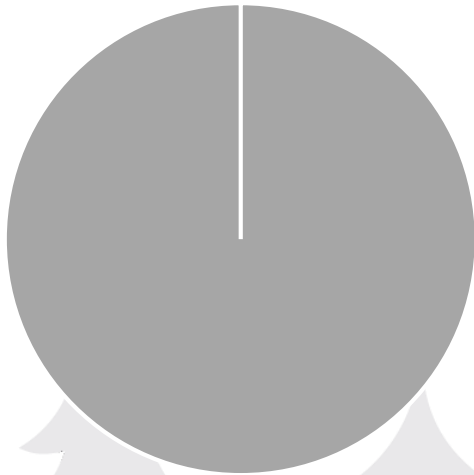


Self-determined

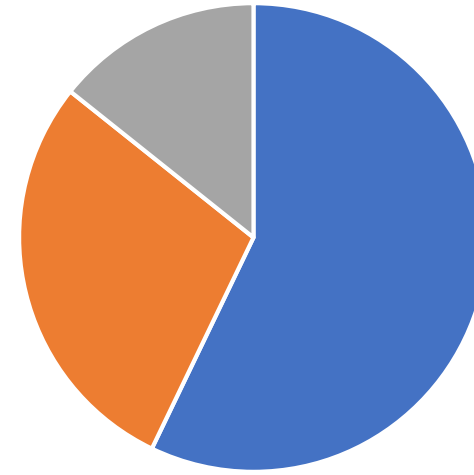


Perception of things learned

Pre-determined



Self-determined



- Learned 4 new things
- Learned 2 new things
- Learned 1 new thing

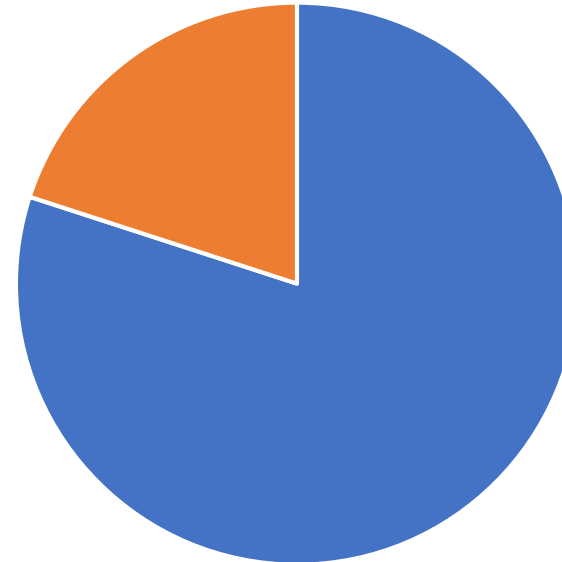
Caused observer to reflect on her teaching practices

Pre-determined



- Vi algo que me hizo reflexionar sobre mi práctica docente.
- No...

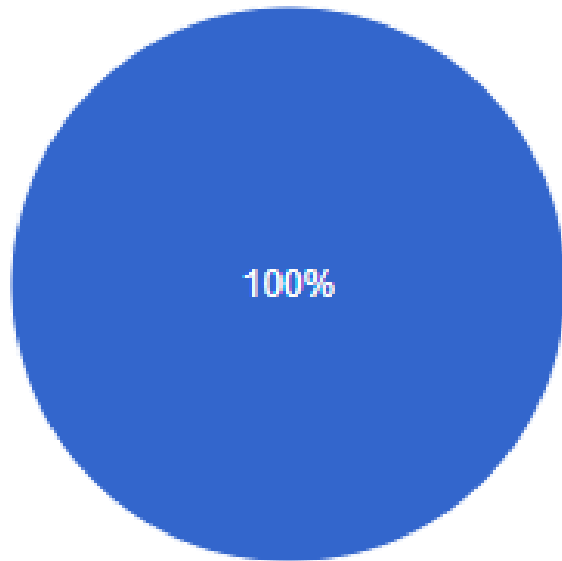
Self-determined



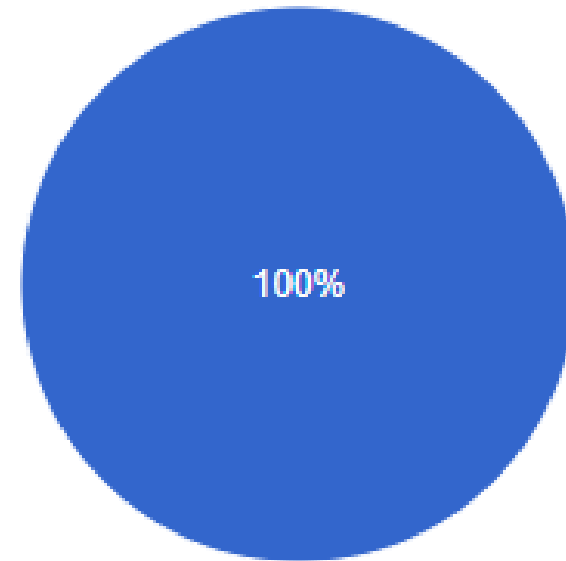
- Vi algo que me hizo reflexionar sobre mi práctica docente.
- No...

Perception of class observed

Pre-determined



Self-determined



Summary

Teacher perceived learning was higher for self-determined observations.

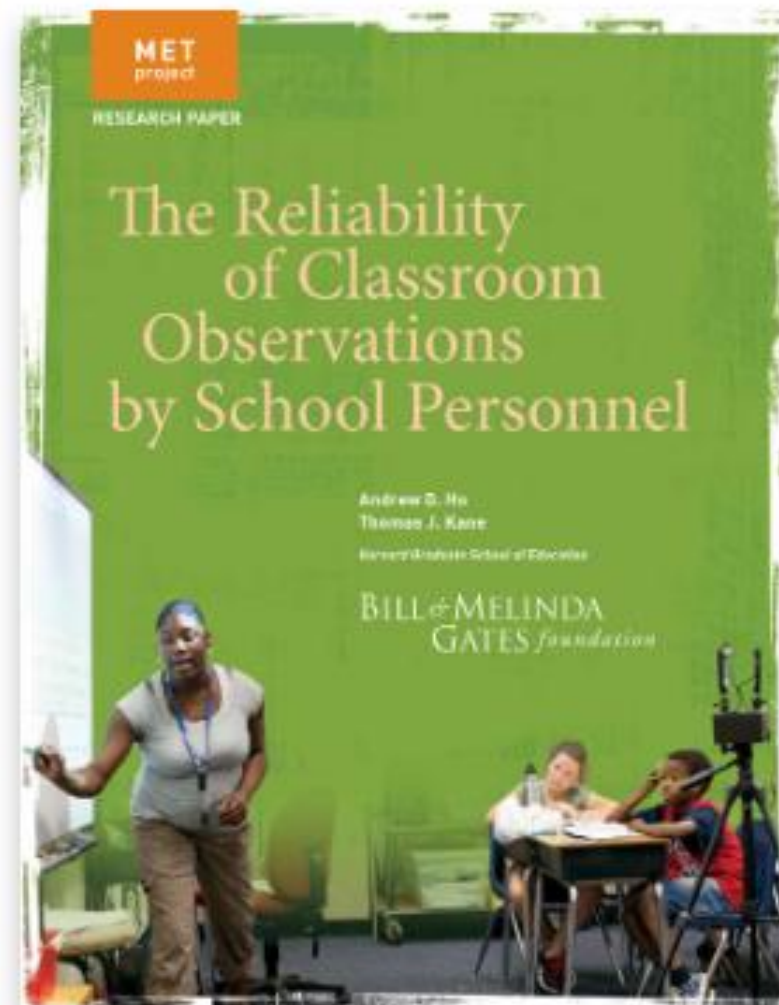
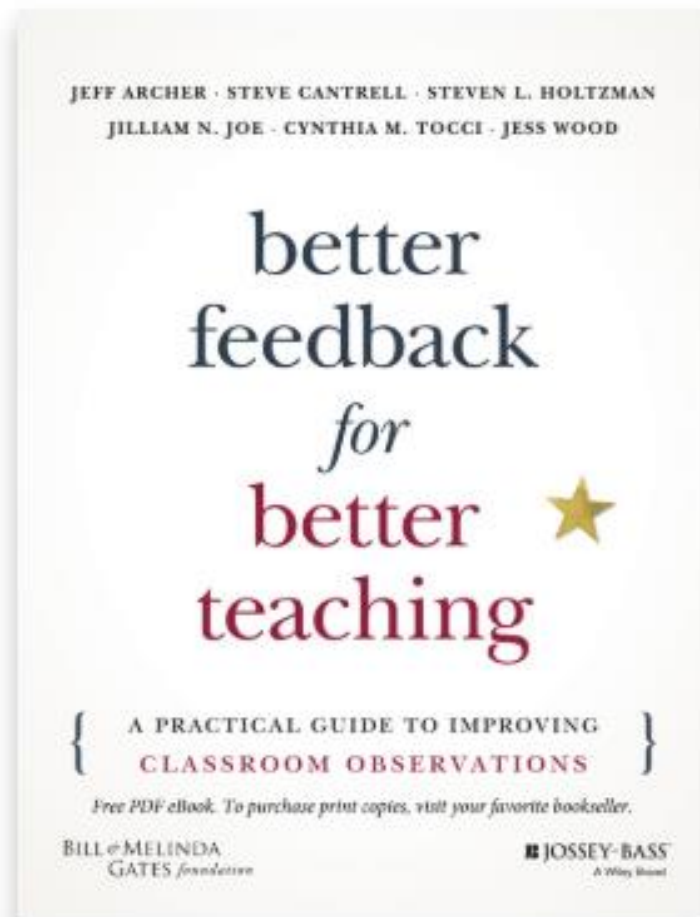
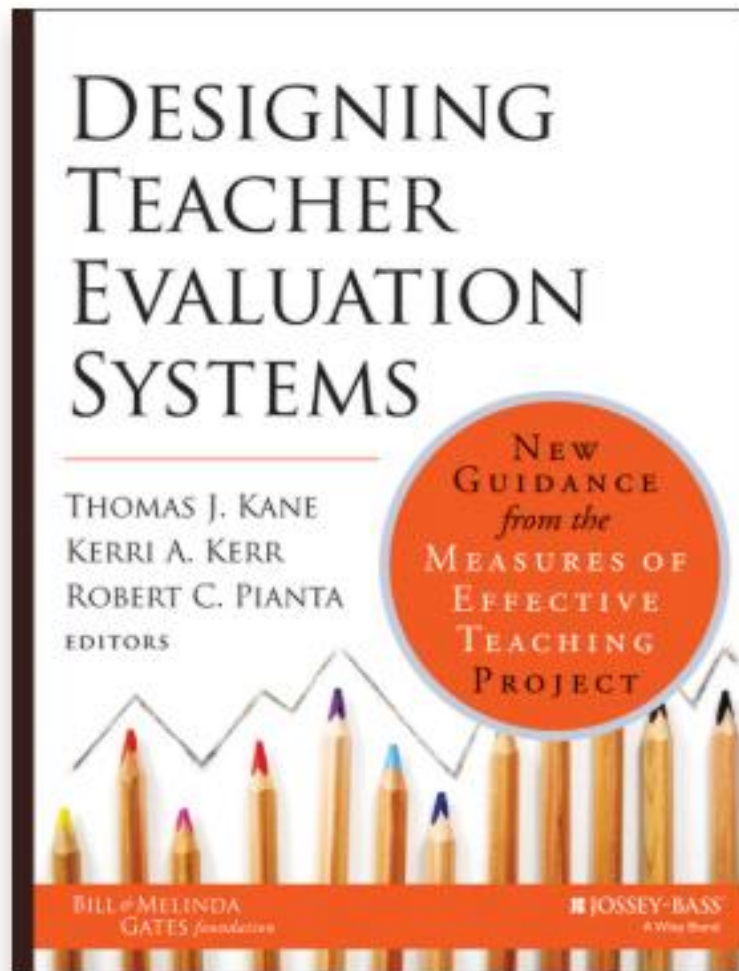
Teacher perceived self-reflection was higher for self-determined observations.

Teacher reported motivation was higher for self-determined observations.

Perceptions of classes observed were the same for self-determined and pre-determined observations.

Key conclusions

- ✓ Teacher observation and reflective feedback can help teachers identify and address ineffective teaching strategies.
- ✓ Peer observations can help teachers learn new strategies and reflect and improve their own teaching practices.
- ✓ Self-determined peer observations can increase teacher motivation and perceived learning/utility.





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“The feedback process, then, should offer the learner an opportunity to reflect on performance and the learning process. Reflection is critical to professional learning”

(Schön, 1983)



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TÍTULO

Texto

Imagen





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