MAKING CLASSROOM OBSERVATIONS MEANINGFUL

Teacher effectiveness is the single biggest influence on student learning! Impacting Student Learning is the ultimate outcome of the New Teacher Induction Program.
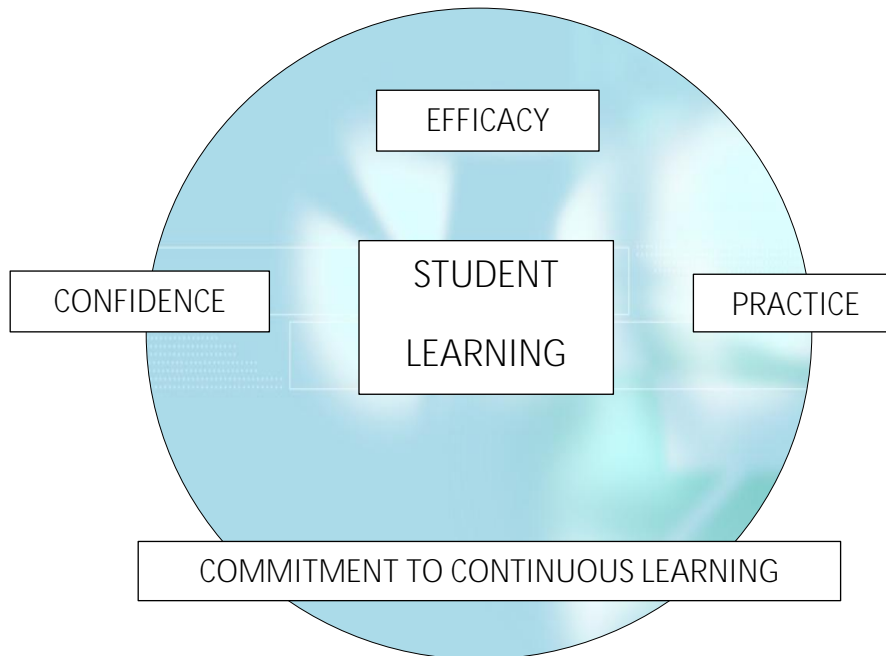
Guiding Principles of the NTIP

Support all new teachers - shift from surviving as a new teacher to learning as a new teacher.

Better prepared, more confident teachers.

Retain new teachers and help improve instruction.
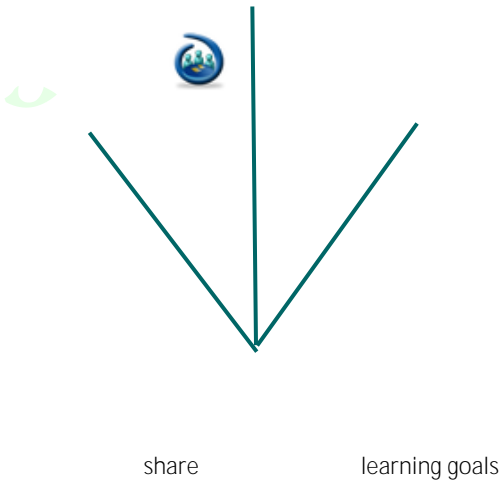
4 Key NTIP Goals:

EFFICACY

CONFIDENCE

STUDENT LEARNING

PRACTICE

COMMITMENT TO CONTINUOUS LEARNING

Confidence "I can do it…I have the supports to be a successful teacher"

Efficacy "My teaching makes a difference in the lives and learning of every single student"

Teacher Practice "By using evidence based instructional strategies I am able to respond to the diverse learning needs of my students and ensure student success"

Commitment to Continuous Learning "I want to keep learning and growing as a professional in collaboration with my students, colleagues, administration, parents/guardians, and school community"

a powerful tool

ELEMENTS OF MEANINGFUL CLASSROOM OBSERVATIONS EXPERIENCES

share   learning goals

professional learning that is personal

<u>observation focus template</u>

Reflection forms

Learning for Mentors / Demonstration Teachers

Increases Reflection on Current Practice

EFFECTIVE TEACHING

The following chart reflects the collated ideas of central staff and demonstration teachers and highlights some of the key elements observable in Toronto District School Board demonstration classrooms.

EFFECTIVE TEACHING IS INCLUSIVE, INSTRUCTIONALLY PRECISE, ATTRIBUTES-BASED, AND LEARNING-FOCUSED.

Big idea	What the teacher does	What it looks like
Inclusive	Fosters authentic connections with all students.	Welcoming, safe, and caring environment where students feel free to take risks. A sense of joy in the classroom. Students feel cared for and valued. Strong relationships are evident among teachers, students, community, colleagues, parents, and caregivers. Mutual respect is a defining characteristic of the teacher-student relationship and student-student relationships.
Instructionally precise	Differentiates instructional practices.	Relentless, intentional, high-yield strategies are used to reach all students. Effective assessment practices for learning (ongoing teacher reflection, frequent monitoring of student progress, adjusting teaching and learning structures and content based on student input and data). Open-ended learning tasks that require critical thinking are evident.

environment and learning is shared between the teacher and students.

Students actively engaged in constructing knowledge and learning from and with each other in addition to the teacher.

Students use each other as resources to support their learning.

Information communications technologies are used as a learning tool to engage, support, extend and deepen learning.

OBSERVATION TOOL - SHAPE REFLECTION

The shapes below are provided as a framework to record personal thoughts and insights and as prompts for further discussion, sharing, collaboration and action planning.

What is "squaring" with me (i.e. validating my prior understanding)?

ACTION PLANNING - HERE'S WHAT / SO WHAT / NOW WHAT

Thinking about your learning goals and what you've experienced today, what concrete ideas and strategies can you apply to your teaching context? Record your ideas below.

HERE'S WHAT? *What I noticed in the classroom?*	SO WHAT? *Implications for my teaching practice and the learning of my students?*	NOW WHAT? *What are my next steps? Next Day / Next Week / Next Month*

Reactions

Did you like it?

Nice

Learning

What did you learn?

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ACTION PLANNING - FOLLOWUP

POWERFUL DESIGNS FOR PROFESSIONAL LEARNING

Below are brief summaries of powerful designs that may be of assistance as you collaboratively plan and implement your action plan.

Action Research
A process through which educators examine their own practice, systematically and carefully, using the techniques of research. (a cycle of posing questions, gathering data, reflection, and deciding on a course of action)

Co-planning / Co-teaching (Lesson Study)
A cycle of instructional improvement focused on collaborative planning, teaching, observation, debriefing, reflection and revision of actual lessons.

Demonstration Classroom Learning
Small groups of teachers experience intentional, guided and focused observation of teaching and learning in an actual classroom, followed by de-briefing, action planning, and support for implementation from a program team member.

Mentoring
Developing the internal capacity for learning and growth of a protégé via consulting (offering support and providing resources); collaborating (creating challenge and encouraging growth); and coaching (facilitating professional vision).

Moderated Marking
Collaborative assessment of student work based on predetermined criteria with the explicit purpose developing consistent understanding of the standards of achievement. Participants then use this understanding to inform their instructional practices in order to improve student learning.

Using Scaling Questions to Debrief

To begin the afternoon debriefing / action planning I consistently use Scaling Questions to process the