

Methods for observation and feedback

Enhance Your Teachers' Pedagogical Development

A Practical One Day Workshop

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Principal's observation and feedback

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- Decide on observation focus
- Construct matrix/observation chart
 - Tacit knowledge: Consider your experiences of best practice
 - Use research
- Test matrix/chart and revise
- Inform staff:
 - Aim and focus
 - About feedback
 - How the material will be used
- Book appointments:
 - Prepare the meeting, 1 hour, separate day
 - Observation + feedback session, 1+1 hour
- At the end of project: Summarize in meeting with all staff, present overall conclusions and ideas for development

Choosing what feedback to present...

- What “warm” feedback, benefits/will help guide the teacher to even better performance?
- What “cool” feedback will be generative – have the best “shower effect”?
- How much is *lagom* (just enough)?

Example of aim etc. presented to staff

- Aim:
 - To enhance pedagogical proficiency
 - Develop the school's pedagogy
 - Making our vision and ideas visible and clear to all
 - Learn from each other
 - Enhanced professional pedagogical competence
 - Getting to know each other professionally
- Focus:
 - Student democracy and dialogue
- The material will be used:
 - In our personal meeting
 - To target individual development areas
 - To find development areas for the entire school

Working order, principal's feedback

1. Prepare the meeting (principal and teacher):
 - The matrix is presented by principal
 - The teacher presents the plan for the lesson that will be observed
2. Observation (principal visiting teacher's class):
 - Observe the lesson, note the different actions and events in the "Lesson sequence" chart
 - Make notes of your analysis in the matrix (use the arrow chart as help if needed)
3. Meeting after observation with feedback, preferably the same day (principal and teacher):
 - Ask the teacher if he/she considers the aim of the lesson to be reached
 - Recapitulate in dialogue your observations, using the matrix and notes
 - Ask the teacher if he/she has the same impression of the lesson and its outcome
 - If you like – leave of a copy of your notes

Collegial feedback with pairs of teachers

Collegial feedback in pairs

- Decide on observation focus
 - Construct matrix/observation chart
- Decide on ethical guidelines
- Plan a visiting schedule
 - Triads are better than congruent pairs $A \rightarrow B \rightarrow C \rightarrow A$
 - Veto against being visited by someone?
- Book appointments:
 - Observation + feedback session, 1+1 hour
 - Receiving teacher sends lesson goal and intended area
 - Observation and feedback
- At the end of project: Discuss overall conclusions and ideas for development

Working order, teacher pair feedback

1. Observation (visitor):

- Observe the lesson, note the different actions and events in the “Lesson sequence” chart
- Make notes of your analysis in the matrix (use the arrow chart as help if needed)

2. Meeting after observation with feedback, preferably the same day (receiver and visitor):

- Ask the receiver if he/she considers the aim of the lesson to be reached
- Recapitulate in dialogue your observations, using the matrix and notes
- Discussion
- Leave a copy of notes
- Thank you!

Ethical guidelines

- We will have a respectful dialogue
- We will only give feedback on what has been agreed on
- Etc...

Collegial feedback in teams of staff

Collegial feedback in team

- 1. Introduction** by chairman leading the session (1-5 min.)
- 2. Teacher presenting lesson plan and outcome** (5-10 minutes)
- 3. Illuminating questions** (3 minutes)
- 4. Reading examination** – presenter in listening position outside circle (5 minutes)
- 5. Warm and cool feedback** (15 minutes)
- 6. Reflections from the presenter** – returning back to circle (2 minutes)
- 7. Debriefing** (5 minutes)

Lesson plan and outcome

1. The goal /aim with the lesson
 1. Subject area
 2. Curricular goals
 3. Intended learning results
2. Description of students, time used etc.
3. Setting/material used
4. The lesson events/ the timeline of actions
5. My questions to the team

Tracking

Tracking to feedback

- Decide who/what you will be following (a student, a teacher)
- Book a time
- Follow what happens through the tracked persons eyes and make notes of what happens and what you are experiencing
- Analyze your impressions as warm and cool feedback and pick some areas to challenge the staff
- Meet the concerned staff group for feedback for 45 minutes- 1 hour:
 - Relate your observations
 - Ask illuminating questions
 - Leave warm and cool feedback
 - Give room for discussion
 - Relate your areas of challenge
- Say thank you!

Choose tracking focus

- What are you curious to know more about?
- What bothers you, what do you suspect doesn't work as well as you would like?
- Who will have problems speaking out about the condition of things (young students, staff with less status, etc.)
- What will give you a good overlook of how you're meeting with the school vision?
- What focus would be most generative?

Walkabouting

Walkabout to feedback

- Decide on observation focus (open dialogue, social conduct, thinking skills, teacher-student relationship, conceptual teaching etc.)
- Walk about the school, 2-5 minutes in each place
- Summarize your impressions
- Relate to the concerned
- Discuss development or further observations