



Observation Skills

[peer observation- improving teaching quality]

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What is peer observation in teaching?

- When a teacher is observed by a fellow teacher (rather than a senior- supervisor, principle, ministry officer etc).
- The observer is expected to give some feedback



Peer observation of teaching:

(another way of looking at it)

Peer observation of teaching is where teaching staff choose a colleague to attend and observe one of their teaching sessions.

At the end of the session they discuss what went well, where improvements could be made, and create an action plan of required changes.

What are the purposes of classroom lesson observation?

- Not for evaluation but (through many cycles of refinement) for self improvement, and for learning together (CPD)
- (obligation to improve teaching and continuing learning)
- Non-judgmental
- Teachers take notes and uses qualitative approach



Activity 1

(benefits & drawbacks of lesson observation)

What are the benefits and drawbacks of staff observing each others in teaching?

Benefits / advantages

1 ...

2 ...

3...

Drawbacks

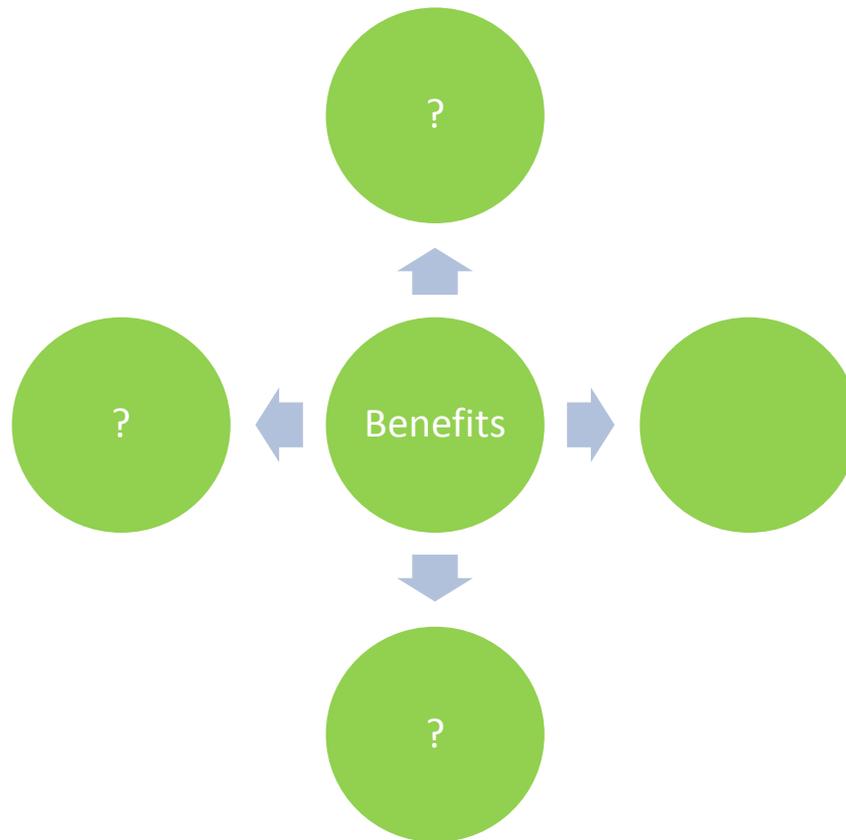
1 ...

2 ...

3 ...



Benefits of Peer Observation in teaching...



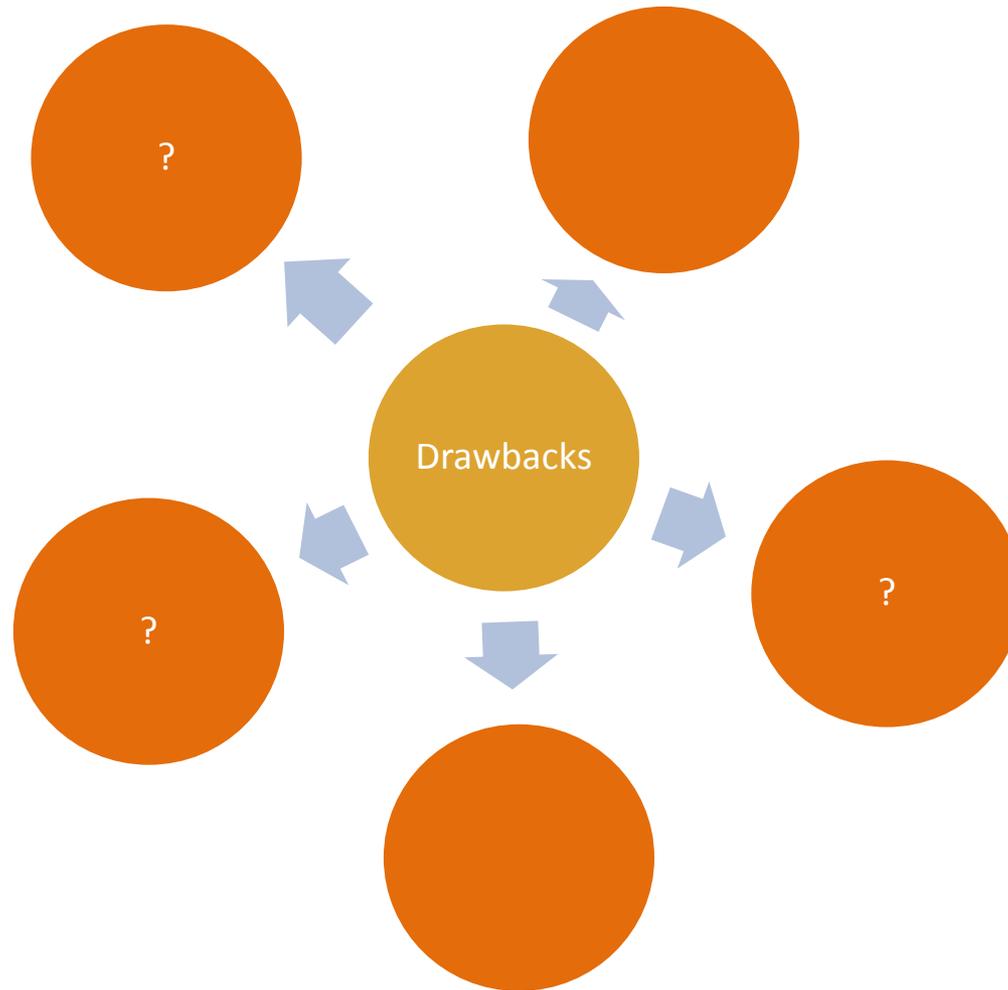
Objectives / benefits / advantages

- Both observer and observed may improve teaching ability → • Improve teaching quality
- New ideas and perspectives about teaching from colleagues → • Disseminate best practices in teaching
- Teachers might take feedback better if it comes from other teachers → • Provide opportunities for reflective practice
- Boosting a teacher's confidence → • Support continuing professional development
- Both parties develop deeper awareness of the teaching process

(summary) Objectives / benefits / advantages

- Improve teaching quality
- Disseminate best practices in teaching
- Provide opportunities for reflective practice
- Support continuing professional development
- Trust and rapport among colleagues

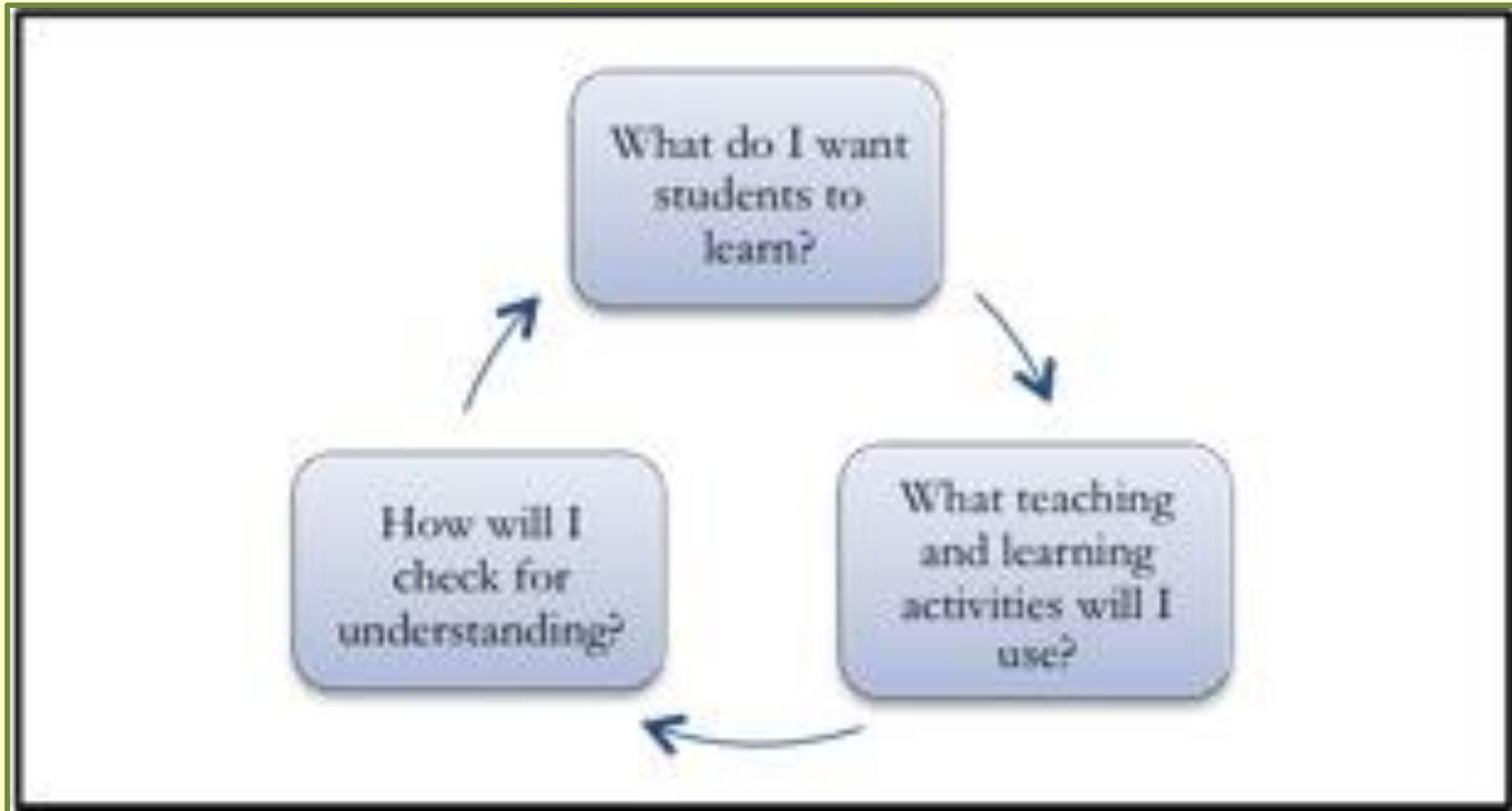
Drawbacks of Peer Observation in teaching...



Drawbacks / disadvantages

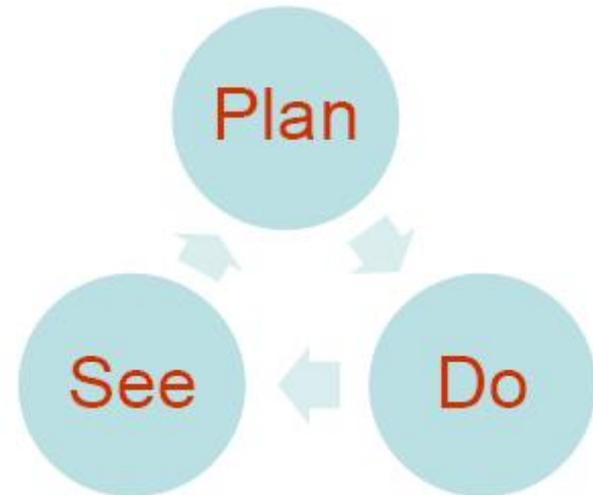
- Feeling distress (being observed)
- Time constraint
- Possible bias relating to the observer's own beliefs about teaching
- Observers might think they know better than the observed teacher
- The feedback might not be useful
- Students may think that something is wrong with their teacher

An usual teaching scenario



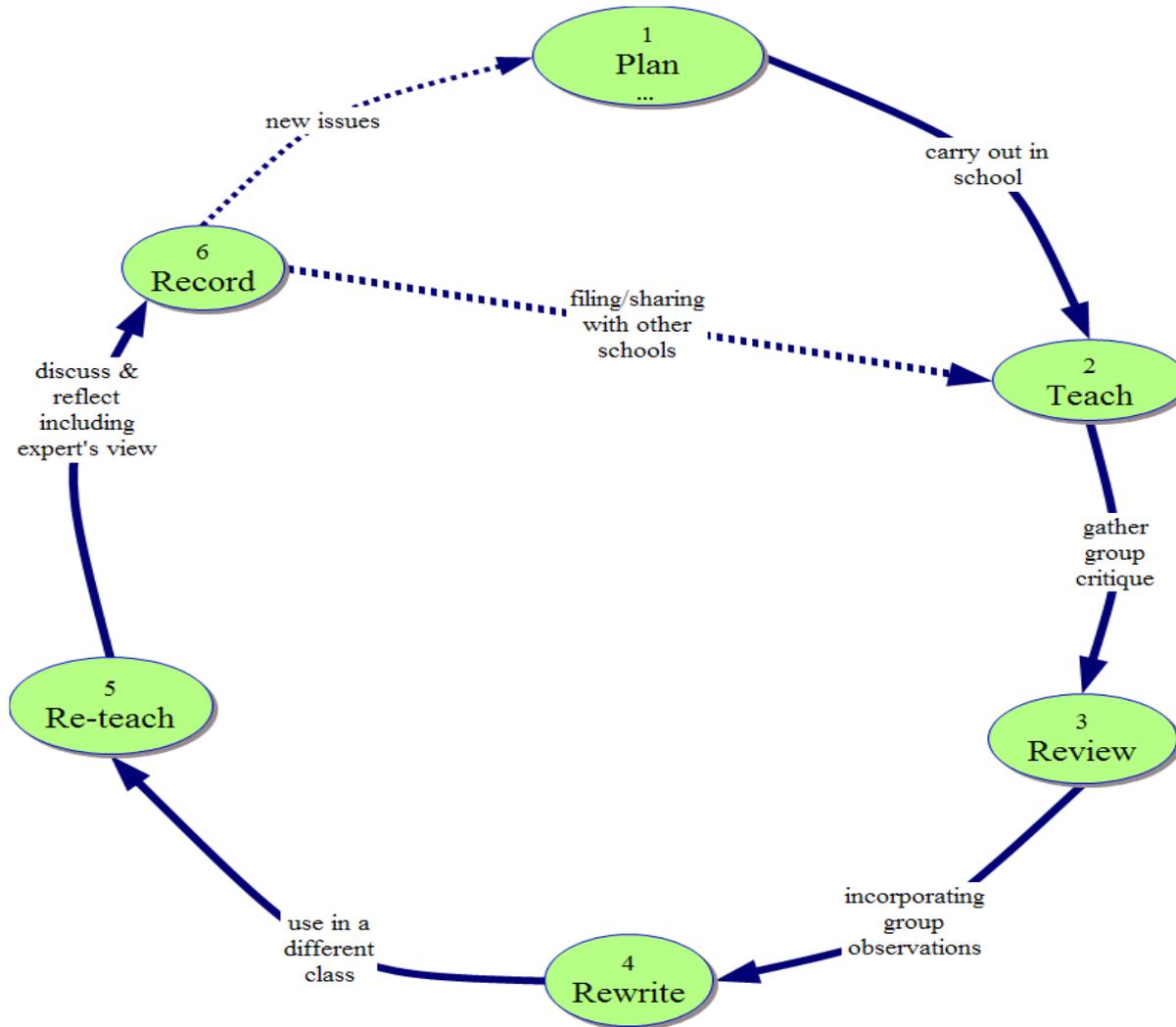
Cycles of refinement

- Many cycles of refinement in teaching
- Plan-Do-See Cycle
- Commitment & obligation to improve lesson and continuing learning
- Flexible as a framework



Plan (Preparations), Do (Observations) and See (Discussion and Reflection) activities (lesson study cycle) with other teachers.

The Lesson Study Cycle



PT4R Model to Conduct Lesson Study (Lee, 2010)

What do you observe in a lesson?



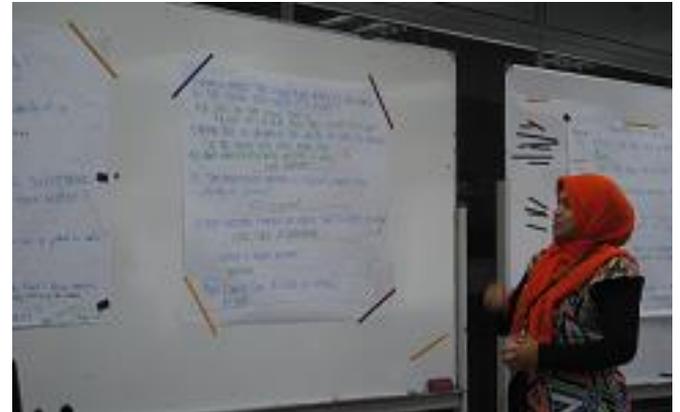
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What do you observe in a lesson?

- Focus on teacher's teaching?

- Lesson flow & Lesson content
- Pedagogy
- Classroom management + bansho
- Interaction with students
- Questioning techniques
- ...?



- Focus on students' learning/thinking/behaviour/responses?

- Focus on teaching materials used?

But in Lesson Study we ...

- Focus on **teacher's** teaching?
- Focus on **students'** learning/thinking/behaviour/responses?
- Focus on teaching **materials** used?

Peer Observation Guidelines

- An effective observation requires an observation **instrument** designed to accurately and reliably portray the classroom environment
- **Schedule** this conference within a week of the observation.
- The observer should arrive **at least 10 minutes before class**. "Walking into class late is poor practice and inconsiderate"
- The observer can be briefly introduced to the students, with an equally brief explanation of why the observer is present. Then move on
- The observer are **not to ask questions** or participate in activities during class; such behaviour can detract from and invalidate the observations
- Review results from the completed Classroom Observation Instruments
- Begin the conference with a positive comment (i.e., "I really enjoyed your class...").
- Provide honest, constructive feedback

What are (other) possible observation tools?

- Video recording
- Audio recording
- Photographs
- Note taking
 - Observation field notes
 - Observation forms/scales
- Student written works/worksheets
- Classroom sitting plan
- Lesson note (using ICT for note taking)
<http://lessonnote.com/>



Dos and Don'ts for observation

Dos

- Position yourself so that you can see both teacher and students
- Move in the classroom to get information (Move freely when students are working individually or in groups, but move to the side or back of the room during whole-class discussion)
- Take notes throughout the lesson
- Visual records are recommended – videos , photos

Dos and Don'ts for observation

Don'ts

- Do not block students' view
- Do not engage in side conversations
- Do not interfere with the natural flow of a lesson
- Do not help/disturb demonstrator of the lesson
- Do not help/disturb students learning (Occasional interaction is permissible if done discreetly and with the purpose of understanding student thinking)

What to record?

- Take notes on individual student responses, using the students' name
- Record how students begin their work and approach the tasks
- Record student-student interactions and student-teacher interactions
- Document common students' misunderstandings and how and when their understanding changed
- Indicate how individual students constructed their understanding through activities and discussions
- Document the variety of solutions that individual student use to solve problems including their errors

Source: Leading Lesson Study: A practical guide for teachers and facilitators. Stepanek, et al. 2007

Case students

- Identify some particular pupils for observers to focus their attention on:
 - Underperforming pupils
 - Average
 - High performing
- They might reflect a range of different groups of learners in class, including pupils who are making good, average or below average progress in an aspect to be covered by the lesson

Phases of observation



1_(a) The Pre-observation discussion _(a)

- Explain the observers' roles and responsibilities.
- Explain the school policy and related issues.
- Agree a date, time and location.
- Explain confidentiality issues and discuss documentation.
- Discuss the format of the session that you have agreed to observe.
- Identify any particular strategies or techniques on which the observee would like feedback.
- Clarify what students will be told regarding the observation session.

1 (b) Pre-observation discussion/conference (b)

Reviewing the observee's teaching plan including:

- Time & Level
- Lesson plan
- Lesson objectives & goal
- Strategies/Methodology, & Assessment.



Tasks specification

(Allocation of Tasks for Group Members)

Task	Observer 1	Observer 2
1 Time keeper and lesson flow		
2 Teacher's and <i>overall</i> students' Activities		
3 Focusing on one student		
(a) Student P		
(a) Student Q		
4 Questions asked & answers given by teacher		
5 Questions asked & answers given by students		
6 Video/camera/ transcript		
7 Class /chalk board management		
8 Any other things		

2 (a) During Observation /While observing (a)

- Arrive in good time
- Decide where to sit
- Ensure students are informed at the outset
- Observe (don't join in)
- Record staff & student non-verbal communication
- Ensure balance between positive & negative observations



2 (b) While-observing (b)

- Organization of the lesson
- Time management
- Students' performance on tasks
- Time on task
- Teacher's questions, & students' responses
- students' behaviour
- Teacher's explanation
- Teacher's action
- Teacher's communication skills
- Students' performance during pair/group-work activities
- Classroom interaction.
- Use of textbook
- ...



Lesson Observation Form 1

Date: _____

Time: Total.....mins

School: _____

Subject: _____ Grade: _____

Topic/Sub topic: _____

Teacher: _____ Observer: _____

Circle the number corresponding to your response on the observation using the following scale:

1- very poor; 2- poor; 3- fair; 4- good; 5- very good

#	Item	Your observation				
1	Are the lesson objectives clearly stated in the lesson plan?	1	2	3	4	5
2	Are the stated objectives attainable by the pupils in a lesson?	1	2	3	4	5
3	Are the stated objectives measurable?	1	2	3	4	5
4	Were the lesson topics told to the students during the lesson?	1	2	3	4	5
5	In the lesson, did the students find core contents or concept by themselves?	1	2	3	4	5
6	Was there time for evaluating the lesson to confirm whether the students had learned?	1	2	3	4	5
7	Were the lesson objectives attained?	1	2	3	4	5

Elaboration, if any

2 Lesson Progression

#	Item	Your observation				
1	Was there an introduction to the lesson?	1	2	3	4	5
2	Did the introductory part of the lesson motivate students well?	1	2	3	4	5
3	Did the teacher ask the students to hypothesize a solution before instructing them to have an activity?	1	2	3	4	5
4	Was there a presentation by pupils in the lesson?	1	2	3	4	5
5	There was discussion among pupils to find answers or better solutions to the given tasks.	1	2	3	4	5
6	The teacher intended to confirm a particular concept or values in the process of teaching.	1	2	3	4	5
7	The pupils were able to conclude what they had learned in a lesson.	1	2	3	4	5
Elaboration, if any						

3 Teaching Materials

#	Item	Your observation				
		1	2	3	4	5
1	The teacher used some kind of teaching materials apart from chalkboard and chalk.					
2	Teaching materials were prepared properly before the lesson.					
3	The teacher used improvised or locally available teaching materials in the lesson.					
4	The students were able to use or understand the prepared teaching materials.					
5	Teaching materials used in the lesson enhanced students' understandings.					

Elaboration, if any

4 Questioning

#	Item	Your observation				
1	Pupils were able to understand teacher's questions.	1	2	3	4	5
2	Teacher gave pupils enough time to find answers after asking question/s.	1	2	3	4	5
3	The arrangement of questions was considered by the teacher. (i.e. mixing lower and higher level questions, open and closed questions.)	1	2	3	4	5
4	There was a question for enhancing higher order thinking skills of pupils.	1	2	3	4	5
5	Teacher's question/s enhanced thinking process of pupils.	1	2	3	4	5
Elaboration , if any						

5 Learner-centered Issues

#	Item	Your observation				
1	Pupils participated in the lesson with interest and eagerness.	1	2	3	4	5
2	Pupils were given opportunities to describe their idea.	1	2	3	4	5
3	Pupils were able to think of the problem/s related to the lesson objectives.	1	2	3	4	5
4	Pupils were able to find their answers for the problems given.	1	2	3	4	5
5	There was discussion among students to find answers or better solutions to the given tasks.	1	2	3	4	5
Elaboration, if any						

5 General Factors

#	Item	Your observation				
1	The teacher managed time well during lesson implementation.	1	2	3	4	5
2	The teacher prepared for the lesson well.	1	2	3	4	5
3	The teacher managed the chalkboard very well.	1	2	3	4	5
4	The teacher gave enough attention to safety of learning environment.	1	2	3	4	5
5	The teacher guided pupils on taking notes or records well.	1	2	3	4	5
6	The teacher's attitude to the pupils was good.	1	2	3	4	5
7	The teacher involved all the learners in the lesson.	1	2	3	4	5
Elaboration, if any						

3 (a) Post Observation (a)

- (Wherever possible) **Debrief directly after the session: provide a verbal feedback**
- Ask the observee how they felt the session went
- Give verbal feedback on the main points
(positive & negative)
- Agree format for formal feedback
(i.e. written, audio etc.)



Note: It is a session of data presentation & analysis where the “how to” dimension is questioned & justified for the sake of understanding, reinforcing and suggesting

3 (b) Post Observation (b)....

- Prepare formal feedback within 2 weeks of the observation activity (audio or written)
- Where applicable, give feedback in private
- Ensure feedback is developmental
- Avoid information overload
- Identify & elaborate on strengths & weaknesses
- Ensure you are unambiguous about areas for development
- Ask observee to consider action plan with timescales



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Thank you



Terima kasih