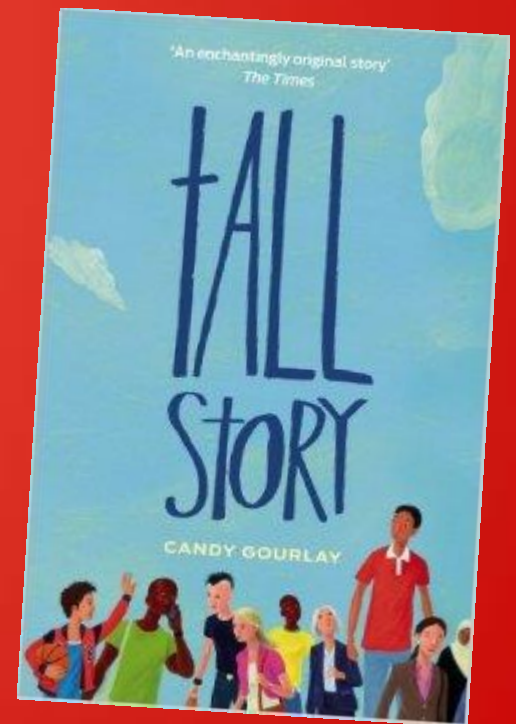


# Let's dive into classroom observation

Prof. Aldo Rodriguez

Let's write it up:

Tall story



# Reflecting upon the story

- Think of the negative/positive feelings the main character of your story had.
- Why did he/she have these feelings?
- Where can be the origin of those feelings?
- If you were the main character, what would you do in order to overcome those fears?
- If you were responsible for these feelings, what would you do to change the mentoring atmosphere?



# Read the following situation

- Imagine you have been teaching English in a school for two months now. At the beginning of the week, the principal of your school tells you that he is going to observe your lessons during the next two weeks. Some days pass and now is the evening before the observation

Think of six adjectives to describe how you feel when you are observed

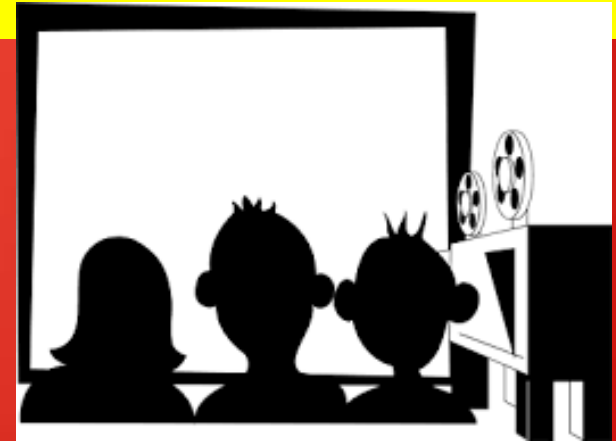
What do you expect from the person that is observing you?

Why is the observer coming?

What kind of topics may he touch on?

# Observing a teacher...

- **Watch a short extract from a movie in which you will see a teacher. Look at the movie and write a very short statement about what you observed**



**Whose opinion do you  
agree the most?**

# Bad teacher (2011)



**Write the statement**



# What is and what is not observation.

OBSERVATION	EVALUATION
<p>1 describes an action or behaviour</p> <p>2 focuses on one or many different acts or ways of behaviour</p> <p>3 may be done by a teacher trainee, a fellow teacher, a parent or a school inspector</p>	<p>1 judges an action or behaviour</p> <p>2 may be broad or narrow in focus, though general is more common</p> <p>3 is usually done by a teacher's superior</p>

The family was camping at Naro Moru, at the base of Mt. Kenya, but for the three days the mountain had been hidden, shrouded in mist. Then, one evening just before sunset, as they were taking a walk, Barb's father suddenly said, "Look!"

"Ohhh", said her sisters, in awe.

Barb turned and looked but saw nothing out of the ordinary. "What?"

"There!"

"Where?"

"There!" He looked her face and pointed it in a new direction, and she looked hard but still could not see anything. "The mountain", he exclaimed.

Then, she saw it, the sister mountain of Kilimanjaro, looming over them in the last light of day, so huge it filled the entire horizon. How could she have missed it? It was right there.



Taken from:  
Law, B., & Eckes, M.  
(2007) *Assessment and  
ESL. An alternative  
approach*. Winnipeg,  
Canada: Portage and  
Main Press.

# Task for the second part of the workshop

## Answer the following questions:

What is classroom observation?

What are the things you should consider to observe a class?

Is there only one type of observation?

How will you record your observations?



# Session 2

# Task for the second part of the workshop

## Answer the following questions:

What is classroom observation?

What are the things you should consider to observe a class?

Is there only one type of observation?

How will you record your observations?



# What is class observation?

- **“To observe is more than simply to look. It is to see, by directing your attention carefully and analytically, and to perceive, by understanding what is you are looking at.”**
- **“Observing is not a passive activity, it could be referred as “snooping””. (Law & Eckes, 2007, p. 116)**
- **“the action or process of attentively and intentionally looking at something, things, a person or people in order to gain information” (Diaz & Painter-Farrell, 2016, p.68).**
- **4 types: observation for training, observation for assessment, observation for development & observation for observer development (Maingay, 1988).**

# What is class observation?

- A classroom observation is a formal or informal observation of teaching while it is taking place in a classroom or other learning environment.
- Classroom observations may be called learning walks, teacher observations, walkthroughs, and many other things, and they may be conducted for shorter or longer periods of time—from a few minutes to a full class period or school day. Educators may also use a wide variety of classroom-observation methods—some may be nationally utilized models developed by educational experts, while others may be homegrown processes created by the educators using them. In many cases, observation notes are recorded using common templates or guidelines that describe what observers should be looking for or what the observed teacher would like feedback on.

# What is class observation?

- many educators make a strict delineation between observations made for the purposes of helping a teacher improve, and those conducted for the purposes of job-performance evaluation.

Adapted from: S. Abbott (Ed.) (2013), The glossary of education reform. Retrieved from <http://edglossary.org/hidden-curriculum>



# Why observation?

- In the US, 32 states have adopted observation as one of the two most important variables to measure teachers' performance. (test scores is the other one) (McKay & Silva, 2015).
- The teacher can receive direct and specific assessment on classroom instruction.
- To improve teacher practice.
- To have a more realistic picture of behavior and events and form ideas and hypotheses (Law & Eckes, 2007).

**But what do we need?**

# **A skilled observer**

- **Have a frame of reference**
- **Have a rubric**
- **Interpret the evidence according to the rubric (reliability)**
- **And provide the right, timely, on-the-same-wavelength feedback in order to feed on.**



# Observation of a process

- The process we observe are the hows, wheres, whens, and whys of what happens within the classroom.
- You can observe and identify 5 aspects of what happens in the classroom: strategies, level of explicit understanding, attitudes, interest and control (Camburne, 1988).
- When we observe we need to have to clear scenarios:

***Where to look and what to look at.***

# Telescopic or microscopic observation

- What are the pros and cons of telescopic observation?
- What are the pros and cons of microscopic observation?

**Think – Pair – Share!**

# Where's the hidden animal?



Source: <http://www.funwithpuzzles.com/2015/06/test-your-observation-skills.html>







Where's the hidden animal?









Where's the hidden animal?



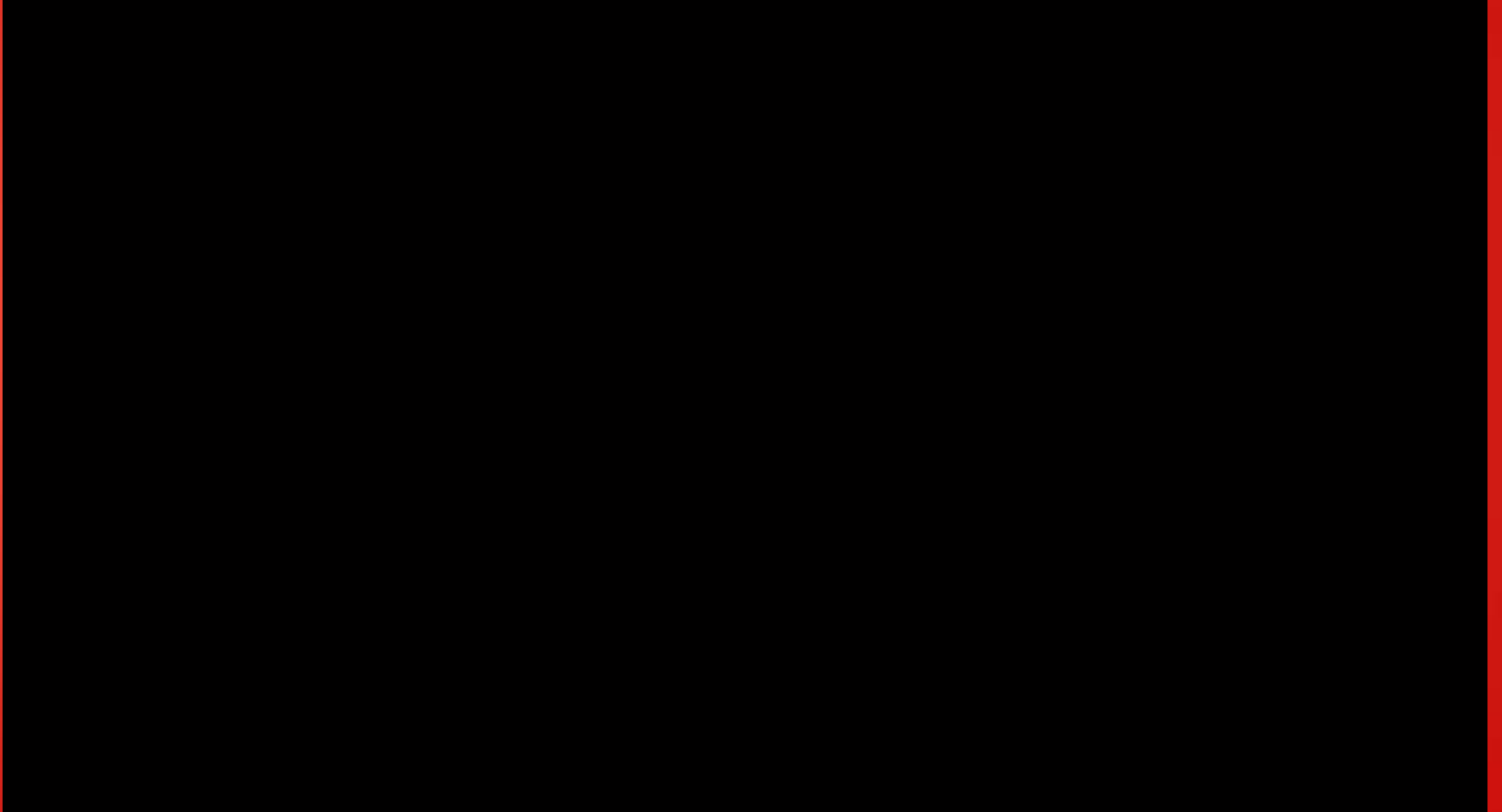


# Observing informal assessment

- You will watch a video in which the teacher is instructing students on higher-order thinking activities.
- You will observe the way he uses informal alternative assessment with the students.
- Work in trios and think of what you want to look at when you see the lesson.
- It can be a checklist, open questions or whatever observation protocol you want to come up with.



# Whole Brain Teaching





# Debriefing

- Share with the group you worked the information you gathered by observing this video.
- Some questions to consider: What informal/alternative feedback did the teacher use? Did you observe any reactions from the students after he gave feedback? How beneficial was informal feedback in this particular context? Is there anything you would change in terms of the way he gave feedback?



# The role of feedback

- Know about what to give feedback on.
- Pre-observation meeting, observation and post-observation meeting (Law & Eckes, 2007) or Pre-obs conference, actual observation, reflection and post-obs conference (Diaz & Painter-Farrell, 2016).
- Time to give feedback
- Way to give feedback. Same wavelength.
- Effectiveness of your feedback
- Way to address a feedback session.

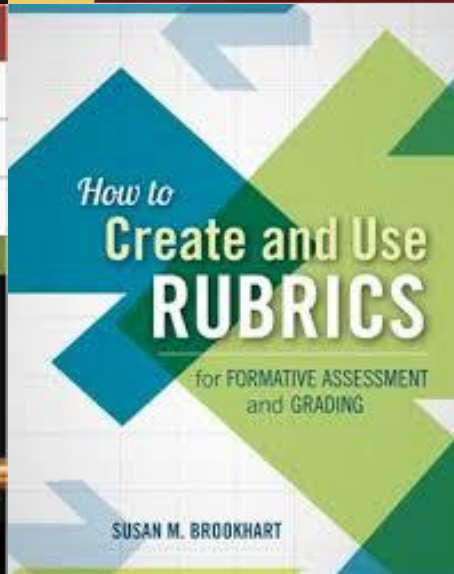
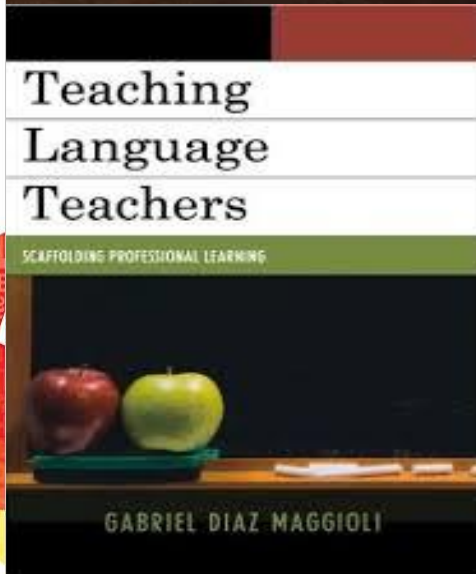
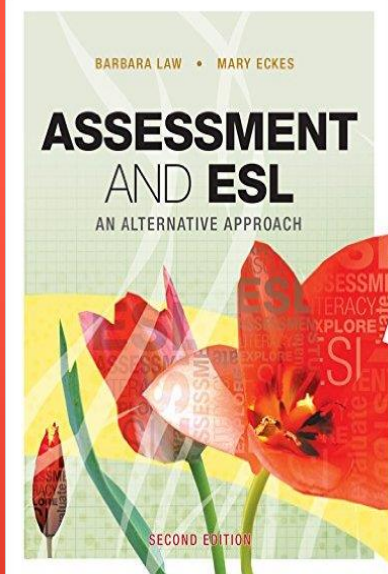
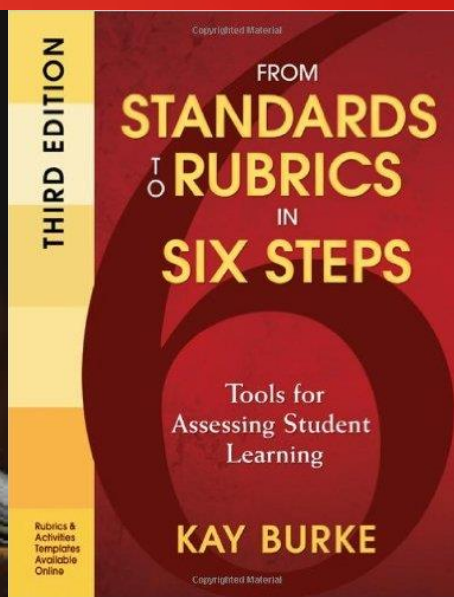
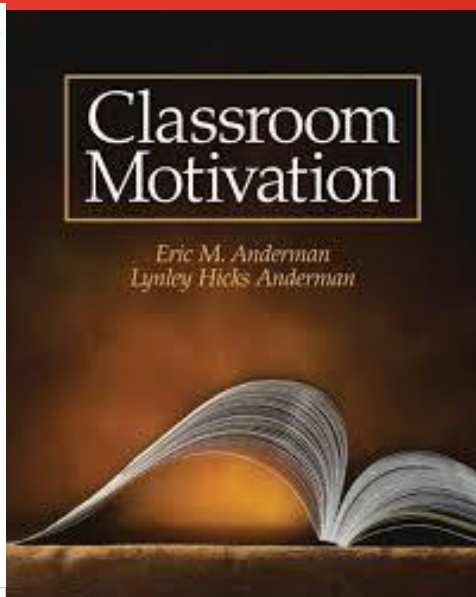
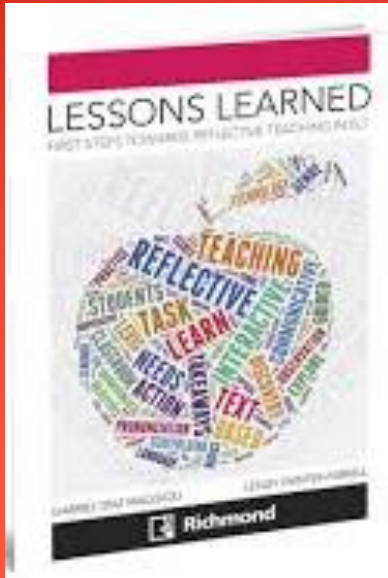
Brookhart, S. (2008) How to give effective feedback. Virginia, ASCD

# Observation and motivation

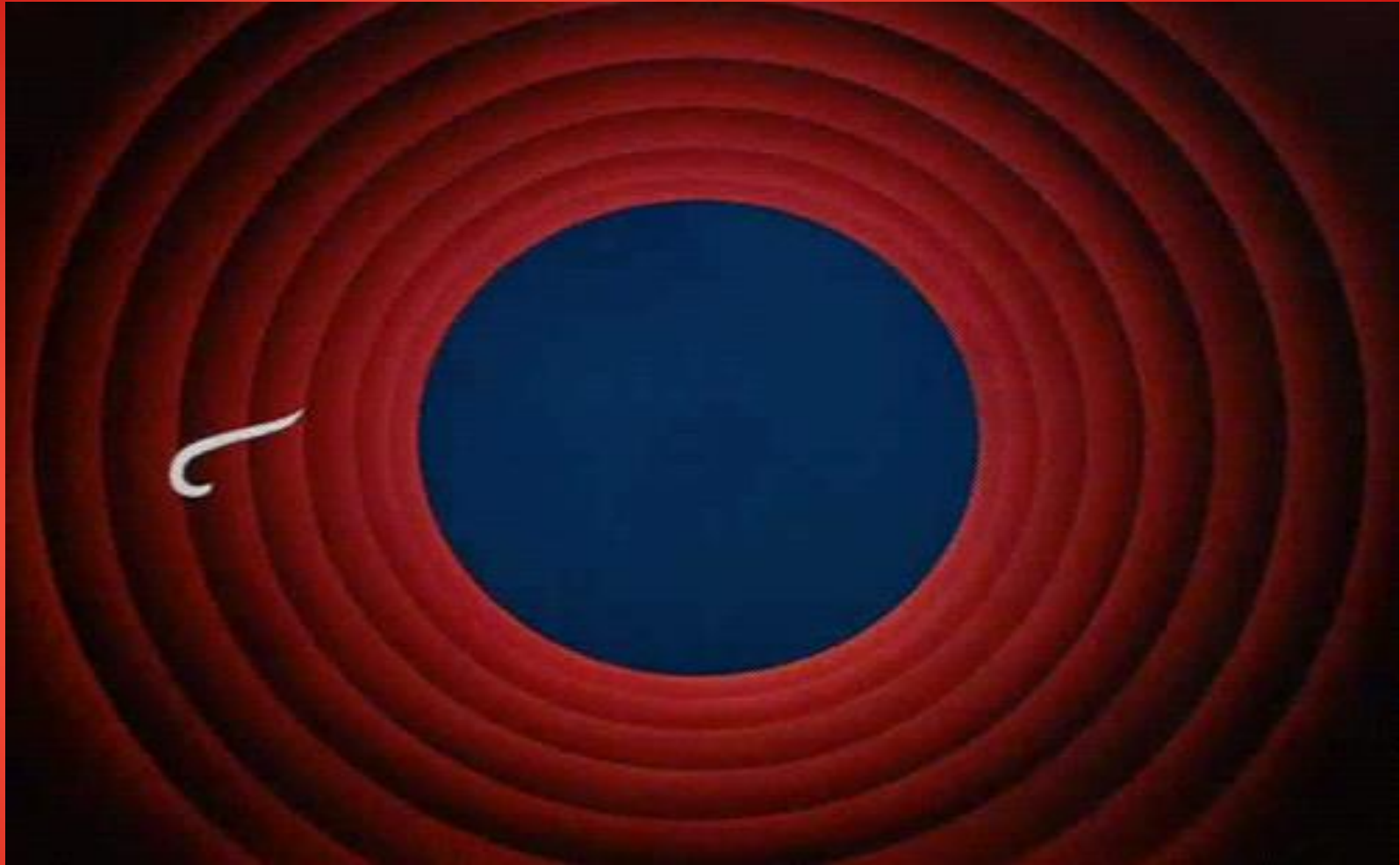
- Observation can create a lot of anxiety for the teacher being observed, the students in class and the people observing (Diaz & Painter-Farrell, 2016).
- Teacher's paradox (Diaz & Painter-Farrell, 2016)
- Observer's become more confident with practice (Anderman and Anderman, 2010).
- If the observers are conspicuously obvious to the observed, they will become performance-goal oriented (Teacher's paradox) (Anderman & Anderman, 2010).
- If the observer is unobtrusive or has been observing for several days, the effects are minimized (Anderman & Anderman, 2010)

**Some more ideas  
from the sources  
to share**





Sources:



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