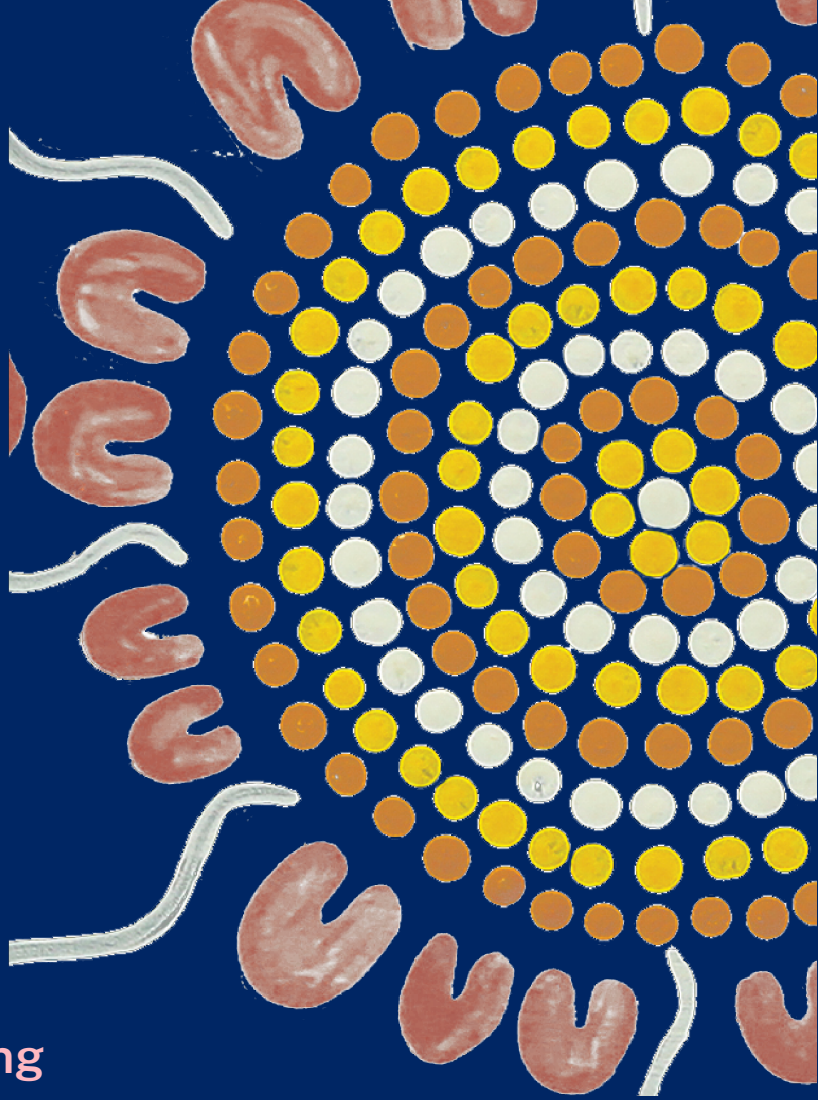


There are three distinct phases when using classroom observation as an ongoing improvement strategy as a beginning teacher



Pre-observation meeting

- Focus the observation
- Review and guide planning

Observing classroom practice

- Watch and record what you see and hear
- Collect student work samples

Post observation professional conversation

- Activate the thinking of the beginning teacher
- Mentor



Section 1

Pre-observation meeting

During this meeting aim to:



Focus the observation on key elements of your classroom practice.



Receive feedback on the lesson plan, learning material and organisation. Be prepared to verbalise your 'thinking.'
(Demonstrate)

Always aim to hold this meeting 24 hours before the lesson



In this section
you will find
three different
ways to focus
the observation

Clarifying the
professional
development focus
allows the supervising
teacher to give specific,
descriptive, objective
feedback that supports
your ability to reflect
and grow



Focus the observation



Select a focus from here.

Worked example – Pre-service teacher selects a focused from one of their SMART goals Suggested structure

- 1. Measure impact of your teaching use using ‘By the end of I will so that.’
- 2. Identify evidence sources and line of sight

1	By the end of placement, I will use supervisor’s feedback, visit other classrooms and talk to a range of teachers to implement and practice at least 15 different management strategies. So that I am able to leave this placement confident in my ability to enter a classroom and manage most students.
2	By the end of placement, I will be able to deliver engaging and educative lessons that are easily understood by students. (line of sight) This goal will be measured through observation of student engagement, collecting student work samples and using end of lesson formative activities to gauge their understanding. This will be achieved by teaching and observing as many classes as I can, getting feedback on my lesson plans, lesson delivery and asking students questions about their experience and how they learn best.

Then set up the pre-observation meeting up as a professional conversation by creating the time and space to allow for an uninterrupted, open conversation.

Worked example: Professional conversation

Focus of (date) lesson will be on goal 1

'Develop my own approach to managing my classroom and students' behaviour'


Examples of questions the supervising teacher can ask.	Examples of the pre-service teacher's response
<p>By the end of this placement, what exactly do you want to achieve?</p> <p>(Note: make sure it is a measurable outcome)</p>	<p>Use 10 different classroom management strategies that work</p>
<p>What will you do in this lesson to help you achieve this?</p>	<p>Apply the feedback from the last few lessons by:</p> <ul style="list-style-type: none"> • outlining my classroom expectations at the beginning of the lesson • using verbal and nonverbal re-direction, quicker! • changing (differentiating) my instructions and not just repeating them again to students that didn't understand the first time. • only give 2 (or maximum 3) key teaching points during instructions <p>Introduce two new management strategies.</p> <p>I will</p> <ul style="list-style-type: none"> • change proximity to students that are off task • use pre-thought out phases to redirect students back to learning¹. <p>e.g. 1. Say - Name sit down thanks. Student response xxx Then say 'That's not the issue right now, thank you for sitting down. Then, walk away and don't engage in this conversation.</p> <p>e.g. 2. Students delaying or arguing about starting their work Say 'That's not the issue right now start your work by...'</p> <p>Then, walk away and don't engage in this conversation.</p>
<p>How will you do it?</p> <p>(Note: connect the strategies)</p>	<ul style="list-style-type: none"> • Be proactive and think about comments I can make to common classroom behaviours. • Practice saying them. • Keep observing other teachers, teaching this class. • Discuss a range of different management strategies with you and how best to implement them. • Practice one or two new strategy each lesson with this class and get feedback • Implement advice from the previous lesson(s) and check my progress / students' engagement time.
<p>What difference will it make?</p>	<p>There will be less time wasted.</p> <p>Students will stop wandering around the classroom.</p> <p>I will not be entering into arguments with the students.</p>

¹ From <<https://www.tta.edu.au/courses/take/275980/lessons/3662805-addressing-student-resistance-part-2>>

Who will notice this?	You and me Students as there will be more work completed. Student work samples will be better
What will I see and hear when I am doing this lesson observation?	At the beginning of lesson, you will hear me outline the classroom expectations . Which are? I will give 2 or 3 clear instructions and change the way I explain these instructions . I will be ready to use 2 or 3 different examples if individual students don't understand or if there are students that haven't started the activity after about 1 minute. You will hear positive, quicker re-direction comments from me to off task students rather than letting the behaviour build. My new strategy will be changing proximity to students when they are off task. You should see me moving around the classroom more and then using a positive redirection comment that tells the student what they need to do rather than just telling them to stop talking.

Create a clear line of sight

- What will success look like and sound like when you start to achieve your goal(s)?
- Who will notice and what will they notice?



Approach 2
Use the Australian
Professional Standards
for Teachers (APST)

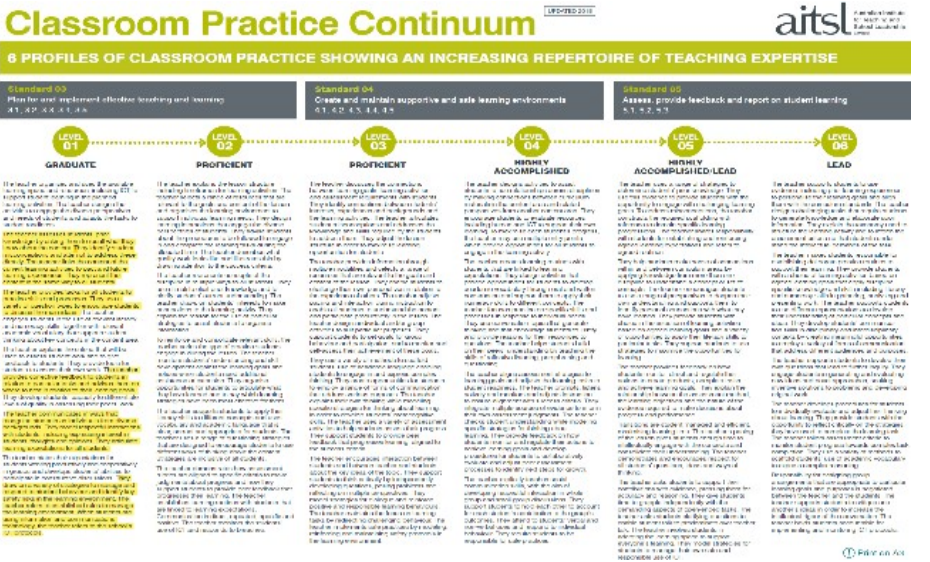
There are two different ways you can focus the lesson observation when using the Australian Professional Standards for Teachers.

● Select a focus from the [Classroom Practice Continuum](#)

OR

● Selecting one or two standard descriptors.

Idea one - Worked example 1:

<p>1. Select a sentence &/or practice &/or gap in practice from the AITSL's Classroom Practice Continuum</p>	
<p>How.</p>	
<p>Highlight your current practice on the classroom practice continuum.</p>	
<p>What practice or 'gap in practice' do you need to develop? What does your supervisor recommend?</p>	<p>For example:</p> <ol style="list-style-type: none"> The teacher assesses students' prior knowledge by asking them to recall what they know about the content.
<p>Select a sentence or two and focus the observation.</p>	<ol style="list-style-type: none"> They model respectful interactions with students, including expressing interest in students' thoughts and opinions
<p>Discuss different ways with your supervising teachers on how you can develop this practice.</p>	<p>Brainstorm and record different ways you can assess student's prior knowledge.</p> <p>For example. List a range of strategies to discover what the students already know about the content.</p> <ul style="list-style-type: none"> Developing a concept map with the students Using a KWL (Know, Want to Know and Learned) chart or a similar graphic organiser Using a stimulus to see if students can guess lesson topic Ask students to find the mistake
<p>Update any planning material to include one of the 'assess students' prior knowledge' strategies discussed. Repeat process for each focus.</p>	

Idea two - Worked example 2:


2. Selecting one or two standard descriptors at the graduate teaching level	
Examples of questions the supervising teacher can ask.	Record the pre-service teacher's response
Review the graduate teaching standards with your supervising teacher (ST) and select a standard descriptor or two to focus on.	<p>3.1.1 Set learning goals that provide achievable challenges for students of varying abilities and characteristics.</p> <p>5.2.1 Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.</p>
Break down each aspect of the standard descriptor	<ul style="list-style-type: none"> • ‘Set learning goals’ Discuss the strategies you have seen the ST model. What do you currently know about how to do this? For example, using learning intentions and success criteria. <i>Note: You need to develop and trial your own practices not just copy the ST.</i> • ‘Provide achievable challenges for students of varying abilities’ Ask the ST how you can learn about the varying abilities in the classroom? What structure(s) can support this? For example, supervising teacher, IEP, student work samples, classroom discussions, scaffolds, external and internal data sources. Link this information into the learning goals. • ‘Provide achievable challenges for students of varying characteristics’ Discuss with ST how will they support the various personalities, work ethics, learning styles, interests of the students in this class? For example, project-based learning, student choice, activities that cater to different styles of learning. Link this into the student learning goals.
Repeat process for each standard descriptor	Update lesson plan to reflect the discussed idea(s).



Approach 3

Use specific feedback
from a previous lesson
observation.

- Focus on building your knowledge and skills in a particular area.
- This focus comes directly from specific feedback received after a previous lesson observation.



This skill could cover
several different graduate
standard descriptors from
the Australian Professional
Standards for Teachers
(APST)

Worked example:

Combining APST into a focused development plan to improve whole class management. Supporting student participation (4.1.1), Managing classroom activities (4.2.1) setting student learning goals (3.1.1) demonstrate a range of verbal and nonverbal communication strategies to support student engagement (3.5.1) and engage in professional learning and improve practice (6.2.1)

Dates Supervising teacher focused observation

17/3	<p>Extract from written feedback provided. Concluding summative comments</p> <p>You interacted and assisted a wider range of students. You provided 12 / 17 students with feedback that supported their individual learning needs. Students ask for and receive your help, which indicates you are modelling respectful interactions.</p> <p>Whole class 'call to order' was used 3 times. Remember to use a longer pause. Need to work hard to get your whole class 'call to order' engaging all students. There were 6 times when there were 3 or 4 'spot fires' (students talking /off task)</p> <p>Next lesson aim to experiment with 3 different strategies to get all students to have their eyes and ears towards you. Speak to other colleagues and find out how they gain whole class attention.</p>
16/3	<p>Extract from written feedback provided. Concluding summative comments.</p> <p>15/3 Focus on improving your observation skills so you can quickly redirect off task students. Only observed this occurring once.</p> <p>The majority of your attention is provided to students displaying an interest in the topic (already engaged). Draw the quiet and off task students back into the lesson. Why are some students avoiding this work? Do they need a scaffold or is the work not challenging them?</p> <p>Recommend to stay with the 15/3 development focus.</p>
15/3	<p>Extract from written feedback provided. Concluding summative comments.</p> <p>Development focus:</p> <ul style="list-style-type: none">• Focus on improving your observation skills so you can quickly redirect off task students.• When there are 2 or more 'spot fires' you need to use a whole class 'call to order'• Student behaviour is either to avoid something or gain something. Identify specific students and the main purpose of their behaviour.• Go and observe 2 other teachers, teaching this same class – watch for:<ul style="list-style-type: none">– students who are exhibiting on &/or off task behaviours.– how the teacher re-directs and re-engages the student(s).– types of activities and instructions used by the teacher and how students responded.



Clarify your thinking and organisation of the lesson

- a) Check your understanding on how the planned teaching and learning activities support Standard 1(Know the students and how they learn)
- b) Check your depth of thinking around the planning, sequencing and transition points in the lesson.
- c) Do you have all stimulus material ready? Possible back up plan?
- d) What would you expect students to be saying and doing during each learning activity that would demonstrate their understanding?
- e) What will you do if you don't hear this?
- f) What will you do to extend students further if you hear some have already achieved the lesson outcome?
- g) Always seek other suggestions

We plan, think and reflect because we care about the impact of our teaching.