

“Hi there, thank you for going through the Teacher Driven Observations pack, and I’m glad you’re trying out the ideas within. I hope you found value in and have enjoyed going through the pack and resources so far.

I invite you to use this **Quick ‘At a glance’ checklist as a reference** to ensure that you do not miss out on any of the ingredients! It’s really very simple to execute, and here are some things that I keep in mind during the process. **Feel free to innovate, translate and implement the way you want. And I would love to know how you have done it. Do Share your experience”.**

☺ **Fozia Contractor**

I. My checklist:

SETTING THE TONE:

- **Choose** an area of your practice that you would like to improve. **Observation templates** with guidelines are available for:
 - Settling down / Tone setting / Noise
 - Board Protocol
 - Time Management
 - Questioning
 - Languages of Learning
 - Teacher Movement
 - Spaces
 - General Observation:
 - Cold Call
 - Observation for new teachers

Sometimes the **whole school/key-stage** can decide an **area** that **all teachers** will work on **simultaneously**

- Within the area that has been chosen, **decide a focus question** that, when answered, will give you **insights** on what you might want to **do differently** in your practice. **Consult** with **senior teachers** or **school leaders** if you are having trouble deciding a focus question that is **relevant** to your practice
- **Identify** a colleague to be your **partner** in answering the focus question – **invite** them to a **pre-observation discussion** to set the **context** for collecting relevant **real-time data** in your classroom. It is often a good idea to invite a colleague as a data collector who has a particular **strength** in the area you would like to be observed in.

PRE OBSERVATION DISCUSSION:

- **Share** the **focus question** you have decided as well as the **background information** underlying why you chose this particular question
- **Share and discuss** your **lesson plan** for the session
- Specifically discuss the **sort of data** you want **collected** during the observation
- A key point here is to ensure that the observer has a very clear understanding of what s(he) should and should not be focused on observing during the session

- Finalize the **logistics** of the observation:
 - **When** is the session scheduled
 - **Where** is the session happening
 - **When and where** will you meet for the **post-observation discussion**

DURING OBSERVATION:

- For the **teacher**:
 - Conduct the session **normally and naturally**, as you would if there weren't an observation scheduled
 - If necessary, **brief your students** about the purpose of the observation. This is more a point to be considered when doing this for the first time, but should not be required once students have become used to the process.
- For the **observer**:
 - **Before** you start the observation, go through the **Observation Template** and **fill out** the requisite information
 - **Collect** the **relevant data** in the Observation Template while observing the teacher's practice
 - **Avoid judgments** – keep in mind your **role** is that of a **data collector** and not an evaluator. Therefore, **focus on collecting data** rather than answering the question.
 - As the session closes, **synthesise the data** you have collected so that **you can easily share it** with the teacher during the post observation discussion

POST OBSERVATION DISCUSSION:

- The **observer shares the data** that has been collected during the observation.
- The **teacher reflects on the data** shared, and its **connection** to the **focus question** as well as the **context** of the pre-observation discussion.
- Both teacher and observer **discuss insights** that arise from the data and the **next steps/actions** that can be taken.

CLOSING THE LOOP:

- The teacher can call for **further observations** and data-collection to **follow-up** on the implementation of the **next steps**.
- The **filled-up Observation Template** can be given to the **school leader or team member** who is **responsible** for **collating** the data from **different observations**
- The **data collated** from different observations can be shared with the teacher team **every month** to **identify school-wide trends and insights**

II. Some important Tips

- The **observer** should take care not to **jump to conclusions** about answering the focus question. Any **suggestions** can be given **after** the teacher has had a chance to reflect on the data from the classroom.
- A great way to quickly **improve** the **efficacy** of this system of observations is to **share openly** within the **teacher team**. The sharing can be about **how** the **focus questions** are chosen, the **manner** in which **data** is being collected, the **insights** that are coming up from different observations and of course, **appreciation and gratitude** for the time being spent and the effort being put in.