



TEACHER DRIVEN OBSERVATION: CHECKLIST

TAKING ACCOUNTABILITY OF IMPROVING PRACTICE OF SELF AND OTHERS!

“Hi, thank you for going through the Teacher Driven Observation pack and I’m glad you’re trying out the process in your school. 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. **Please 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 with us.”**

- Fozia Contractor

BEFORE

SETTING THE TONE

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

Alternatively, the **whole school / Key Stage** can also choose an **area of practice** 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 **data points** that you want your observer to collect during the observation. A key point here is to ensure that the observer has a very **clear understanding** of what needs to be observed 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

- For the **teacher**:
 - Conduct the session **normally and naturally**, as you would if there weren't an observation scheduled.
 - When doing this for the first time, **brief your students** about the purpose of the observation. *(This may 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 that your **role** is of a **data collector** and not an evaluator. Therefore, **focus on collecting data** rather than answering the question.
 - As the session closes, **synthesize the data** you have collected so that **you can easily share** it with the teacher during the post-observation discussion.



AFTER

- 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.
- 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 quarter** to **identify school-wide trends and insights**.

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 the purpose and the process 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, towards the process.
- The teacher being observed, **should not react, justify or take the comments personally**.