

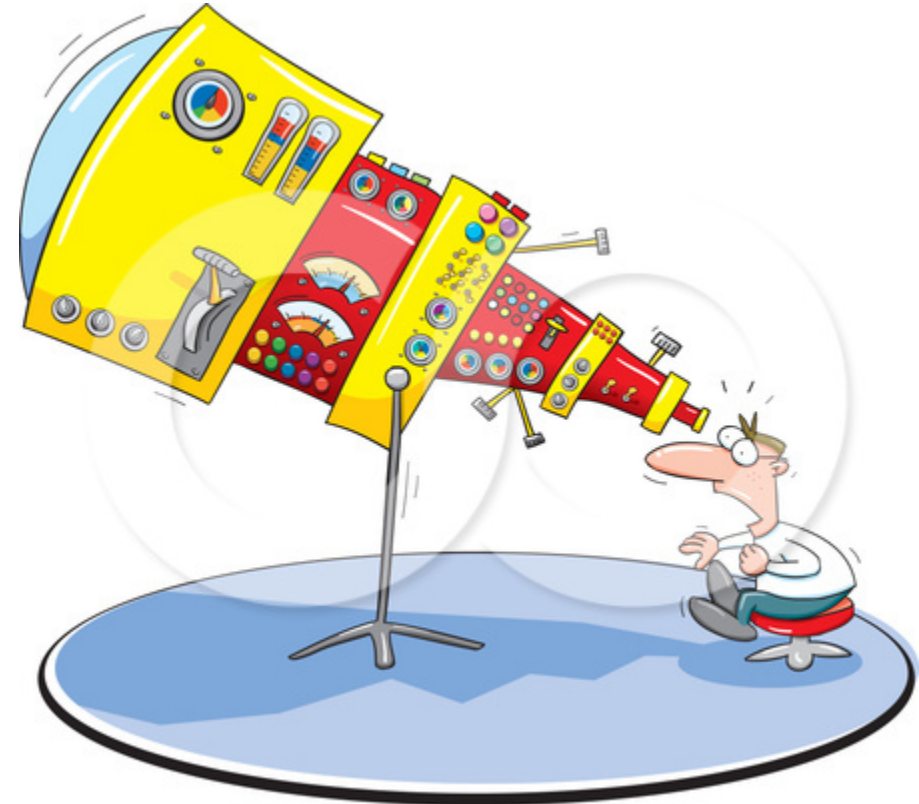


Classroom Walk Throughs (CWTs) & Lesson Observations – better teaching

Gerard Alford



- ✘ **Teacher Observations**
- ✘ **Direct Observations**
- ✘ **Drop-ins**



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Lesson Observations



Classroom Walk Throughs



WOW – Watching Others Work



Lesson Observation



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What did you see?



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You'll see what you are looking for..... **opportunities!**



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You cannot see everything.....

CWTS & Lesson Observations



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Private v Public



CWTS & Lesson Observations

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Why do it?

“Research shows observation of classroom teaching, linked to timely and useful feedback that focuses on improvement, is a particularly useful tool for teacher development.....”

AITSL, Aug, 2012



“Evidence used to reflect on and evaluate teacher performanceshould come from multiple sources and include..... information based on direct observation of teaching.....”

AITSL, Aug, 2012



Session Aims

By the end of workshop you will be able to:

Conduct CWTs & lesson Observations confidently **BY** collecting quantitative data

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CWTS & Lesson Observations



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Supporting Resources

- Training Videos – lesson footage (4)
- Workshop Booklet
- ppt www.itcpublications.com.au



- Popular on YouTube
- Music
- Sports
- Gaming
- Movies

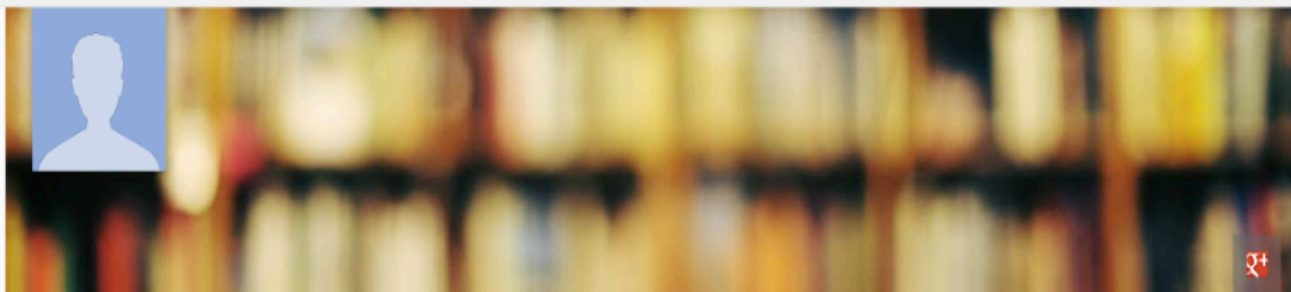
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- vlogbrothers
- scishow
- minuteearth
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All activities

ITCPublications uploaded a video 3 weeks ago



3:2:1RIQ (3 Recalls, 2 Insights, 1 Question)

143 views

The 3:2:1RIQ and other thinking tool videos are available on itc thinkdrive: www.itcthinkdrive.com.au.
3:2:1RIQ (3 Recalls, 2 Insights, 1 Question):
Students can only effectively process one-way lecture style information ...

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[itc thinkdrive 1.5 - Available at \[www.itcthinkdrive.com.au\]\(http://www.itcthinkdrive.com.au\)](#)

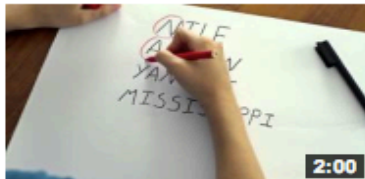
130 views

Boost your classroom technology for better learning with itc thinkdrive 1.5. Get instant access to easy-to-use thinking tools:

• 47 videos



ITCPublications uploaded a video 2 months ago



[Acronym](#)

169 views

itc thinkdrive (www.itcthinkdrive.com.au) is a digital resource that provides teachers and students with access to the ITC cognitive and co-operative Thinking Tools. The Acronym is one of 27 short, sharp and engaging video...



ITCPublications uploaded a video 8 months ago



[Classroom Walkthroughs Explained \[www.itcpublications.com.au\]\(http://www.itcpublications.com.au\)](#)

75 views

Paul Herbert from ITC Publications discusses classroom walk throughs.



ITCPublications uploaded a video 8 months ago



[Silent Card Shuffle](#)

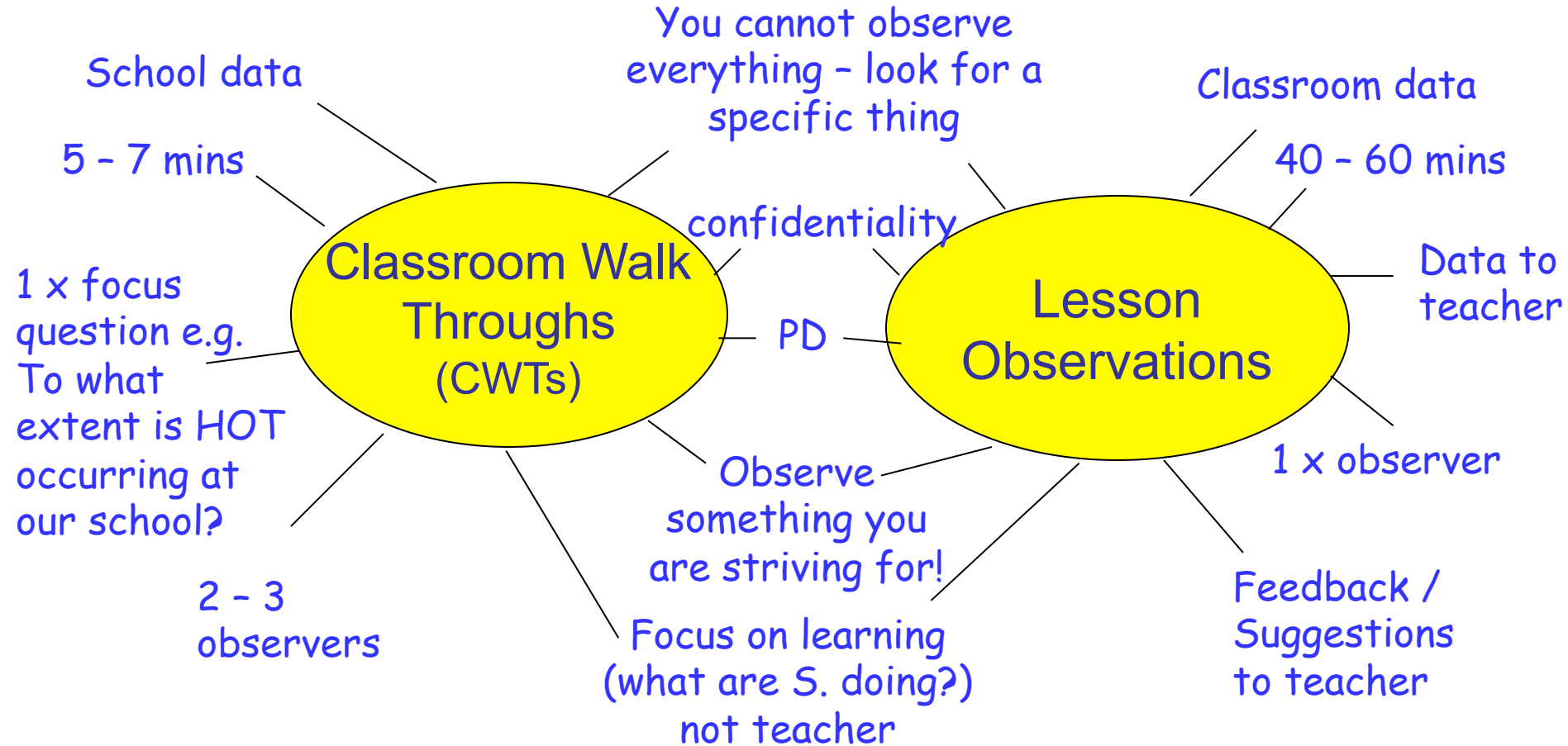
482 views

The Silent Card Shuffle is a co-operative strategy that has several applications, such as sequencing, classifying, matching and mapping. For matching activities, such as relating words to definitions, one should always off...



CWTs & Lesson Observations

p.3



A. Classroom Walk Throughs (CWTs) p.2

CWTs

1. Protocol

- **Non-Judgemental:** Purpose? To collect school / department data i.e. How do I know what teaching / learning is occurring?
- **Non-Evaluative** - No names, no room numbers, no subject
- **Other:** 2 – 3 Observers
5 – 7 mins per classroom – no more!



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A. Classroom Walk Throughs (CWTs) p.2

2. What do I Observe?



CWTs

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Variance of Student Achievement

2. Teacher (30%)



1. Student (50%)



**3. School... finances, buildings,
school / class sizes. (5-10%)**



4. Peers (5-10%)



Source: Prof. John Hattie (2009)

A. Classroom Walk Throughs (CWTs) p.2

2. What do I Observe?

- ✓ Specific focus question
- ✓ Non-Interpretative
- ✓ Something school is striving towards



Examples:

- Is HOT occurring?
- Is co-operative learning occurring?
- Is the Lesson Intention, explicit?
- Are Web 2.0 tools being used?

What might be a focus question at your school?

p.2



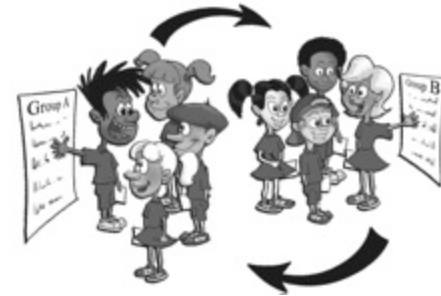
Co-operative Learning

Criteria



1. Positive Interdependence

- Sink or Swim together! (cannot be completed 1 person)
- Clear & accepted common goal



2. Individual Accountability

- no place to hide! Involves Public performance

3. Monitor the Group

- Functioning & Skills? High % involved



4. Equal Participation - 1 person cannot dominate

Acknowledgement: Johnson, D & Johnson, R

Bloom's Taxonomy

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Bloom's Taxonomy

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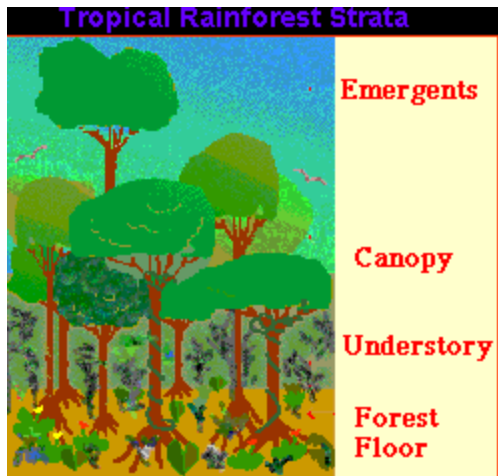


Assignments

1. Rainforests

Content: Rainforest – flora & fauna

Summative: Construct a rainforest diorama



2. Antarctica – could a polar bear live there?

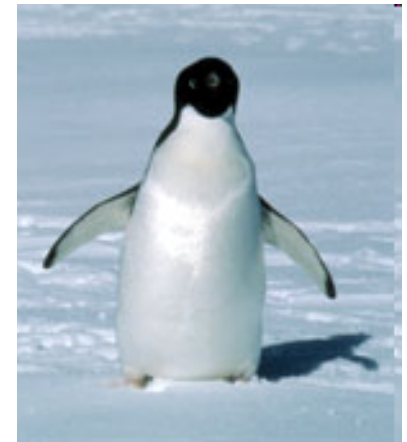
Content: Antarctica fauna

Summative: 1. Construct an Antarctica animal.

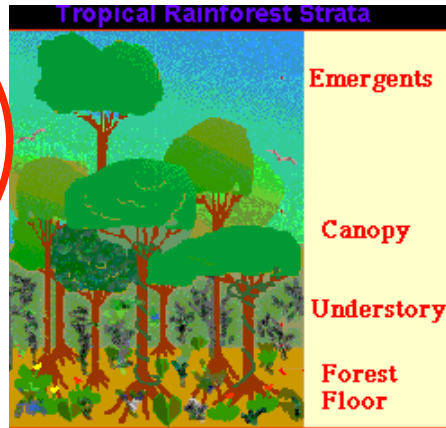
2. Could polar bears live in Antarctica? Justify.

What? Which level of Bloom's?

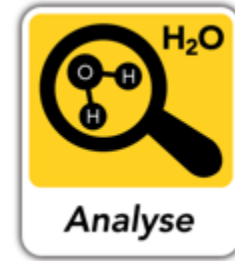
How? Think:Pair:Share p.13



Rainforests v Antarctica



Which level of Bloom's?



Tool: Think:Pair:Share

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A. Classroom Walk Throughs (CWTs) p.2

2. What do I Observe?

- A specific Focus Question e.g. Is HOT occurring?

In the Classroom.....

- **Do** record what the students are doing & what work you can see
- **Do** ask probing questions – I wonder... (if the student X was listening?)
- **Do NOT** look for what is missing



Before leaving the classroom, ask 2 students 2 x questions:

- **What were you doing?**
- **Why were you doing it?**

Just one more thing.....

Estimate how often you would expect to see HOT occurring at your school?

p.2



A. Classroom Walk Throughs (CWTs)

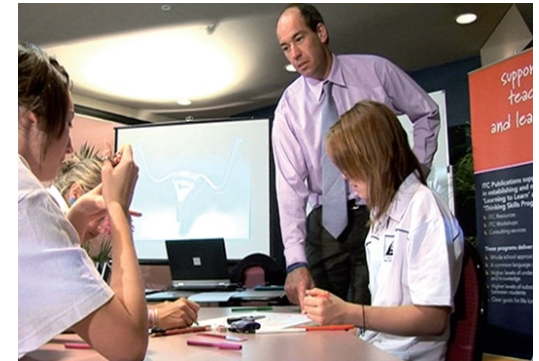
Let's Observe x 2! p 4

CWT Video 1.. Melodrama

- A specific Focus Question e.g. Is HOT occurring?

Non-Interpretative

- I saw the students
- I heard the students
- I wonder ... (clarifying & probing questions)



Classroom Walk Throughs (CWTs) p.2

3. What happens afterwards?

- **Analyse the data** – what are the trends? What is the data telling you? Is it what you expected?
- **Present data:** school / Department data with staff
- **Action plan:** if required



Give the teacher the 2 x student feedback:

- **What were you doing?**
- **Why were you doing it?**

Reflective Thoughts

To what extent are you confident conducting a
CWT? **p.12 (top)**

CWTS

EXTENT BAROMETER

Topic:

100	Very High	
75	Fairly High	
50	Medium	
25	Low	
0	None at all	

General Comment:

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Lesson Observations Protocols p.5

G R O W T H

G – Gather the Data – State what you will be observing **BEFOREHAND!**

R – Relate to school wide pedagogy - something – striving towards and makes a significance difference!



Teaching & Learning – makes a difference to student outcomes:

Personal and Authoritative Pedagogy



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Personal & Authoritative Pedagogy



Authoritative pedagogy

- Research e.g. co-operative learning, PPs, QTF
- Pedagogical theories e.g. Bloom's taxonomy

Personal pedagogy

- Subject knowledge
- Skills & Experience
- Your theory

Personal & Authoritative Pedagogy



Authoritative pedagogy

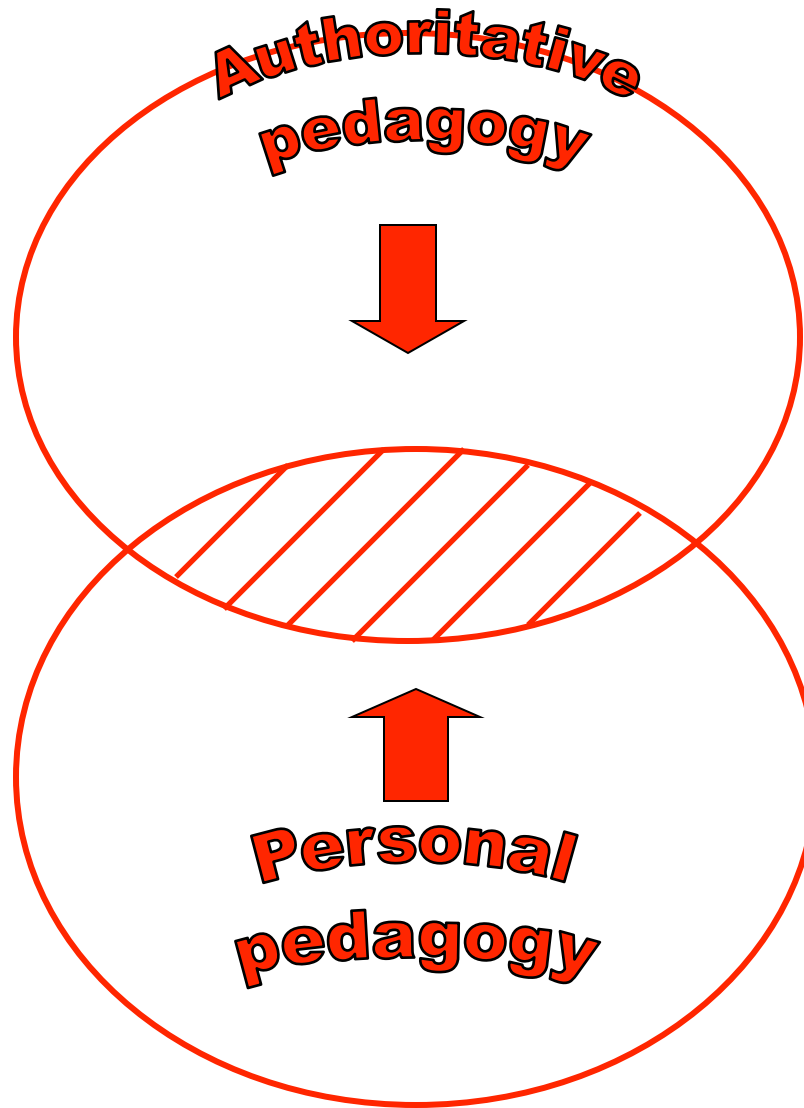
- Research e.g co-operative learning, PPs, QTF
- Pedagogical theories e.g. Bloom's taxonomy

Personal pedagogy

- Subject knowledge
- Skills & Experience
- Your theory

Personal & Authoritative Pedagogy

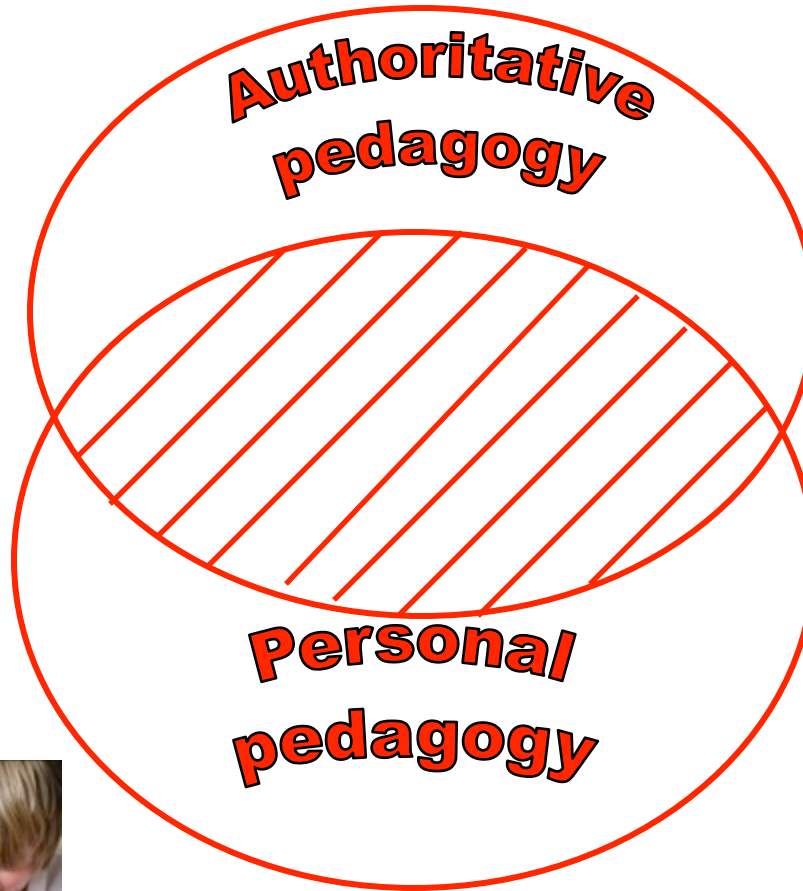
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Personal & Authoritative Pedagogy

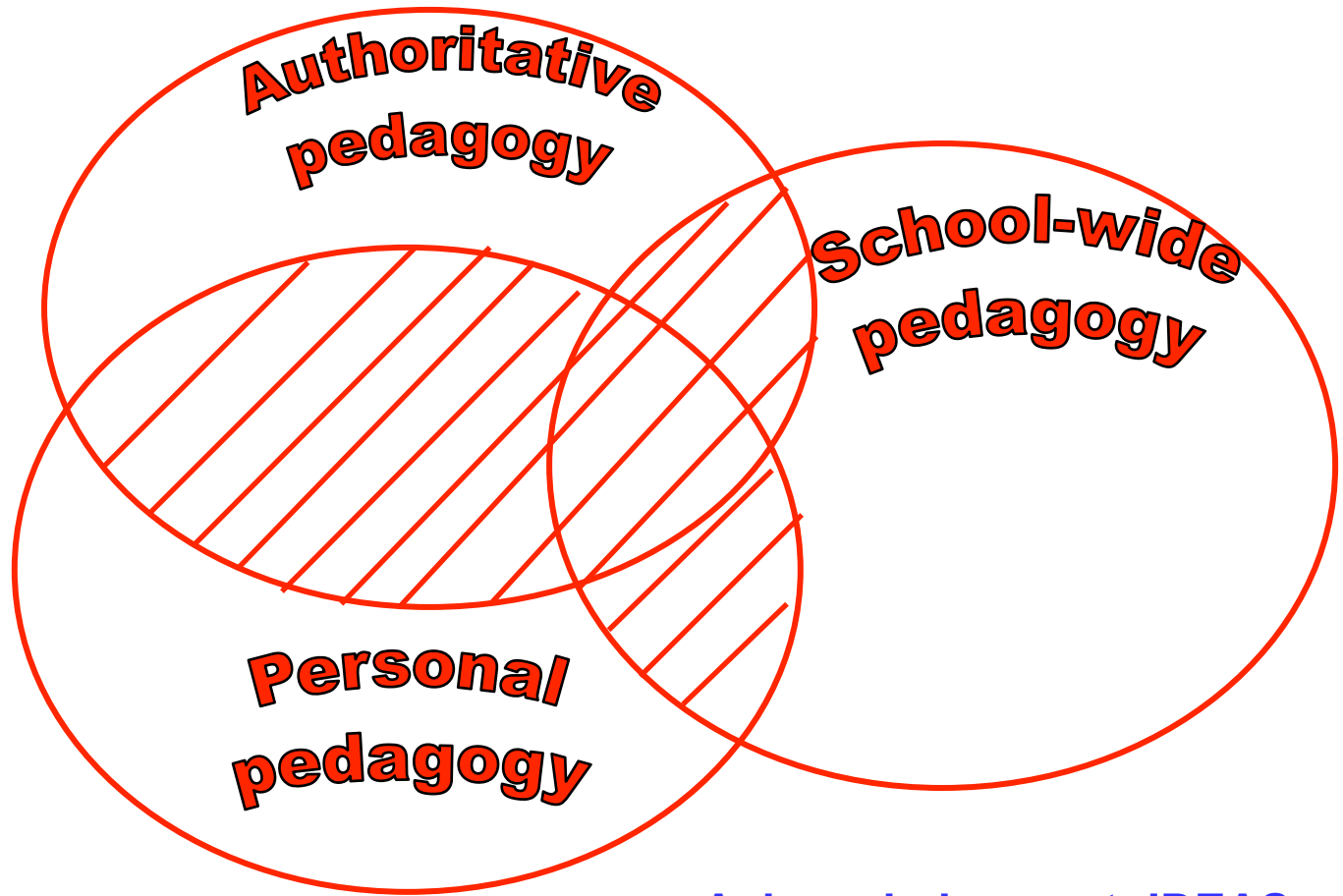
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Personal & Authoritative Pedagogy

Lesson Observations



Acknowledgement: IDEAS
(USQ)

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PPs & Student Outcomes

**Productive
Pedagogies**



**Student
Outcomes**

Intellectual Quality
Supportive Classroom
Environment
Recognition of Difference
Connectedness

Source: QSRLS

HOW?

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Productive Pedagogies (Qld) Quality Teacher Framework (NSW)

Decision Making Matrix

Pros	Cons	Questions

Expert Jigsaw

Silent Card Shuffle



Productive Pedagogies

Think:Pair:Share

KWL

3:2:1:RIQ

Blood, the juice of life...

Middle Years Science

FACTS

1. Blood is not a colourless like in a colourless liquid.
2. Blood is used to the body to take food and oxygen to the cells.
3. There are different kinds of cells that are present in the blood.

QUESTIONS

1. What are the main components of blood?
2. What are the main types of white blood cells?
3. What are the main types of red blood cells?
4. What are the main types of platelets?
5. What are the main types of plasma?

SPOT THE WHITE BLOOD CELLS

ONE QUESTION

1. What are the main components of blood?

2. What are the main types of white blood cells?

3. What are the main types of red blood cells?

4. What are the main types of platelets?

5. What are the main types of plasma?

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Table 2:
Thinking Strategies and Achievement
of Productive Pedagogies

Productive Pedagogy	Definitely occurring	Occurring to some degree	Definitely not occurring	Unable to assess
Intellectual Quality				
1. Higher order thinking	n = 5 62.5%	n = 3 37.5%		
2. Deep knowledge	n = 8 100.0%			
3. Deep understanding	n = 5 62.5%	n = 2 25.0%		n = 1 12.5%
4. Substantive conversation	n = 6 85.7%	n = 1 14.3%		
5. Knowledge as problematic	n = 3 42.9%	n = 3 42.9%		n = 1 14.2%
6. Metalanguage	n = 3 50.0%	n = 3 50.0%		

Bowman's Six Trumps

1. Movement



Sitting

2. Talking



Listening

3. Images



Words

4. Writing



Reading

5. Shorter



Longer

6. Different



Same

Lesson Observations

Protocols p.5

G R O W T H

G – Gather the Data – State what you will be observing BEFOREHAND!

R – Relate to school wide pedagogy - something – striving towards and makes a significance difference!



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Lesson Observations

Protocols p.5

G R O W T H



O – Observe the learning (students) rather than teacher!

W – Warmth of discussion – discuss the data after the lesson – can the lesson be even better?

T – Target future growth – PD

H – Honour experts!

Lesson Observations

Protocols p.5

G R O W T H



“When I go into McDonald’s I want a good burger. I’m there for the burger, not the burgermaker. If the burger is good, then the burgermaking is good. If the burger can be improved, then let’s talk about how to make a better burger.”



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Protocols p.5

G R O W T H



O – Observe the learning (students) rather than teacher!

W – Warmth of discussion – discuss the data after the lesson – can the lesson be even better?

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Lesson Observation

You will be required to:

Observe a lesson Waste Management **BY** a 10 min video footage

Collect Quantitative Data – 2 options!!



B. Lesson Observations pp.6-7

A. Professional Standards (AITSL)



Dimensions:

- Effective Teaching & Learning
- Supportive & safe learning environment
- Feedback – student learning

Expectations:

NOT all 18 elements are present in 1 lesson (just the 3 dimensions)

B. Explicit Instruction (EI)

pp.8-9



I do..

We do...

You do...

Structure

- Lesson - Beginning
- Lesson - Middle
- Lesson - End

B. Lesson Observations pp.10-11

C. Quality Teaching Model (QTM)



Dimensions:

- Intellectual Quality
- Significance
- Quality Learning Environment

Expectations:

NOT all 18 elements are present in 1 lesson (just the 3 dimensions)

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Let's Observe.... pp.6-7, 8-9 or 10-11



Procedure:

1. Choose AITSL, QTM or EI
2. Examine the Elements
3. View the lesson
4. Record your findings
5. Share results – Russian brothers & cousin model

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Feedback Model p.13 & 15

– 3 Russian brothers & their 2 x cousins



More of....

Less of....

Rid of....

Keep in....

Toss in.....



Acknowledgment: Glenn Capelli

Lesson Observations

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a STEVEN SPIELBERG FILM

tom hanks
saving private ryan

edward burns matt damon tom sizemore

the mission is a man.

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Saving Mr Weather p.16



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Reflective Thoughts

To what extent are you confident observing
a lesson with the QTF or EI?

p.10 Bottom

EXTENT BAROMETER

Topic:

100	Very High	
75	Fairly High	
50	Medium	
25	Low	
0	None at all	

General Comment:

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What Now???

“Evidence used to reflect on and evaluate teacher performanceshould come from multiple sources and include..... information based on direct observation of teaching.....”
AITSL, Aug, 2012

The hijacking of the quality teaching movement

**(Prof. Stephen Dinham,
ACE, *Professional
Educator*, Oct 2012)**

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What Now???



- Share with staff
- Settle on a T & L Framework
- What is your T & L focus? PD?
- Time / space? Can it be part of Annual Review process?
- Try 1 x lesson observation / CWT.

Private v Public



Variance of Student Achievement

2. Teacher (30%)



1. Student (50%)



**3. School... finances, buildings,
school / class sizes. (5-10%)**



4. Peers (5-10%)



Source: Prof. John Hattie (2009)