

Observation Protocols: We See but We Don't Observe

Agenda for Learning

Woodland Park Public School, WRDSB, Face-to-face Session #2

Knowing your participants	Learning goals	Instructional strategy	Assessment for, as, and of learning
Who are the participants?	What do I want participants to learn?	How will I help them achieve our learning goals?	How will monitor their understanding?
<ul style="list-style-type: none"> • What are the participants' subject specialties and/or teaching assignments? • About what interests do participants have deep understanding? • How much knowledge of and/or experience with demonstration (host) classrooms do participants have? • Are participants aware of any observational protocols? • What experience have participants had collecting and analyzing records of practice? 	<ul style="list-style-type: none"> • Develop and practise observation protocols • Understand and practise effective observation of classrooms-in-action • Understand and practise the value and use of records of practice for professional learning <p>Key Literacy-related Concepts:</p> <ul style="list-style-type: none"> • Records of practice • Observation • Protocols • Knowledge 	<p>See p. 51-53</p> <p>Duration: 60 mins.</p> <p>Materials:</p> <ul style="list-style-type: none"> • Observation protocols and guidelines • Woodland Park Chapter, DI Video • Chart paper and markers • Sticky notes 	<p>Assessment opportunities include the following:</p> <p>Assessment for Learning: Observe participants practising observation protocols</p> <p>Assessment for Learning: Ticket Out the Door with self-assessment (See Differentiated Instruction Cards)</p>

Observation Protocols: We See but We Don't Observe

Minds On...	Approximately 20 minutes	Pause and Ponder
<p>Whole Group → Accessing Prior Knowledge Engage participants in a brief activity related to the idea that people don't always see as much or observe as carefully, intently, or systematically as they could. Examples:</p> <ul style="list-style-type: none"> • a drama exercise in which the participant becomes aware of unanticipated details by studying a small, prescribed area intently • a drama exercise in which the participant experiences the perceptual challenges as one person mirrors a partner's movements • a game in which a participant attempts to recall what is on a tray of 20 unrelated objects. <p>Whole Group → Think-Pair-Share Display a quote, e.g., "We see but we don't observe" (B.F. Skinner). Participants individually consider the meaning of Skinner's statement and share their thinking with a colleague. Facilitate a discussion distinguishing between seeing and observing noting:</p> <ul style="list-style-type: none"> • the different experiences of those who view with a purpose and those who do not • the way that prior knowledge increases learning • elements of observation, such as habits of mind, an inquiring stance, purposefulness, specificity, and heightened awareness <p>Small Groups → Application to Practice Link the discussion to participants' personal interests and professional practice:</p> <ul style="list-style-type: none"> • What does their subject discipline knowledge cause them to attend to more carefully? • What does their role as teachers cause them to attend to closely? • What kinds of things does their professional practice require them to observe systematically? <p>Small Groups → Contrasting Each group creates a T-chart to contrast "Seeing" and "Observing." In a Round Robin format, groups share a contrast from their T-charts with the whole group.</p> <p>Whole Group → Share Learning Goals Share the learning goals and overview of the session.</p>	<p>Readiness: If participants have little experience observing colleagues, e.g., in host classrooms, then do the following before the first viewing: Ask participants to imagine that they are teaching one of their classes. Their school administrator and a group of educators arrive to observe the rest of the lesson. What dispositions, knowledge, and observation skills would you want those observers to have?</p> <p>Knowledge: Increasingly, "knowledge" is being distinguished from facts and data and understood as requiring higher-order thinking that involves making connections, integrating, and synthesizing information. See for example, Fullan, Michael (2007).</p>	

Observation Protocols: We See but We Don't Observe

Action!	Approximately 30 minutes
<p>Whole Group → Records of Practice Explain what records of practice are, and how and why they are used.</p> <p>Small Groups → Observation Protocols Group members individually record guidelines for observing colleagues, using sticky notes, and share them with other group members. The group sorts these guidelines into categories or themes. Groups revise sample observation protocols and guiding principles based on their sticky note clusters. Debrief to reach a consensus about how the protocols and guidelines will be revised.</p> <p>Whole Group → Viewing Activity Indicate that the physical environment of the classroom has been selected as a focus not only because a literacy-rich classroom supports literacy learning, but also because participants need a purpose for viewing. The viewing activity provides one way to use a record of practice. Before the second viewing, brainstorm the elements that support literacy instruction and differentiation, that participants remember from the first viewing, e.g., the physical environment (organization of desks to facilitate productive talk, walls displaying anchor charts, accessible storage), the classroom climate, body language, resources. View the opening segment of “Chapter 6: Woodland Park” (from the beginning to 2 minutes) without sound to “read the room.” Participants apply two or three of the draft protocol items, and ‘watch themselves’ practising the protocols. View the DVD segment two or three times. View with sound the third time to vary their viewing experience and to see if doing so increases both their ability to focus and to identify more items. After viewing, engage participants in Think-Pair-Share in which they:</p> <ul style="list-style-type: none"> • identify which physical aspects of the classroom support literacy learning and how they do so • explore the value of records of practice and observation protocols. 	<p>Records of Practice: Examples include video, audiotape, samples of teacher planning, samples of student work, photographs. Like case studies, these facilitate in-depth analysis, and precise and contextualized observations.</p> <p>Differentiation: If participants have viewed and/or studied it previously, decide whether to show some or all of the video.</p> <p>Protocols: Check the EDUGAINS site Library and Announcements folder (http://www.edugains.ca) for resources.</p> <p>Reading/Viewing Strategy: This activity reinforces the value of re-viewing/reading/listening to texts, and illustrates how much prior knowledge enables prediction and increases understanding.</p>

Observation Protocols: We See but We Don't Observe

Consolidation and Connections	Approximately 10 minutes
<p>Whole Group and Individual → Reflection Revisit the Minds On... quote "We see but we don't observe." Invite participants to add responses and to discuss:</p> <ul style="list-style-type: none"> • the role of observation in daily practice • the value of observation to professional learning. <p>Using a Ticket Out the Door strategy participants:</p> <ul style="list-style-type: none"> • reflect on how well they implemented the draft protocols, e.g., on a Likert Scale (See Differentiated Instruction Card) • commit to collecting a specific record of practice, e.g., sample of student work, lesson plan for lesson study, audio recording, videotape, or photograph of environmental element that supports literacy learning. <p>Debrief to explore:</p> <ul style="list-style-type: none"> • the value and validity of using Likert scales to assess metacognition (assessment as learning) • the use of the Ticket Out the Door strategy and variations to assess understanding or engagement (assessment as learning) • the ways in which the information from the opening discussion affected instructional decisions during the session • the ways in which the sorting strategy used to develop protocols could be used for other purposes, e.g., to develop group norms in collaborative learning • what in this lesson should be used with and by students, and what the implications are for professional practice. 	<p>Professional resource on metacognitive assessment: Israel, Susan E. (2008). <i>Using Metacognitive Assessments to Create Individualized Reading Instruction</i>. Newark, DE: International Reading Association</p>
<p>Possible Next Steps The facilitator and/or participants gather photographs (another record of practice) of aspects of classrooms (not necessarily their own) that support literacy learning. In a follow-up session, participants create an image-word T-Chart, one side of which consists of a 'list' of photographs, the other side of which consists of a verbal list of effective physical aspects of classrooms. This activity links forward to the next session and provides an opportunity to discuss combined list structure and dual coding.</p>	

Observation Protocols: We See but We Don't Observe

Title: Writing a Narrative Summary – Consolidation Lesson		Grade 7 Language
Minds On... (Elicit and Engage)	Approximate time: minutes	Pause and Ponder
Whole Class → Preparing for Learning To energize students and increase cognitive readiness, lead them in a regular brain-compatible physical movement routine, e.g., Brain Gym. Share the lesson's learning goal: consolidate and apply understanding of how to write a narrative summary		AoL: Teacher Reflection: Debbie shared her post-lesson dissatisfaction about her instructional decision to model the element "theme." She had wanted to model an element that the students were not responsible for, but later reflected that modeling an element from Marzano's narrative frame might have been more beneficial. Marzano et al. <i>Classroom Instruction That Works</i> , p. 35. AfL Differentiation, AaL: Debbie notes that some students self-assessed their readiness as able to write their summary without first completing a graphic organizer. Alternative strategies included sticky notes directly on the text, typing directly into Alpha Smart while referring to the text, and referring to the bookmark. (All students used the checklist and found it helpful.) I.e., Debbie's students have achieved one of the goals of strategy instruction and demonstrated metacognitive skills: They monitor their knowledge and skills, select strategies as necessary to achieve their learning goals. Achievement data showed that all students improved their ability to write summaries.
Whole Class → Review of Narrative Elements Link to students' prior learning Charts narrative elements by referring them to Anchor posted in the classroom. Model how to complete the Share One, Get One handout, e.g., using an overhead projector. <ul style="list-style-type: none"> Students circulate, share a narrative element and definition with a classmate and add elements and definitions obtained from classmates to their template. Direct students' attention to logistics, e.g., what their strategy is if they find someone with the same elements, and connect the activity to the lesson's learning goal 		
Whole Class → Pre-reading, Read-Write-Share <ul style="list-style-type: none"> Distribute the Probable Passage handout, giving students the version that matches their individual reading selection. Students predict which words connect to which narrative element (character, plot, or setting), sort words into narrative element categories using coloured highlighters, and write a gist statement. Circulate, monitoring and providing support as necessary. 		
Action! (Explore and Explain)	Approximate time: minutes	
Individual → Independent Reading and Writing <ul style="list-style-type: none"> Hand out reading selections based on students' independent reading level. Students independently read their texts. Direct students' attention to the four graphic organizers (Plot Graph, Narrative Frame, Summarization Pyramid, and Somebody-Wanted-but-So) displayed in the room. Based on previous practice and self-assessment of their learning preference, students select an organizer to record and organize their thinking. Students complete the writing task independently. Students use the narrative summary checklist, which they have used during previous lessons, and rubric, to ensure they have met necessary criteria before submitting their work for evaluation. Provide feedback on the draft, using the Narrative Summary checklist, as inn practice learning in previous lessons. 		

Observation Protocols: We See but We Don't Observe

Title: Writing a Narrative Summary – Consolidation Lesson		Grade 7 Language
<p>Small Group → Guided Reading</p> <p>NOTE: This activity occurs while the other students work independently.</p> <ul style="list-style-type: none"> Based on assessment of readiness, invite students who need more practice to be successful on the writing task to join a small group guided reading session, i.e., additional structured practice in identifying narrative elements and organizing ideas. Distribute texts and sticky notes to each student. Students number sticky notes 1 to 7, one for each of the elements in Marzano's narrative frame. Read aloud part of the text, ensuring that students have placed their sticky note(s) on appropriate element(s). Repeat until reading is complete and all elements are identified. <p>Circulate, providing support as needed.</p>		
Consolidation (Elaborate, Evaluate, Extend)	Approximate time: minutes	
<ul style="list-style-type: none"> Invite students to share reflections on how the graphic organizer strategy helped them with their summaries. Frame discussion with the lesson's guiding question. 		

Observation Protocols: We See but We Don't Observe

Narrative Summary Checklist

Name _____

My summary	Yes	Not Yet
- conveys the original subject matter accurately		
- conveys only the important and relative details/events		
- contains ideas organized sequentially		
- contains objective information and not my opinion		
- is written in my own voice because I have paraphrased		

Teacher Feedback

Your summary	Yes	Not Yet
- conveys the original subject matter accurately		
- conveys only the important and relative details/events		
- contains ideas organized sequentially		
- contains objective information and not opinions		
- is written in your own voice because you have paraphrased		

Opportunities:

Gems:

Observation Protocols: We See but We Don't Observe

Narrative Summary Rubric

Name _____

Reading	Level 1	Level 2	Level 3	Level 4
<p><i>Knowledge and Understanding</i> - demonstrates an understanding of the text by summarizing the important ideas and citing supporting details (1.4)</p>	<ul style="list-style-type: none"> - demonstrates a limited understanding of the text by describing a few relevant ideas and details - accurately conveys the original subject matter with limited effectiveness 	<ul style="list-style-type: none"> - demonstrates some understanding of the text by describing some relevant ideas and details - accurately conveys the original subject matter with some effectiveness 	<ul style="list-style-type: none"> - demonstrates considerable understanding of the text by describing most relevant ideas and details - accurately conveys the original subject matter with considerable effectiveness 	<ul style="list-style-type: none"> - demonstrates thorough understanding of the text by describing all relevant ideas and details - accurately conveys the original subject matter with thorough effectiveness
Writing	Level 1	Level 2	Level 3	Level 4
<p><i>Communication</i> - identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing (1.5) - <i>establish a distinctive voice in the writing appropriate to the subject and audience</i> (2.2)</p>	<ul style="list-style-type: none"> - organizes main ideas and details sequentially with limited effectiveness - communicates ideas objectively with limited effectiveness - paraphrases text with limited effectiveness 	<ul style="list-style-type: none"> - organizes main ideas and details sequentially with some effectiveness - communicates ideas objectively with some effectiveness - paraphrases text with some effectiveness 	<ul style="list-style-type: none"> - organizes main ideas and details sequentially with considerable effectiveness - communicates ideas objectively with considerable effectiveness - paraphrases text with considerable effectiveness 	<ul style="list-style-type: none"> - organizes main ideas and details sequentially with a high degree of effectiveness - <i>communicates ideas objectively with a high degree of effectiveness</i> - <i>paraphrases text with a high degree of effectiveness</i>

Opportunities:

Gems: