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CAMBRIDGE
EDUCATION



AEO professional development

October 2020

The purpose of this professional development workshop

Welcome to this professional development workshop for AEOs in Punjab.

The **purpose** of the workshop is to:

- Share updates to the process of Classroom Observation
- Improve our skills for classroom observation
- Learn about a new professional development course for primary school teachers in Punjab to be delivered by AEOs
- Learn how to use a new professional development course

Workshop guidelines

- To the extent possible, please observe social distancing.
- Wear a mask when you are inside, in the training room.
- Wash your hands with soap as often as possible.
- Keep windows and doors open to allow for good ventilation.
- Come back on time after breaks.
- Keep your phone on silent.
- Remember to sign the attendance register each day.
- *Anything else?*

Introductions

1. Catch the ball.
2. Introduce yourself. Tell us your name, where you work and the task you most enjoy as an AEO.
3. Now pass the ball to someone who has not yet introduced themselves.

Day 1: The agenda

| Time | Sessions |
|--|--|
| 09:00 - 09:30 | Welcome and Introductions |
| 09:30 – 10:00 | Session 1: Findings from the COT study |
| 10:00 – 11:00 | Session 2: Updates to instructions for conducting classroom observations |
| <i>Tea Break (30 minutes)</i> | |
| 11:30 - 12:00 | Session 3: Updates to the Classroom Observation Tool |
| 12:00 – 13:00 | Session 4: Revision of the 11 practices in the COT |
| <i>Lunch and Prayer Break (1 hour)</i> | |
| 14:00 – 16:00 | Session 4 (Continued): Revision of the 11 practices in the COT |

Session 1

Findings from the 2020 study about classroom observation in Punjab primary schools



Study conducted in February and March 2020 by the PMIU and the QAED



To help understand how the new classroom observation tool is being used and what value it is perceived to be generating for users (primarily AEOs, teachers and headteachers)



Methods used to conduct the study – observed AEOs doing classroom observation, interviewed AEOs, teachers and headteachers and held focus group discussions with AEOs and teachers



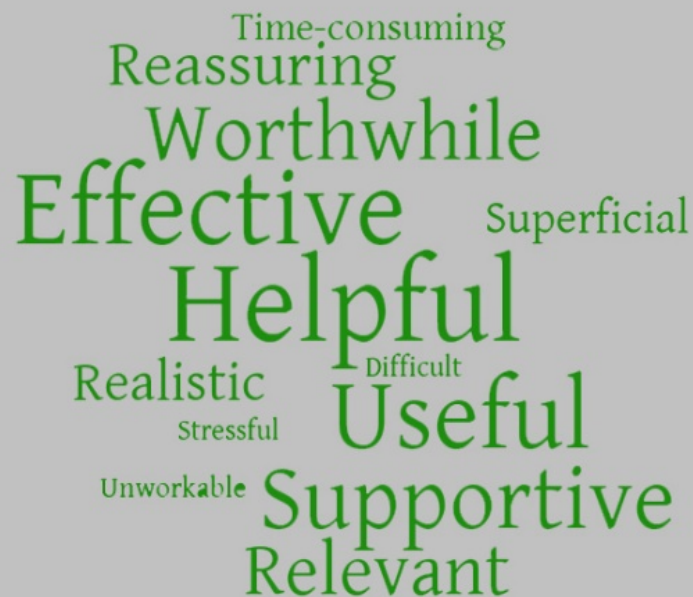
Respondents in the study – 48 AEOs in six districts, 48 headteachers, 96 teachers plus other teachers and AEOs in Focus Group Discussions

What was learnt from the study

What's working well?

1. Most AEOs are following the *process* for classroom observation – they follow each step.
2. Around half of AEOs meet the headteachers when they visit schools.
3. Most AEOs follow the three steps in the observation - a short meeting with the teacher, observing teaching and a discussion with the teacher after the observation.
4. AEOs and teachers know about the 11 practices.
5. The large majority of AEOs and teachers report that classroom observation is useful.

Teachers perceptions about classroom observation



Words in larger font were selected more frequently by teachers interviewed than words in small font.

What was learnt from the study

Areas for improvement

1. On most visits, the time allocated for discussion after the lesson is too short.
2. Some AEOs enter data directly into the app during the observation.
3. There is no record of the visit at school with the teacher.
4. Some practices are not well understood by AEOs or teachers.
5. Feedback to teachers is not 'actionable' i.e. teachers are told which practice to improve but not *how* to improve it.
6. Some fields on the classroom observation tool are not required – they can be removed.
7. Some AEOs are unsure about exactly what data to record and upload on the app and some fields in the app are not required.
8. Headteachers need to be more involved in classroom observation and made more aware of the outcome of the AEOs visit.

Session 2

Updates to the procedure for conducting a Classroom Observation Visit

The procedure for conducting the Classroom Observation Visit has been updated based on the findings from the study.

Your Task

You have been given the instructions for conducting a classroom observation visit.

We are going to read the instructions and then discuss them.

First you will discuss the instructions with your partner.

Then we will discuss the instructions as a whole group.

Now please read instructions for Steps 1 and 2 only. You have 5 minutes to read and discuss with your partner.

Before the observation

Discussion questions

1. Why do you think it is important to ask if the headteacher has any concerns about the quality of teaching by the teachers to be observed, or if there is any aspect of their teaching you should focus on.
2. What will you do if the headteacher is not able to join the classroom observation?
3. Why is it useful to ask the teacher about the lesson before they start teaching?
4. What should you do if you arrive in class and the lesson has already started?

Please read instructions for Step 3. You have 5 minutes to read and discuss with your partner.

During the observation

Discussion questions

1. If the lesson is for 20 minutes, how long do you observe teaching?
2. If the lesson is for 45 minutes, how long do you observe teaching?
3. For how long should you observe teaching?
4. How do you evaluate Time on Learning?
5. True or False: Fill in the ranking on the observation form during the observation.

Please read instructions for Steps 4, 5, 6 and 7. You have 10 minutes to read and discuss with your partner.

After the observation

Discussion questions

1. When do you complete the ranking of the 11 practices?
2. What is the duration of the discussion after the lesson with the teacher?
3. What is the purpose of the discussion with the teacher after the lesson?
4. What will you do if the school has no headteacher to sign the form?
5. What documents need to be uploaded to the app?

Key points for conducting a Classroom Observation



*Key points to remember **before** you do the observation*



Meet the headteacher (if the school has one). Invite them to do the observation with you.



Make sure you have a paper copy of the classroom observation tool.



Ask the teacher about the lesson you will observe. No need to record the steps in the lesson but you need to know what to expect and how long the lesson will be.



Decide when you will scan the class and evaluate time on learning.

Key points for conducting a Classroom Observation



*Key points to remember **during** the observation*



You **MUST** make notes. Do **NOT** try to fill in the ranking on paper or in the app while you are observing the lesson.



Start your observation at the start of the lesson.



Plan to observe the whole lesson. End the observation at the end of the lesson.



Put your phone on silent and do not answer it or use it during the lesson. (CEOs are informed that you will be doing this.)

Key points for conducting a Classroom Observation



*Key points to remember during the discussion **after** the lesson observation*



Before you speak to the teacher, reflect on your notes and decide on a ranking for each practice. Add the ranking to the paper copy of the observation tool.



Plan to discuss the lesson with the teacher for at least 20 minutes. Use the ranking and your notes to stimulate discussion. Avoid one-way conversations: encourage the teacher to suggest ways to improve the lesson.



Agree on two practices to focus on for improvement with the teacher and record them on the form. Record your *actionable feedback* to the teacher.



Check that you have completed all of the required sections of the paper form then obtain signatures from the teacher and headteacher (the AEO should also sign). Take a photograph of each page of the COT (2 photographs). Leave the paper copy of the observation tool at the school, with the teacher or headteacher.

Key points for conducting a Classroom Observation



*Key points to remember when you **upload data to the app***



The two photographs have all the data you need to upload to the app.



Open the app and enter the data required.



Upload the two photographs of the Classroom Observation Tool. Nothing else.



Check the data for your markaz to look at performance in your schools. Which practices require improvement?

Session 3

Updates to the Classroom Observation Tool

Your Task

You have been given the new classroom observation tool.

Work in pairs.

Go through the classroom observation tool carefully. You have 15 minutes.

Make a note of any questions.

Then we will discuss the COT.

Key points to note about classroom observation tool

Page 1

- Details about you, the teacher and the school.
- The start and end time of your visit.
- The subject and grade of the lesson you observe.
- Rankings assigned to each practice – noting that all 11 practices are scored 1-5 (no practice can be scored as n/a – not applicable).
- Your assessment of Time spent on Learning by children.
- The duration of lesson observation.

Key points to note about the classroom observation tool

Page 2

- Space for you to record the two practices for improvement (add the practice number)
- Space for you to record your actionable feedback to the teacher
- Space for you to record any other observations regarding the lesson (not obligatory).
- The duration of your discussion with the teacher.
- Signatures from the teacher and headteacher. If there is no headteacher post at the school, leave that signature space blank.

Session 4

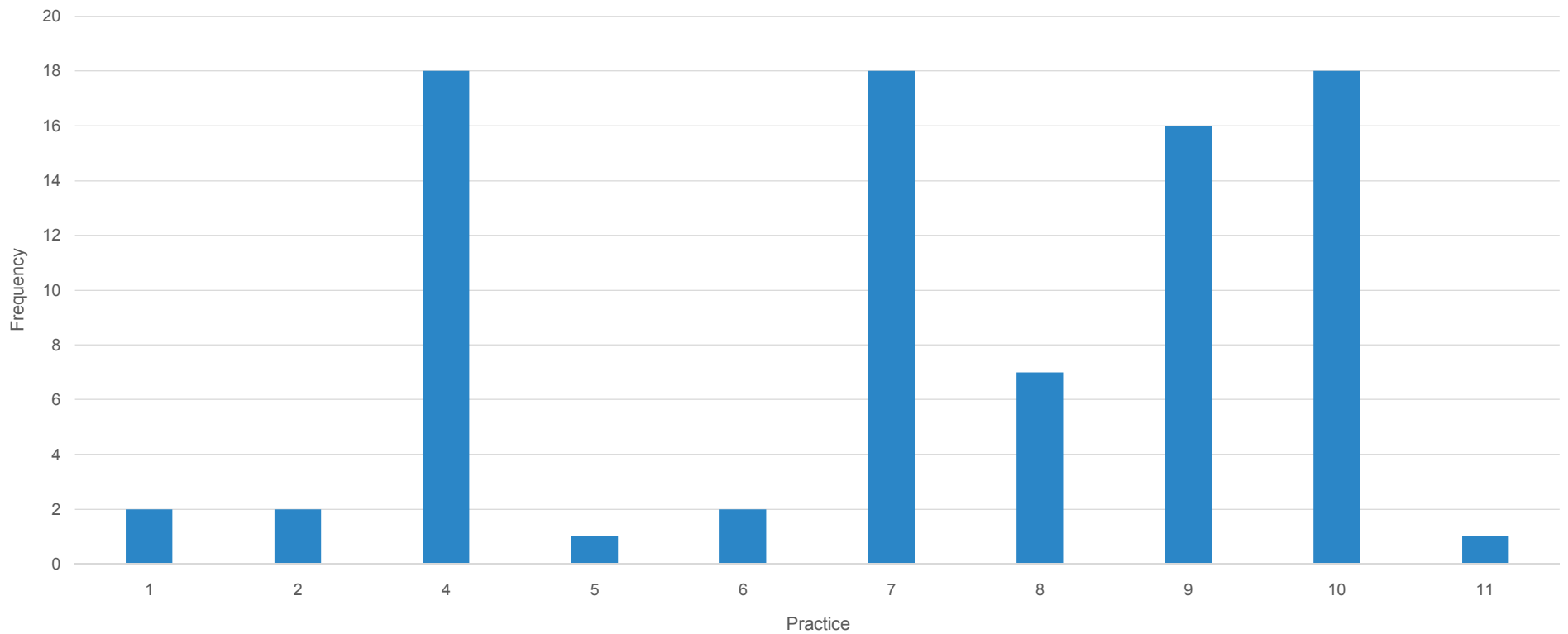
Review of the 11 practices in the COT

Discuss the following question with a partner for 10 minutes then report back.

- Which practices do you find most difficult to rank? Why?

Practices AEOs find most difficult to rank (4, 7, 9 and 10)

Findings from the COT study



Review of the 11 practices in the COT

Your task

AEOs in the COT study reported that some practices were more difficult to rank than others and that there were some practices they did not understand.

In this session, we will go through each practice in detail. You will be using the rubric in the COT instructions. Find the rubric now.

For each practice, we will watch a video clip or do an activity.

Then you will work in a small group of three (or four) to discuss a set of questions.

Please get into your groups now. Identify one person to be your spokesperson.

Then we will have a plenary discussion.

Practice 1: The teacher explicitly articulates the objectives of the lesson and relates classroom activities to the objectives

Watch the video of Ali introducing a social studies class.

Teacher Ali's Social Studies class

Now discuss the following questions:

Q1: How would you rank Ali on practice 1? Why?

Q2: If a teacher does not write the objective on the board, but gives a good verbal introduction, would you rank them down?

Q3: What does the second part of the practice refer to 'relates classroom activities to the objectives'?



Practice 2: The teacher's explanation of content is clear and correct

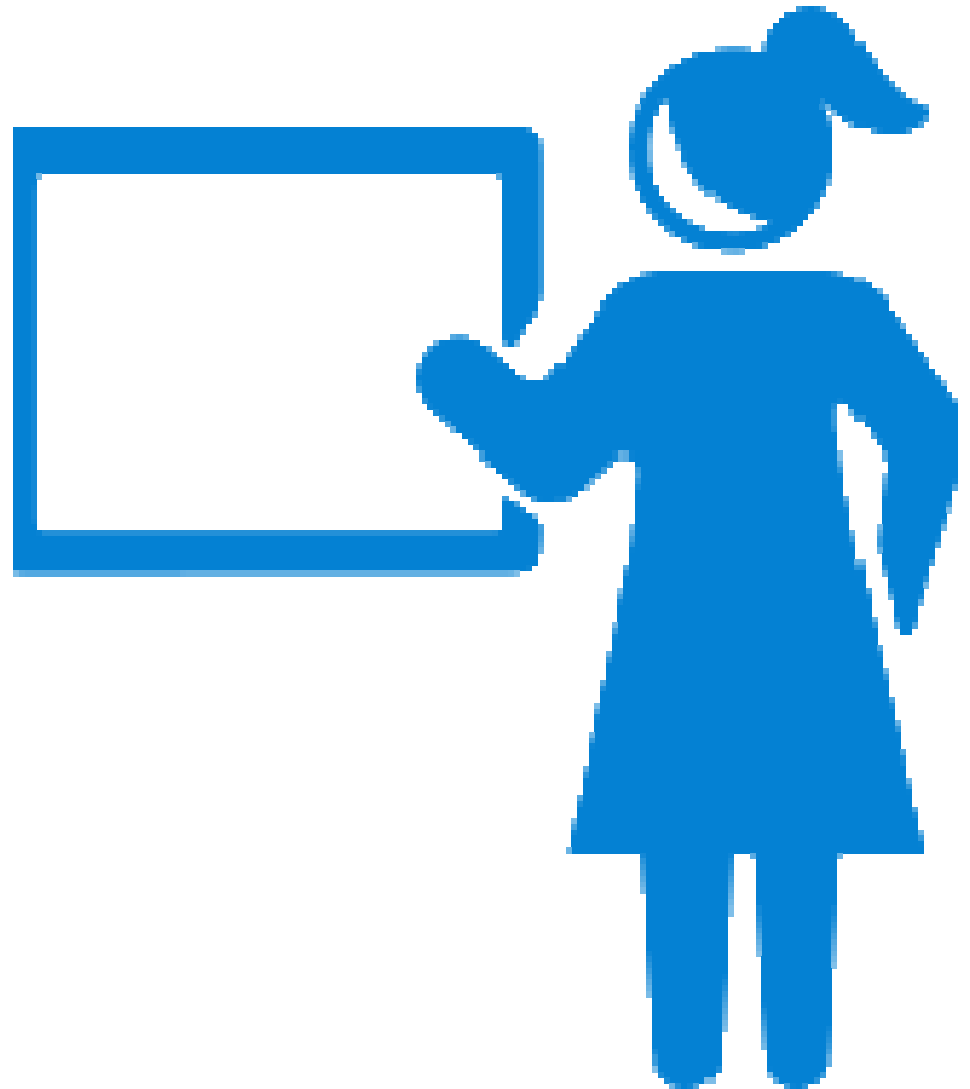
Watch the video of Maleeha explaining night and day and the occurrence of shadows.

Teacher Maleeha's science class

Now discuss the following questions:

Q1: How would you rank Maleeha on practice 2?
Why?

Q2: What methods might teachers use to make content clear?



Practice 3: The teacher makes connections that relate to students' daily lives or other content knowledge.

Watch this video from a social studies class. In this lesson, students are learning about nations, nationality and the rights and responsibilities of citizens.

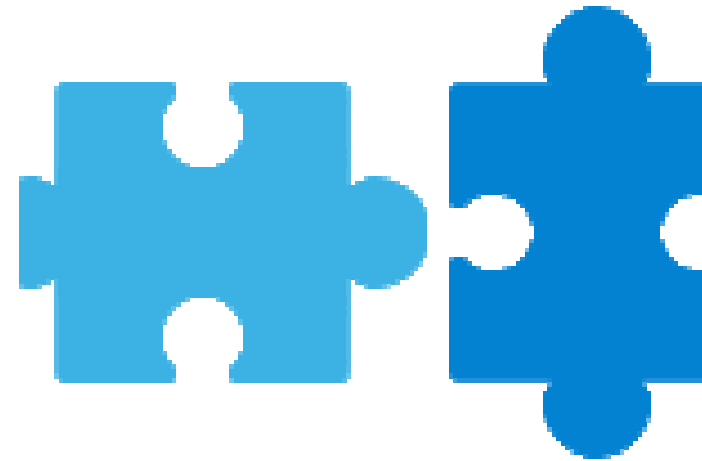
Teacher Ali's Social Studies class

Now discuss the following questions:

Q1: How does the teacher make connections that relate the new concepts of rights and responsibilities of citizens to other content knowledge or students' daily lives?

Q2: How would you rank the teacher on this practice?

Q3: What is the difference between relating content to 'students daily lives' and 'other content knowledge'? Can you give an example of each?



Practice 4: The teacher models by enacting, thinking aloud or showing a final product expected of the students.

Watch the introductory video from the course about the 11 teaching practices in the COT.

Video introducing Practice 4

Discuss the following questions:

Q1: What are the key points to note about this practice?

Q2: Why do you think that we used this graphic in this slide?

Now watch this video from Shajee's maths class.

Teacher Shajee's Math class

Q3: How did the teacher model the addition of algebraic expressions?

Q4: The teacher had written the steps on a chart paper. Do you think this was a good strategy? Why?



Practice 5: The teacher uses questions, prompts or other strategies to determine students' level of understanding.

Watch the video of students learning about active and passive voice.

Teacher Maryam's English lesson

As you watch the video:

- Note down examples of checks for understanding used by the teacher
- Identify examples of *good* checks for understanding

After you have watched the video, discuss the following question in your group:

Which strategies to check for understanding did the teacher use in this lesson?



Practice 6: The teacher monitors most students during independent or group work

Watch this video from a social studies class, students have been learning about the census. Now students are working in small groups. The teacher has given them some data about two villages. They must use the data to help answer some questions.

Teacher Rida's Social Studies class

Discuss the following questions in your group:

Q1: What did you notice about how the teacher moves in the classroom during monitoring? Is she reaching all students?

Q2: At one point, the teacher explains a question to a pair of students. What did she say? Did she give them the answer directly?



Practice 7: The teacher adjusts teaching to the level of the students

Watch the video clip from a Grade 3 English class. The learning objective in this class was “Students will be able to write a descriptive paragraph”. The teacher provided time for students to write descriptive paragraphs independently on a variety of topics. However, she noticed that two of her students required more support.

LND video

After watching the video, discuss the following question:

How do you think the teacher adjusted instruction for the students?



Practice 8: The teacher provides specific comments to help students clarify misunderstandings and understand successes.

Watch the video. The teacher is helping children develop phonological awareness (awareness of the sounds in speech) through an activity in which children are making rhymes. As you watch the video, make a note of student errors and successes and how the teacher reacts.

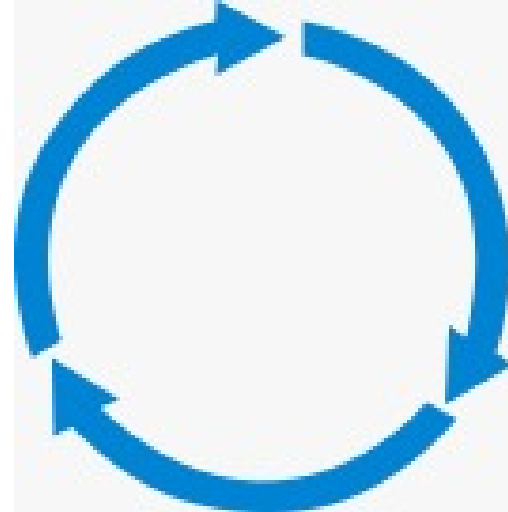
Teacher Sarwat's class on phonological awareness

Discuss the following questions in your group.

Q1: What errors did students make?

Q2: Did the teacher help students to correct these errors? If yes, how?

Q3: How does the teacher help children understand their successes?





Thank you