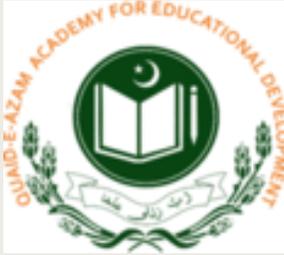


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CAMBRIDGE  
EDUCATION



# AEO professional development

October 2020



# The purpose of this professional development workshop

**Welcome** to Day 2 of the professional development workshop for AEOs in Punjab.

A reminder - 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

## Day 2: The agenda

Time	Sessions
09:00 – 10:00	Session 1: Revision of the 11 practices in the COT (continued)
10:00 – 11:00	Session 2: Providing Actionable Feedback
<i>Tea Break (30 minutes)</i>	
11:30 – 13:00	Session 2 (Continued): Providing Actionable Feedback
<i>Lunch and Prayer Break (1 hour)</i>	
14:00 – 16:00	Session 3: Full lesson observation for COT and feedback practice

# Session 1

## Revision of the 11 practices in the COT

We will be continuing our examination of the 11 practices in the Classroom Observation Tool ...

**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.

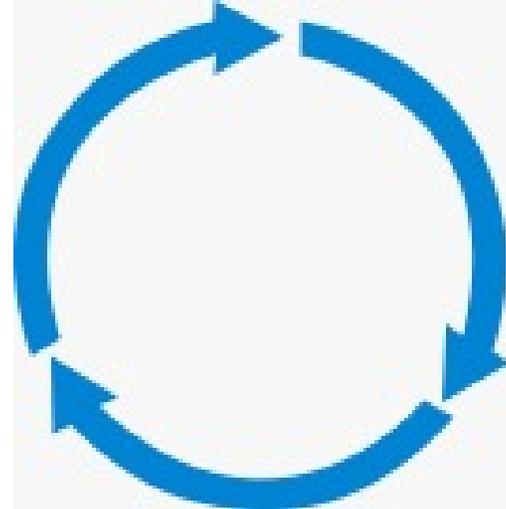
*Teacher Sarwat's class on phonological awareness*

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?



## Practice 9: The teacher asks thinking questions.



Watch the video clip of a teacher doing a read aloud. After watching the video, discuss the following questions with your colleagues.

### *Teacher Sadia's read aloud*

Q1: What thinking questions did the teacher ask?

Q2: Did the thinking questions help students' learning? How?

Q3: What examples of thinking questions are given in the Classroom Observation Tool rubric?

## **Practice 10: The teacher provides thinking tasks.**

For this practice we will play a game.

The game is for two players so find a partner. Place 10 small stones (or small pieces of paper rolled into a ball) between you and your partner.

Now take it in turns to remove 1, 2 or 3 stones. For example, player #1 removes 2 stones then player #2 removes 3 stones, then player #1 removes 3 stones etc. The player who has the last turn (removes the last stone or stones) is the winner.

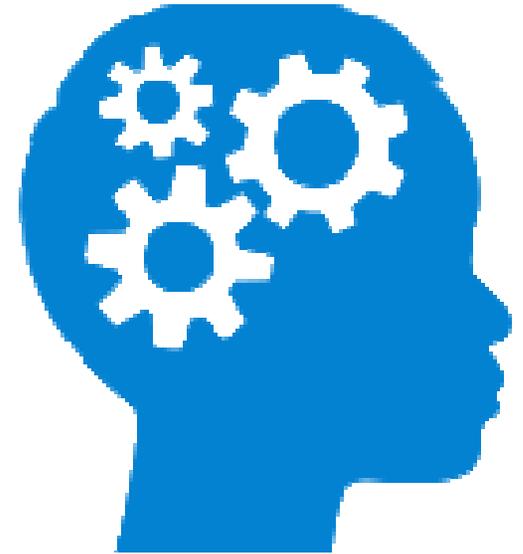
Play the game several times and try to answer these questions:

Q1: What do you have to do to make sure that you win the game?

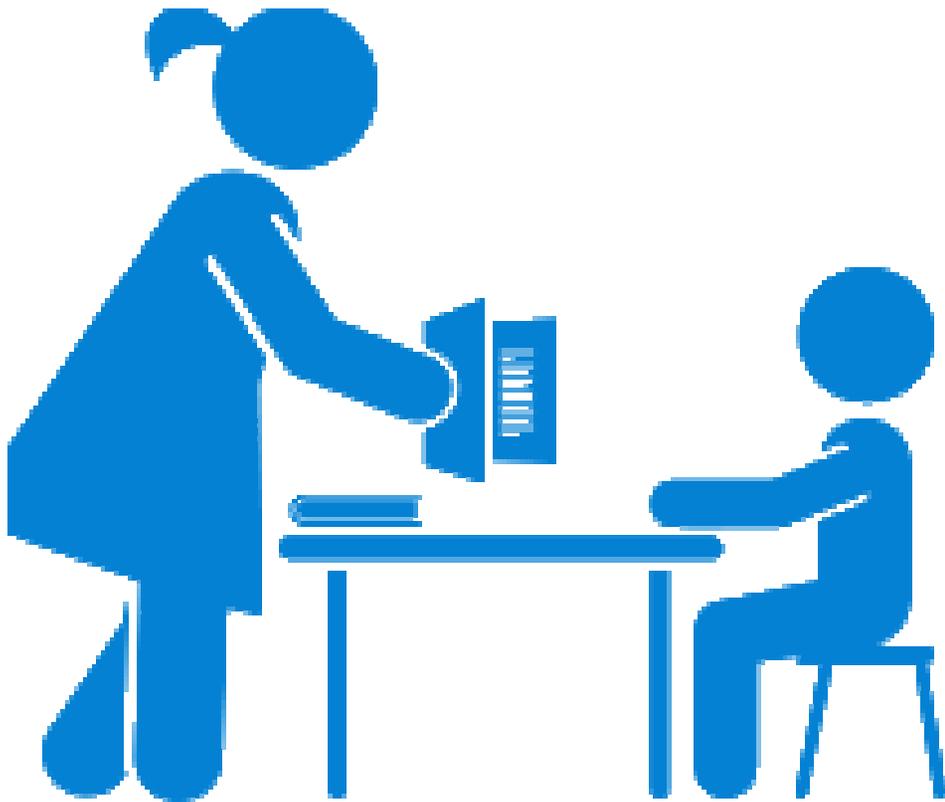
Q2: Does it matter how many stones you start with?

Q3: Is this a thinking task? Use the COT rubric to help you decide.

Q4: Why did we choose this logo and not the logo of a child doing a practical activity with their hands?



## Practice 11: The teacher responds to students' needs.



Watch the [introductory video to practice 11](#).

Discuss the following questions in your group:

Q1: What are the three categories of need mentioned in the video?

Q2: What were some examples of each type of need?

Q3: What has changed in the classroom observation tool regarding this practice?

Q4: Why have we selected this image for the practice?

# Session 2

## Providing Feedback to Teachers

In this session, we will:

- Identify features that make feedback effective
- Review and use a protocol for giving feedback
- Practice giving feedback on teaching

## Your task

In a moment, you will see some real examples of feedback from AEOs on 11 practices in the COT.

Look carefully at the feedback for 15 minutes.

What do you notice about the feedback?

Discuss your observations in a group (4 persons per group) and make a note of them on a chart paper.

Display the chart paper and be ready to share your observations with the rest of the group.

1	Write the topic on whiteboard	8	Highlight the mistakes and explain to the students in detail
	Relate the lesson with the topic and give explanation		Respond to children immediately
	Students who are short in height they should be seated in front rows	9	Ask such questions from students so that their thinking capacity increases
Questions level should be higher	Ask the questions so that students can get chance to participate individually		
You gave incorrect information. You need to improve it.	Thinking questions should be improved		
2	Pay attention to whole class and don't focus on some students	10	Ask the students to do such work that they use their mental abilities. Give them thinking tasks
	Explain the students with daily routine examples		Make the tasks better so that student think more such as making diagrams about rain and what happens due to rain.
Link the lesson with the daily life of children	More thinking tasks must be included		
3	Improve model making	11	Some students don't have pencil or pen to write even not have bench to sit
4	Ask more questions to students		Try to fulfil the needs of students
6	Need to do better monitoring of students		
	If group activity held then check it properly.		
7	Adjust your teaching as per student needs		
	Next time, plan activities according to mental level of students		

**What were your observations about AEO feedback?**

“Feedback is the breakfast of champions.”

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Management coach Ken Blanchard

## Good feedback is....

**Actionable** – the teacher knows what to do as a result of your feedback

**Specific** – it relates to the teaching of particular content, or a particular teaching practice, or perhaps a particular child or group of children

**Timely** – it is shared at the right time (when teachers have time to listen)

**Respectful** - delivered in a constructive, friendly and non-confrontational manner, the staff member feels valued, appreciated and motivated

**Which of these examples of feedback is actionable feedback? Hint: Ask yourself “Will the teacher know what to do as result of my feedback?” Do you have any other observations about the two examples of feedback? You have 5-10 minutes to discuss in pairs.**

**Example 1:** I noticed today that you asked lots of questions when students were examining the properties of different materials. Keep it up. It is important to ask students questions during class so that they learn more and you can check their understanding.

**Example 2:** I heard you ask a student which materials were waterproof. She did not seem to understand and so you asked another student.

If you were in that situation again, what would you do to help the first student reach the correct answer? Shall we try it together – I’ll pretend to be the student.

**Look at these two examples of feedback. Which example is an example of actionable feedback? What other observations do you have about the feedback? You have 5-10 minutes to discuss in pairs.**

**Example 1:** Do you think your students are ready to move on? ...Let's look at tomorrow's lesson and plan a task that will get them thinking in a more abstract way. What if you try giving them problems like '9 sweets divided by 3 people' or '8 sweets divided by 4 people'. Perhaps you could try writing problems like these on the board.

**Example 2:** It is important that students are studying at the right level. You need to adjust the level of your class to the students – it was too easy for them. Next time, I'd like to see you challenge the students with tasks that make them think. Also, it's important that you monitor students when they do the task – remember to do that please.

# The process (protocol) for giving feedback

## Your task

Work in pairs or small groups.

You have 9 strips of paper.

On each strip of paper is a step in the process or protocol for giving feedback.

Try to arrange them in the correct order.

You have 10 minutes for this task.

Raise your hand when you think you have the correct order.

# The process (protocol) for giving feedback

1. Explain the **purpose** of feedback: Remind the teacher that the purpose of your feedback is to help them improve their teaching.
2. Ask the teacher to **reflect** on their lesson: What went well? What was difficult? What could have been better? What will you do next time.
3. Invite the teacher to tell you if there are any specific aspects of teaching that they want feedback about – what are their goals for improvement?
4. Start with the **strengths**: Pick 1 or 2 areas of strength and share them with the teacher. Be specific. For example:
  - *“I liked how you asked one of the students to write the objective of today’s lesson on the board and asked another student to read it out loud.”*
  - *“The students seemed to really enjoy the quiz at the end of the lesson. It looked like a good way to check their progress.”*

5. Prepare teachers to receive feedback. For example:

*“I would like to give you feedback on some of the points I noted during the observation. Are you ready?”*

6. State particular incidents or behaviors that you noticed during your observation that you want to build on in your feedback. For example, “I liked the way you asked questions at the end of the story.”

7. Provide 2-3 pieces of feedback and be specific. For example:

*“Next time you read a story, try to add some questions that will encourage higher order thinking. Think about today’s story, what thinking questions could you have asked.”*

*“Please take a look at the introductory video in Unit 3 to remind yourself about the practice of modelling.”*

8. Ask the teacher to **summarise the feedback**: This provides the teacher with action points that they can implement.
9. Conclude your discussion with a **thank you** and leave on a **positive note** and with words of encouragement.

## **Your turn! Practice giving feedback based on teaching videos**

Now we will watch a video clip of teachers teaching in primary school classrooms.

As you watch the clip make notes about what you see and hear so that you can rank the 11 practices.

After the clip, rank the teaching practice based on your evidence.

Now spend 5-10 minutes thinking about the feedback you will give (remember the protocol).

Now the facilitator will divide you into pairs. They will assign roles – one of you will role play the teacher and one will role play the AEO.

After the role play, invite the person receiving the feedback to rate the quality of the feedback. Was it actionable and specific?

Repeat the process with the second video clip but this time, reverse roles.

# Session 3

## Watching a full lesson and practice filling in the COT and providing actionable feedback

In this session, we will:

- Watch a full length classroom video.
- Practice filling in the COT. We will perform the following key steps:
  - Taking notes during observation.
  - Using evidence to rank the practices in the COT.
  - Providing actionable feedback on specific teaching practices.

# Instructions for the session

## Your task

Note taking should be done individually.

After you have watched the video, work in pairs to discuss your evidence and assign ranks to the 11 practices in the COT. Each participant will fill out their own hard copy of the COT form.

Then, work with your partner to identify 2 practices to improve and list 3-4 points of actionable feedback that you would provide to the teacher to help her improve.

You have 30 minutes for this task.

Raise your hand when you think you have completed the task and discuss your findings with your trainer.