

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION

EDUL 6019 – Techniques for Teacher Observation

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Introduction

This course is a study of teacher observation techniques and leadership concepts with exercises of practical application. It is designed for building administrators, department chairpersons, instructional lead teachers, staff development specialists, curriculum leaders, and central office supervisors and administrators. The purposes include developing expertise in observation, data collection, analysis, and conducting conferences; and encouraging on-going research and reading in the field. Instruction and participant exploration will focus on an integration of the extant data base, theory, rationale, knowledge base, and delivery strategies supporting the teacher observation process in a school system's bureaucratic structure. Dr. Blase will assist students as they sharpen the focus on responsibility for instructional supervision, perceive their roles realistically, and prepare to perform effectively.

Objectives

- ✓To develop recognition of the need for regular, systematic observation and a variety of sources of data.*
- ✓To develop a repertoire of data-gathering techniques.*
- ✓To develop means for selecting an appropriate observation system for a given concern.*
- ✓To develop an understanding of the strengths and limitations of the various systems.*
- ✓To develop knowledge and skills in the areas of self-development, reflection, collegial sharing and coaching, dealing with external forces, and dealing with issues in supervision.*
- ✓To develop explicit techniques for providing useful feedback to teachers to aid them in analyzing, interpreting, and modifying their instructional efforts.*
- ✓To develop specific steps for conducting a conference in which teacher and supervisor plan cooperatively to address specific concerns, observe and record behavior, and work together to improve instruction.*
- ✓To develop specific steps for conducting a variety of types of conferences based on an individual teacher's needs.*

Dear Student and Colleague,

Welcome to your web course, EDUL 6019, *Techniques for Teacher Observation!* In this course you will read a chapter in a theoretically solid and yet practically-oriented paperback book and visit exemplary websites—all at your own pace--to learn about the lesson study process and data collection strategies. You will study effective observation and feedback approaches and conduct observation and conference cycles with two volunteer colleague-teachers. You will write a brief report about your experience, which you will send to me. If you have questions, I will be available on WebCT or by e-mail: jblase@uga.edu

Best wishes to you and yours,
Jo

REQUIRED BOOK

Roberts, S.M., & Pruitt, E.Z. (2003). *Schools as professional learning communities: Collaborative activities and strategies for professional development*. Thousand Oaks, CA: Corwin Press.

ISBN 0-7619-4582-2

www.corwinpress.com

Call: 800-818-7243

Fax: 800-417-2466

Also available from Amazon, Borders, or bookstores specializing in textbooks

Assignment #1

- Read Chapter 6, Learning Through Classroom Observation
- Secure a willing volunteer for your observation/conference cycle (see project description, below)

Assignment #2

- Visit the website of the Lesson Study Research Group to learn how Japanese educators collaborate to reflect on their teaching behaviors
<http://www.tc.edu/centers/lessonstudy/lessonstudy.html>
- Learn about six data collection strategies (selective verbatim, verbal flow, at-task, class traffic, interaction analysis, and global scan) at the website
<http://linguistics.byu.edu/classes/ling577lh/Eyes.html> (related to the Association for Supervision and Curriculum Development video, Another Pair of Eyes).

Alternatively, you can learn about quantitative and qualitative strategies for data collection in any recent edition of the following books, which are available in the UGA library, your professional library, or by online purchase:

1. K.A. Acheson and M.D. Gall, Techniques in the Clinical Supervision of Teachers (Addison Wesley Longman)
2. C.D. Glickman, S.P. Gordon, and J. Ross-Gordon, Supervision and Instructional Leadership (Allyn & Bacon)
3. S. Sullivan and J. Glanz, Supervision that Improves Teaching (Corwin Press)

Assignment #3

- Paying close attention to the strategies for clinical supervision as described in chapter 6, conduct a clinical cycle with each of two peer teacher-colleagues.
- Prepare and submit a final written report (no longer than 7 pages)

Directions for Clinical Cycles and Written Report


1. Secure voluntary participation of two teachers who vary in terms of experience, career development, level of professional teaching concerns, or needs.
2. Conduct one full clinical cycle with each of the teachers. A cycle should include a 10-20 minute preconference (phone is ok), 20-45 minute classroom observation, and 20 minute face-to-face postconference.
3. Prepare a final written report (no longer than 7 pages) including:
 - a) How and why you selected these teachers.
 - b) Summary of each preconference: What you agreed upon in terms of purpose of observation, method/ instruments, time of observation and postconference.
 - c) Actual observation records, analyses and findings, and interpretations MAY be included, but are OPTIONAL.
 - d) Strategy, agenda, and rationale for postconferences.
 - e) Summary of actual postconferences.
 - f) Comparison of plan for postconferences with actual postconferences.
 - g) Critique value from both participants' points of view.
 - h) Your thoughts about working with these teachers in the future.
 - i) Reflection: What did you learn? (about observing, talking, growth, and reflection?)
 - j) How would you improve your skills?

Mail your paper (hard copy, to **arrive no later than April 28 [so mail by approximately April 24]**) to Dr. Blase at the **above home address**. Include SASE if you want it returned.

OPTIONAL: For your self-analysis, I suggest you to video or audiotape the two postconferences. By listening to these conferences afterwards, you will be better able to reflect on them for your written paper.

NOTE: Please secure prior approval with appropriate school official and ensure that participants know that the project is voluntary. Do not use any real names of teachers in any written reports.

Per the UGA Honor Code and Academic Honesty Policy, all academic work must meet the standards contained in "A Culture of Honesty." All students are responsible for informing themselves about those standards before performing any academic work.

 I sincerely hope this course, in conjunction with your work in EDUL 6017 (Staff Development) has helped you begin your journey into the world of developing a learning community through professional development and classroom observation! Please keep in touch!

Jo Blase