

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 several “how-to” sections in Glickman, Gordon, and Ross-Gordon’s comprehensive book on supervision/instructional leadership, read one chapter Roberts and Pruitt’s 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 by email: jblase@uga.edu or phone: (706) 613-8226.

Best wishes to you and yours,
Jo Blase

REQUIRED BOOKS

Required for EDUL 6017 & 6019:

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. @\$32 new

Required for EDUL 6017, 6019, 6020, 6021, 6023, 6024:

For this required book, you may choose to buy either the longer, traditional edition (used 6th or 7th editions are fine) or the brief edition (chapter numbers are the same). Both are available from ablongman.com, Amazon, Borders, or bookstores specializing in textbooks. (The book will be available in e-version in 2007.)


Traditional edition: Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2007). Supervision and instructional leadership: A developmental approach (7th ed.). Boston: A.B. Longman/Pearson Education. ISBN 0205489532 @\$110 new, hardback only

Brief edition: Glickman, C.D., Gordon, S.P., & Ross-Gordon, J.M. (2005). The basic guide to supervision and instructional leadership. Boston: A.B. Longman/Pearson Education. ISBN 020540443X @\$70 new, paper only

This text’s emphasis on school culture, teachers as adult learners, developmental leadership, democratic education, and collegial supervision has helped redefine the meaning of supervision and instructional leadership for both scholars and practitioners. The book places instructional leadership and school improvement within a community and societal context; provides examples of direct assistance, professional development, and action research; addresses hot issues such as school improvement, constructivist teaching, professional development, Chaos Theory, and state-mandated standards.

Lesson #1

 Read Chapter 6 in Roberts & Pruitt (required book), “Learning Through Classroom Observation.”

 Secure a willing volunteer for your observation/conference cycle (see project description, below).

Lesson #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 Set of Eyes, which many districts have in the professional library).

☛ Read about interpersonal skills, observing skills, research and teacher evaluation, and direct-assistance-to-teachers skills in Glickman, Gordon, & Ross-Gordon (required book), chapters 6-12, 14, 15, 16.

Alternatively, you can learn about quantitative and qualitative strategies for data collection in the optional Acheson & Gall or Sullivan & Glanz books, which are available in the UGA library, your professional library, or by online purchase.

OPTIONAL Lesson #3

- For information on enhancing student progress through research-driven practices within specific **content areas**, see Cawelti, G. (Ed.). (2004). Handbook of research on improving student achievement. Arlington, VA: Educational Research Service.
- For a very useful rubric or framework of teaching tasks that have been documented through empirical studies and theoretical research as promoting improved student learning, see Danielson's book, listed below in Optional Useful Books. It is based on Praxis III, the complex, interrelated components of teaching are clustered into four domains: planning and preparation, classroom environment, instruction, and professional responsibilities.

CAPSTONE ASSIGNMENT

☛ Paying close attention to the strategies for clinical supervision as described in your earlier reading, conduct a clinical cycle with each of two peer teacher-colleagues, and then

☛ Complete the written report (no longer than 5 pages).


Directions for Capstone Assignment (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 pre-conference (phone is ok), 20-45 minute classroom observation, and 20 minute face-to-face post-conference.
3. Prepare a final written report (no longer than 5 pages) including:
 - a) How and why you selected these teachers.

- b) Summary of each pre-conference: What you agreed upon in terms of purpose of observation, method/ instruments, time of observation and post-conference.
- c) Actual observation records, analyses and findings, and interpretations MAY be included, but are OPTIONAL.
- d) Strategy, agenda, and rationale for post-conferences.
- e) Summary of actual post-conferences.
- f) Comparison of plan for post-conferences with actual post-conferences.
- 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?

OPTIONAL: For your self-analysis, I suggest you video or audiotape the two post-conferences. 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.

 E-mail or Ground mail your Capstone Assignment (E-mail: jblase@uga.edu; Ground mail: Dr. Jo Blase, 121 Hickory Pointe Drive, Athens, GA 30605) to me so that it **arrives no later than the last week of the session; that is, mail it by approximately one week before the end of the current session.** *Don't worry or inquire about my receipt of the paper; if I am missing any papers at grading time, I will contact you personally!*

 I sincerely hope this course, in conjunction with your work in EDUL 6017 (Staff Development) has helped you sharpen your skills as a teacher of teachers! Keep me posted about your professional experiences and challenges!

Jo Blase

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OPTIONAL: USEFUL BOOKS FOR YOUR PROFESSIONAL LEADERSHIP LIBRARY AND COURSEWORK

- Acheson, K. A., & Gall, M. D. (1992). *Techniques in the clinical supervision of teachers: Preservice and inservice applications* (3rd ed.). White Plains, NY: Longman.
- Blase, J., & Blase, J. (2006). *Teachers bringing out the best in teachers: A guide to peer consultation for administrators and teachers*. Thousand Oaks, CA: Corwin.
- Blase, J., & Blase, J. (2004). *Handbook of instructional leadership* (2nd ed.). Thousand Oaks, CA: Corwin.
- Calhoun, E. F. (1994). *How to use action research in the self-renewing school*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Joyce, B. & Calhoun, E. (1996). *Creating learning experiences: The role of instructional theory and research*. Alexandria, VA: ASCD.
- Joyce, B., & Showers, B. (1998). *Student achievement through staff development* (3^d ed.). White Plains, NY: Longman.

Joyce, B., Weil, M., & Calhoun, E. (2000). *Models of teaching (6th ed.)*. Needham Heights, MA: Allyn and Bacon.

Sullivan, S., & Glanz, J. (2005). *Supervision that improves teaching: Strategies and Techniques*. Thousand Oaks, CA: Corwin.

Office Hours: By appointment. E-mail correspondence and telephone conversations are welcome.

General Information

As with all graduate level work, material submitted by students will be evaluated for completeness, appropriateness, creativity, and cohesiveness. The focus of any activity, discussion, and course assignment should derive from an educational leadership perspective. Clarity of writing and grammar will be considered in evaluation. Language used throughout this course should reflect sensitivity to issues of socioeconomic level, race, culture, gender, sexual orientation, special learning factors, etc. All work must be in APA format when appropriate; a 12-point font, one-inch margins, and double spacing are preferred but not necessary. Feel free to discuss any questions or concerns about the course assignments prior to the due date. If you have special needs, please discuss them with me as soon as possible.

Diversity Statement

Issues related to student diversity will be addressed in each of the courses in the Educational Leadership Program. This specifically means that issues related to differences in individuals and groups will be discussed. These include: concerns with the cultural backgrounds of learners, concerns with multiple learning styles and competencies of learners, and concerns with the variation in contexts from which learners come and in which schooling occurs. It is our understanding that differences in contexts result in differences in how parents, educators, and students view the world. Unless educators understand these differences and create programs that build on these differences, learners may be placed at risk of failure simply because of their differences. We believe that a respectful concern for diversity must be at the heart of every school leader's effort to improve "the opportunity to learn" for all students and adults. We will stress diversity issues and their significance in relationship to school leadership.

A Culture of Honesty

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.