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“Being observed in the classroom can rattle any teacher's nerves. But, teacher observations that serve as vehicles for professional growth rather than performance evaluations have multiple benefits -- for teachers, administrators, and the school.”

Michele Israel, 2019

https://www.educationworld.com/a_admin/admin/admin297.shtml

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COVAID =

Collaborative
Video-Assisted
In-service
Development

To get us started.....

- 1. Please complete sheet one**
- 2. Please discuss your answers with a partner**
- 3. Please decide on any comments you or your partner would like to make at this stage**

(6 minutes)



Thank you.
Now, to move us
forward

- 1. Please complete sheet two**
- 2. Please discuss your answers with a partner**
- 3. Please decide on any comments you or your partner would like to make at this stage**

(6 minutes)



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Let's briefly clarify some of the variables in the observation process.

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1. Who does the observation?

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2. What's the "observation geometry"?

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3. Who makes the “when” decision?

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4. Who makes the “focus” decision?

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5. How is reflection facilitated?

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6. Is the observation “evidence-based” or impressionistic?

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7. How is follow-up managed?

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8. Are weak or strong areas prioritised?

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9. Why is the observation happening?

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- This is a new project – at least in ELT
- The design has been used in mainstream education to some extent in the UK and the US
- We are very grateful to the teachers at the Al Beida Language Centre at Omar Mokhtar University, Libya as the first group to implement and evaluate the project in our discipline
- We will be both implementing the project and researching its effectiveness
- We are hoping to replicate the project eventually in other institutions and in other countries

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What do participants need?

1. A concern for Continuing Professional Development
2. A number of colleagues with a similar concern
3. Some technical help for making and editing videos
4. A voluntary coordinator from amongst the group
5. The agreement of Dr Azza!!!

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What else do you need?

1. A little bit of time to watch and evaluate each others' video clips
2. Occasionally, a room to meet and discuss the project outcomes
3. Reasonable wifi facilities

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Let's look a bit more carefully at the variables involved in the observation of teachers

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1. Who does the observation?

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1. Who does the observation?

The choices seem to include:

a) a mentor

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1. Who does the observation?

The choices seem to include:

b) a “mentee”

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1. Who does the observation?

The choices seem to include:

c) a peer

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1. Who does the observation?

The choices seem to include:

d) a senior teacher

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1. Who does the observation?

The choices seem to include:

e) a manager

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1. Who does the observation?

The choices seem to include:

f) an inspector

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1. Who does the observation?

The choices seem to include:

g) a trainer

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1. Who does the observation?

The choices seem to include:

h) one or more trainees

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2. What's the "observation geometry"?

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2. What's the "observation geometry"?

Basically this is a question of symmetry of status and authority

I'm assuming that symmetrical observation is likely to be less intrusive than most forms of asymmetrical observation

What do you think?

- 1. Look through the list of observers**
- 2. Please discuss with a partner whether they are likely to offer a symmetrical relationship**
- 3. Please decide on any comments you or your partner would like to make at this stage**

(3 minutes)



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Who does the observation?

a) a mentor

b) a “mentee”

c) a peer

d) a senior teacher

e) a manager

f) an inspector

g) a trainer

h) a trainee(s)

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3. Who makes the “when” decision?

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3. Who makes the “when” decision?

A simple choice here –

Is it the observer, the observee, or some independent authority?

What impact might this have?

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4. Who makes the “focus” decision?

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4. Who makes the “focus” decision?

the choices are:

the observer or the observee

.

Again, please consider the potential impact
of this.

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5. How is reflection facilitated?

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5. How is reflection facilitated?

Issues here include:

Is feedback managed by the observer?

Is it written or spoken or both?

When does feedback happen?

Is reflection structured/guided?

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6. Is the observation “evidence-based” or impressionistic?

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6. Is the observation “evidence-based” or impressionistic?

Most observation seems to be based on ephemeral observation followed by impressionistic feedback.

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7. How is follow-up managed?

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7. How is follow-up managed?

Questions here include:

Is it managed?

Is the observation part of a programme or
ad hoc?

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8. Are weak or strong areas prioritised?

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8. Are weak or strong areas prioritised?

To whom does this matter?

What might be the impact of a weak/strong
focus?

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9. Why is the observation happening?

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9. Why is the observation happening?

Possible reasons:

- a) Individual CPD
- b) Institutional evaluation of teaching quality
- c) Emergency measure
- d) Routine quality assurance
- e) Part of formal inspection
- f) Teacher training

STEP ONE

YOU , individually, complete the needs analysis form by selecting either:

An area of your teaching that you want to improve or

An area of your teaching that you feel proud of and would like to share with your colleagues.

STEP TWO

- You email a copy of your completed needs analysis to all the other members of the group

Feedback

- Topics selected:
- Instructions (3 – 2 weak 1 strong)
- Eliciting (2 strong)
- TTT (1 weak)
- Collecting feedback (1 weak)
- Introducing topic (1 strong)
- Ending lessons (1 weak)
- i.e 5 people selected a weak area, 4 people identified a strength.

STEP THREE

Whenever you want, you video one of your normal lessons

BUT before you do it, you should get every member of the class to sign a waiver, collect these up and give them to the coordinator for safe keeping.

Step four

- You video a lesson of your choice

Step five

After the lesson you review the recording and edit a short clip (maximum 3 minutes) which illustrates your area of concern

Step six

You send a copy of your clip to every member of the group

Step seven

You each review all the clips as you receive them from each other and prepare some feedback

Step eight

The coordinator arranges to send all the clips to Ray so that he and David can also review them and prepare some appropriate feedback

Step nine

The coordinator sets up a skype session with the whole group and with David and Ray in a room with appropriate equipment for reviewing the clips and viewing a Skype session. This meeting will probably last an hour and a half.

Step ten

At this meeting, we all look at all the clips again and discuss feedback

At the end of the meeting we discuss what benefits we have noticed and we decide whether we want to continue with the project.

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An example of an observation clip

This participant had decided to focus on his
eliciting skills.

He considered these to be a strength.

Abdulrahman

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An example of an observation clip

Feedback from other participants included:

1. Appreciation of his manner, body language, use of gesture
2. Appreciation of the safe eliciting atmosphere created

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An example of an observation clip

Feedback from other participants included:

3. Criticism that the clip itself could have been better edited to increase the sampling of eliciting.

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Feedback from the group as a whole
included:

A request to repeat the whole process but
with longer clips. (twice as long)

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Conclusion

The project seems to have demonstrated that it is possible to structure a system of observation that provides focussed CPD with a minimum of anxiety in a reasonably humane way.

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Stop press!

12.06.2019

news.pavpub.com

getting full on feedback

David Dodgson

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For further information:

<https://www.covaid.org/>