

Collaboration and Instructional Feedback Teams

The purpose of CFTs is for teachers to use classroom observations to improve instructional practice in themselves and others. Each CFT lesson is structured for the host to be the focus of the feedback while team members gain and deepen their own application of instructional strategies.

Observation Preparation

Host teacher's goals:

As an observing teacher, I am collecting data on:

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- *Keep notes free of judgement and assumptions.*
 - *Script teacher and students*
 - *Be as detailed as possible*
 - *Remain factual*
 - *Focus on the host teacher's goals*
 - *Include observations of student talk without the host teacher present*

Observation Notes

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Post Observation Summary - Observer

Summary of the data I collected:

Glows:

Feedback for Growth:

Personal Reflection

How has this CIFT observation supported your professional growth?

What instructional practices or strategies will you either implement or explore as a result of this CIFT observation?

Post Observation Summary - Host

What are some instructional decisions I made but didn't necessarily plan?

What are some things that went well? *(Include evidence and focus on your goals)*

Using the benefit of hindsight, what (if anything) might I do differently if I could?

Personal Reflection

How has hosting this CIFT observation supported your professional growth?

What instructional practices or strategies will you either implement or explore as a result of hosting this CIFT observation?

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Post Observation Summary - Observer

Summary of the data I collected:

During whole group discussion, 16/25 students engaged in dialogue. Teacher accepted volunteers 18/20 times a question was posed and randomly selected students twice. Of the 18 volunteer opportunities, 10 students were selected. Four students added to class conversation naturally.

Of the 20 questions posed, three of them were based on student response. Majority of the questions were recall.

Glows:

- When students didn't seem to understand, you prompted a pair-share to help them make meaning. This increased the number of students who volunteered to respond after the peer talk.
- Students were familiar with the classroom routine and completed the bell ringer question without prompting.
- Students were using academic language from the anchor chart, 2 students specifically referenced the anchor chart when framing their responses to questions

Feedback for Growth:

- Wait time between questions was often 0 seconds, calling on the first hand up in the air. Consider giving students think time (8 seconds is our building goal) to allow more time for students to plan a response. (turn/talk, jot/dot, elevator speech, or just quiet time)
- There seemed to be a pattern in when you prompted students to tell how they got an answer. Try asking students to justify their thinking equally when their answer is right and wrong to be sure their logic and process is accurate, not just their answer.

Personal Reflection

How has this CIFT observation supported your professional growth?

- ✓ *After watching this lesson, I realized that I might lose too much instructional time at the beginning of class. I can do either formative assessment from previous lesson or pose a question that leads into today's lesson. I noticed that students were able to follow a routine and engage in a task without the teacher prompting.*

What instructional practices or strategies will you either implement or explore as a result of this CIFT observation?

- ✓ *I am going to use a follow up question from the previous day's lesson or a lesson to give a preview for today's lesson purpose, depending on their needs within the unit sequence.*
- ✓ *I'm also going to use the idea from (Carrie) to count to three to extend my wait time even longer when I'm tempted to break uncomfortable silence too soon.*

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Post Observation Summary - Host

What are some instructional decisions I made but didn't necessarily plan?

When I gave directions for the collaborative activity, I didn't realize it would be so difficult for them to remember the four things they needed to do. When I saw that students were dividing the task instead of discussing the task, I had to be more explicit in how I wanted them to work together. This forced the majority of my questions to be on process –not content. In the future, it might be helpful to have the expectations posted on my projector so the groups can see them or I can use them as a third point reference instead of verbalizing the routine in order to hold them accountable. I could also have them repeat the 4 steps to their elbow partner to be sure they understand the directions before they begin gathering materials.

What are some things that went well? (Include evidence and focus on your goals)

I've really been working on establishing a routine at the beginning of class. This allows me to greet students a little longer at the door, connect with students who were absent, take attendance, and not have to pull them back together to start class 2-3 minutes after the bell. This was a glow that was noted from my team. Over the past month, I've been able to activate prior knowledge or give a formative assessment from yesterday's lesson to help me determine what students retained and where they have troubles. Now that I have the routine in place, I want to be more intentional with how I develop the bell ringer. To start, it has been pretty simple because I wanted to be sure students could be 100% independent while I was establishing the routine. I can change up the types of questions I pose in the bell ringers depending on the lesson's purpose.

In order to improve the use of the bell ringer time, I want to figure out how to include more self-assessment prompts for students. Instead of them telling me what they know, I want them to reflect on what they know and don't know. I have 2 ideas from today's discussion I'm going to try between now and our next CIFT session. Can't wait to share with my team how it's working.

Using the benefit of hindsight, what (if anything) might I do differently if I could?

I realized that I have been so focused on the flow of the lesson and keeping things moving that I ignored the power of wait time. One thing I learned from changing the routine mid-year is that it helps when I tell my students I'm going to make a change and why, so I'm going to ask them to help me make sure I give both wait time #1 and wait time #2 when we have class dialogue. My hope is that as this becomes the norm in our room, students will provide this same courtesy to their peers in their collaborative groups instead of interrupting and talking over each other.

Personal Reflection

How has hosting this CIFT observation supported your professional growth?

It affirmed that the bell ringer routine was working but pushed me to make it better by adding a self-assessment reflection prompt.

Because I had to really think about my purpose and paced out my activities more meticulously than I typically do, I was able to notice that the lesson was likely to go too long and make adjustments before the lesson. I knew the CIFT members were going to ask me about timing, so I was very thoughtful about making sure everything was scheduled appropriately. Therefore, the lesson went pretty close to planned and I was able to give the proper closure.

What instructional practices or strategies will you either implement or explore as a result of hosting this CIFT observation?

One thing I learned from last month was to have a time check mid-way through the lesson and if I'm on time, I add the next piece, if I'm short of time, that's the part of the lesson that can catch me up so I don't run out of time to bring closure and summary to the learning. I learned that from (Dennis) last month and it worked for me too.