



dot

DIGITALE
OBSERVATIE
TOOL

Queen Elizabeth's Grammar School, Ashbourne
Manchester Communication Academy



Van Loo & Partners / e-Loo

Math van Loo

We develop digital tools for schools to enhance teaching processes and quality management.



Leerstofplanner



Co-presentors:

- ❖ Bram van Welie: headmaster IJssel College in Rotterdam
- ❖ Adrian Harding: Assistant Headteacher Queen Elizabeth's Grammar School Ashbourn
- ❖ Alex Reed: director of learning Manchester Communication Academy.



This workshop – pilot project DOT

1. How does the tool work / the pilot projects
2. Results in the Netherlands and in England
3. Invitation to the pilot: math@eloo.nl



Pros of 'digital' observation

- DOT works efficient and practical
- You finalise and email the observation data on the spot > speeds up evaluation process
- DOT presents a clear overview during feedback talk
- & Visual overview during team meetings etc.



The purposes of DOT

1. Collect information about the learning process

= > as the basis for concrete individual feedback
(school management / peer / coaches)

2. Analysis of the information collected

= > as the basis for team development

= > intern research as the basis for vision development

= > scientific research.



More DOT's key features

1. Self-evaluation by the teacher observed
2. Student-evaluations by the pupils involved
3. Benchmark.



How to do an observation - 1

Individual feedback:

1. Record observations on a 3/4-level scale, within about 20 minutes. After that enhance or correct these notes
2. Motivate the 'grading': why 2 or 1?
3. Mail-in at once, together with an invitation for an evaluation talk
4. Evaluation within 3 weeks (proven effective learning time)
5. SMART development commitments to be monitored in future performance reviews.



-2:

Group feedback / general analysis / audit

1. Record observations on the same 3/4-level scale, in 20 minutes
2. As much classroom observations (with a small audit team) as possible
3. Analyse and prepare a presentation to the team
4. Discuss and make group development commitments. Encourage peer consultation, based on identified team strengths.



Pilot project in the NL, B and the UK

1. NL/B: the questionnaire of the Dutch Inspectorate;
Interventions: peer feedback; audits; debates about school specific criteria
2. (UK: the teachers' standard)
3. UK: Quags' questionnaire, focus on student behavior



DOT UK nr. 1



Teachers' Standards

Part One: Teaching

1. The teacher sets high expectations which inspires, motivates and challenges pupils.	1	2	3	4	
1.1. The teacher establishes a safe and stimulating environment for pupils, rooted in mutual respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	⚡
1.2. The teacher sets goals that stretches and challenges pupils of all backgrounds, abilities and dispositions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	⚡
1.3. The teacher demonstrates consistently a positive attitude, values and behaviour which are expected of pupils.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	⚡
2. The teacher promotes good progress and outcomes by pupils.	1	2	3	4	
2.1. The teacher is aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	⚡



DOT UK nr. 2 *by QEGS + MCA*



A) ENVIRONMENT, EXPECTATIONS & BEHAVIOUR - IS THERE A POSITIVE LEARNING ENVIRONMENT?

- 1. Students are working in a safe and inclusive environment with high expectations for all.
- 2. Students work purposefully throughout the lesson.
- 3. Negative behaviour and/or lack of effort are tackled appropriately.

B) LESSON STRUCTURE, SUBJECT KNOWLEDGE AND LEARNING – ARE ALL STUDENTS STRETCHED & CHALLENGED?

- 1. Students can articulate the purpose of the lesson/task in an age-ability appropriate way.
- 2. Students can articulate the knowledge, understanding and skills they need to demonstrate or work towards in an age-ability appropriate way.



Filters / analysis

1. **Periodes**
2. **Teachers**
3. **Subjects**
4. **Education types / stages**
5. **Observers**
6. **Situations: face-to-face, face-to-face interactive, co-operative, individual work**
7. **Years: all / 7-13.**



And a new one ... (coming soon..)

	A) IS THERE A POSITIVE LEARNING ENVIRONMENT?			B) ARE ALL STUDENTS STRETCHED & CHALLENGED?						C) IS LEARNING CHECKED AND MOVED FORWARD?					
	1	2	3	1	2	3a	3b	4	5	6	1	2	3	4	5
MFL	Students are working in a safe and inclusive environment with high expectations for all.	Students work purposefully throughout the lesson.	Negative behaviour and/or lack of effort are tackled appropriately.	Students can articulate the purpose of the lesson/task in an age-ability appropriate way.	Students can articulate the knowledge, understanding and skills they need to demonstrate or work towards in an age-ability appropriate way.	Students can articulate / demonstrate knowledge, understanding and skills as a result of high quality instruction.	Students are acquiring, developing, applying and/or consolidating knowledge, understanding and skills independently and/or collaboratively.	Students are challenged appropriately to demonstrate evidence of learning beyond what they already know, understand and can do.	Students are developing skills in reading, writing and communication, and mathematics where possible.	Student abilities, needs, prior learning and curriculum requirements are recognised and met.	Errors, misconceptions and areas for improvement are identified.	Errors and misconceptions are tackled effectively.	Students can articulate / demonstrate what they need to do to improve in an age-ability appropriate way.	Students can provide examples of how acting on feedback has resulted in progress.	Students demonstrate the ability to reflect on their learning and identify areas for improvement.
xx	Green	Green	Green	Green	Green	Green	Green	Green	Green	Yellow	Green	Green	Green	Green	Green
xx	Green	Green	Green	Green	Green	Yellow	Green	Green	Green	Yellow	Green	Green	Green	Green	Yellow
xx	Green	Yellow	Green	Green	Yellow	Green	Green	Yellow	Green	Green	Green	Green	Green	Green	Green
xx	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Yellow	Green	Yellow	Green	Green
xx	Yellow	Yellow	Green	Green	Green	Green	Yellow	Green	Green	Green	Green	Green	Yellow	Green	Green
xx	Green	Green	Green	Green	Green	Yellow	Green	Green	Green	Green	Green	Yellow	Green	Yellow	Green
xx	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green



If you are interested in joining us

www.eloo.nl

math@eloo.nl





Bram van Welie

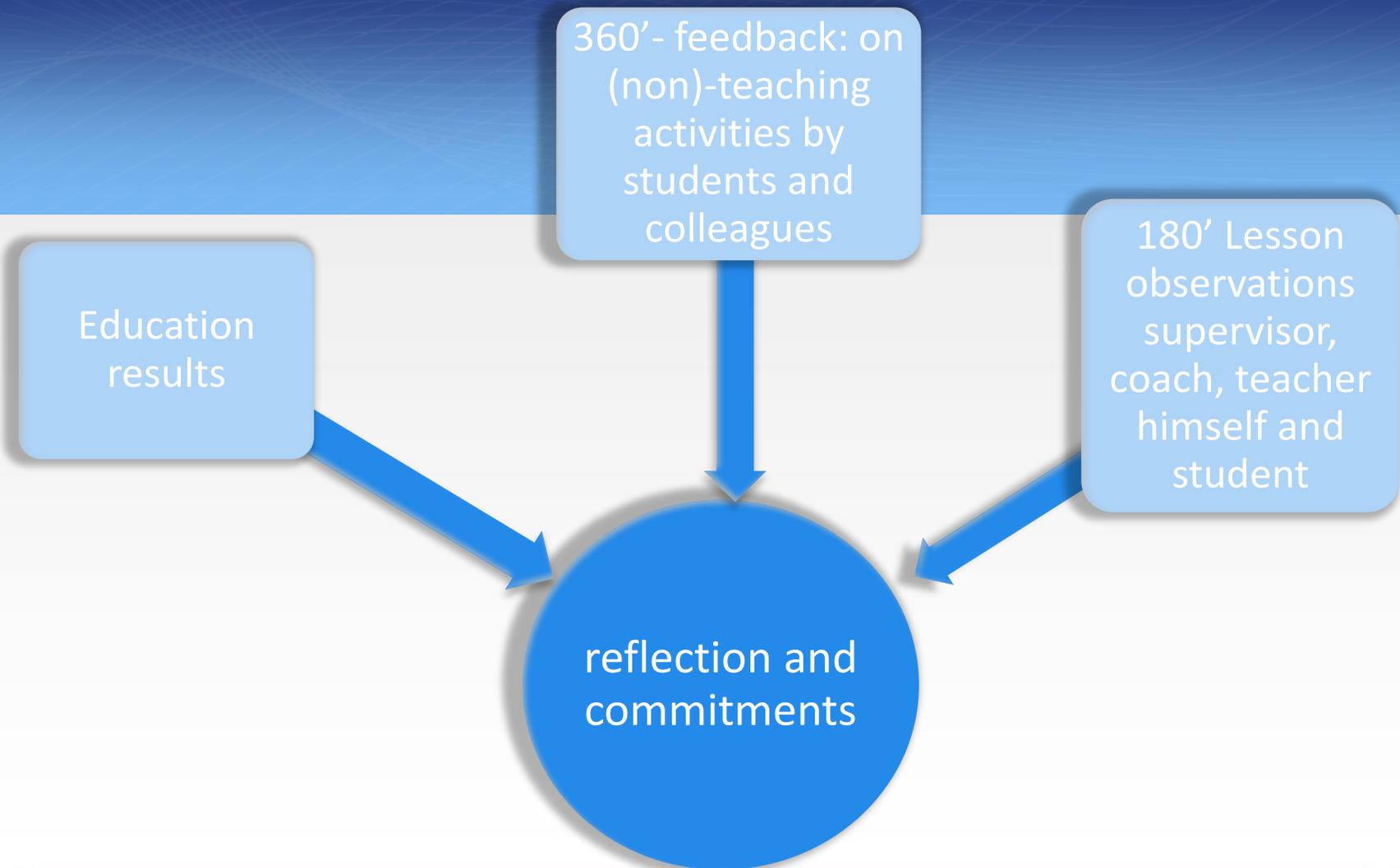
Remarkable results so far in the NL

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1. More frequent observations of lessons and more feedback sessions have taken place since DOT was implemented.
2. Teachers highly appreciated these feedback sessions, due to specific feedback.
3. Analysis provides data >> development agreements and monitoring progress.
4. DOT proves to be a valuable tool in quality management, improvement and innovation.



new development: performance reviews





DOT UK

- **Queen Elizabeth's Grammar School Ashbourne**

Adrian Harding, Assistant Head Teacher

- **Manchester Communication Academy**

Alex Reed, director of learning



Structure of the initial DOT UK

1. Teachers' standard
2. 'Qegs' drop in'.

All indicators: the described professional behaviour can always be objectively observed:

'did see or did not see'.



Qegs' research and development

- a mapping matrix which links our lesson observation criteria to Teachers' Standards and Ofsted's "outstanding" grade descriptor
- a revised lesson observation proforma with a new *three*-point scale
- avoided a fourth "not applicable" because we feel that all of the criteria are applicable to any normal learning scenario
- Consultation has been particularly crucial in this process as Curriculum Leaders will be leading this process with SLT support from September 2016.



The use of language

The need to ensure that staff feel supported in their professional development and eventually arrived at the following consensus:

- E - teacher behaviours and strategies are EFFECTIVE and result in the desired impacts on student learning and progress
- D - behaviours and strategies need some DEVELOPMENT to ensure the desired impacts on student learning and progress
- A - urgent ACTION is required to ensure standards and expectations are met.



DOT at Queen Elizabeth's Grammar School Ashbourne

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- Modified criteria (and developed in consultation with staff)
- Focus on the "right things" (subject specific pedagogy), rather than doing lesson observations for accountability.
- Curriculum Leaders complete the majority of the observations rather than just members of the Senior Leadership Team. This has empowered staff.
- The development of classroom practice informed by the theory of "pedagogical content knowledge" was a key driver of this trial.
- Staff find it very quick and easy to use, both in terms of the interface and the criteria.



What are the returns?

- Accurate and unbiased data, which provides a comprehensive picture.
- DOT allows to drill down to specific areas of practice that need development at individual, department or whole-school level.
- The quality of feedback given to staff from the Curriculum Leader has improved as it is more subject-specific rather than generic.”
- DOT has prompted questions about what observers should be looking for and identified the need to train students to identify different types of feedback.
- The data has confirmed that staff, observers and students need training in certain aspects of classroom practice, and whole-school CPD will focus on these.



In summary

DOT:

- Allows us to identify precisely where we need to develop;
- Gives us baseline data to monitor improvements and impacts of targeted CPD and support.



What is DOT being used for at MCA?

- At MCA we aren't using DOT to record our formal observations, we're using it for learning walks.
- In previous years our learning walks were recorded as written narrative on a shared document. This had 2 flaws:
 1. The different members of staff conducting learning walks resulted in high levels of inconsistency, in terms of level of depth and also what people were looking for.
 2. The learning walks had become a way of checking staff and student performance but lacked the feedback aspect.



How has DOT helped to counteract these issues?

- By providing a set of teaching and learning non-negotiables, consistency is much improved, the qualitative aspect of the written narrative is also included.
- Feedback is intrinsic to the process, by staff self-assessing and then discussing with the person who conducted the learning walk, it has become an opportunity for staff development and professional dialogue.
- Staff now feel much more involved, and as we say, it has put the 'learning' for staff back into 'learning walks'.



How does DOT underpin the process of improving teaching and learning at MCA?

- DOT gives a much truer and more current picture of teaching and learning and provide a starting point for high quality professional dialogue.
- A DOT baseline is conducted at the start of each half term with staff and departments aiming to improve their previously identified areas for development at each of these points.
- DOT creates a more open culture based on improvement.
- The data produced is used to identify successful individuals as well as high performing teaching teams
- The areas for development form the core of the T&L improvement plan.



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