

Classroom Observation as a Transformative Process for Teaching and Learning



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THE HISTORY AND SYNTHESIS OF CLASSROOM RESEARCH ON EFFECTIVE TEACHING K-12

1. Process-product (correlational) research
2. Quasi-experimental research (controlled experiments)
3. Qualitative research (teacher interviews, focus groups, observation)

A synthesis of the results of these research studies, appear in the texts below:

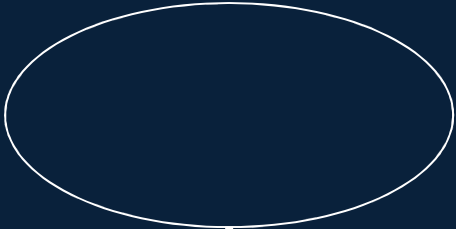
EFFECTIVE TEACHING METHODS: RESEARCH-BASED PRACTICE, 9e (2015) Boston, MA: Allyn & Bacon.

OBSERVATION SKILLS FOR EFFECTIVE TEACHING, 7e (2015). Boulder, CO: Paradigm.

Warmth



Flow



Understanding



Structure

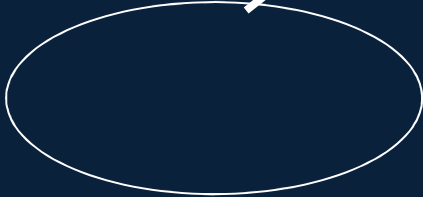


Attention

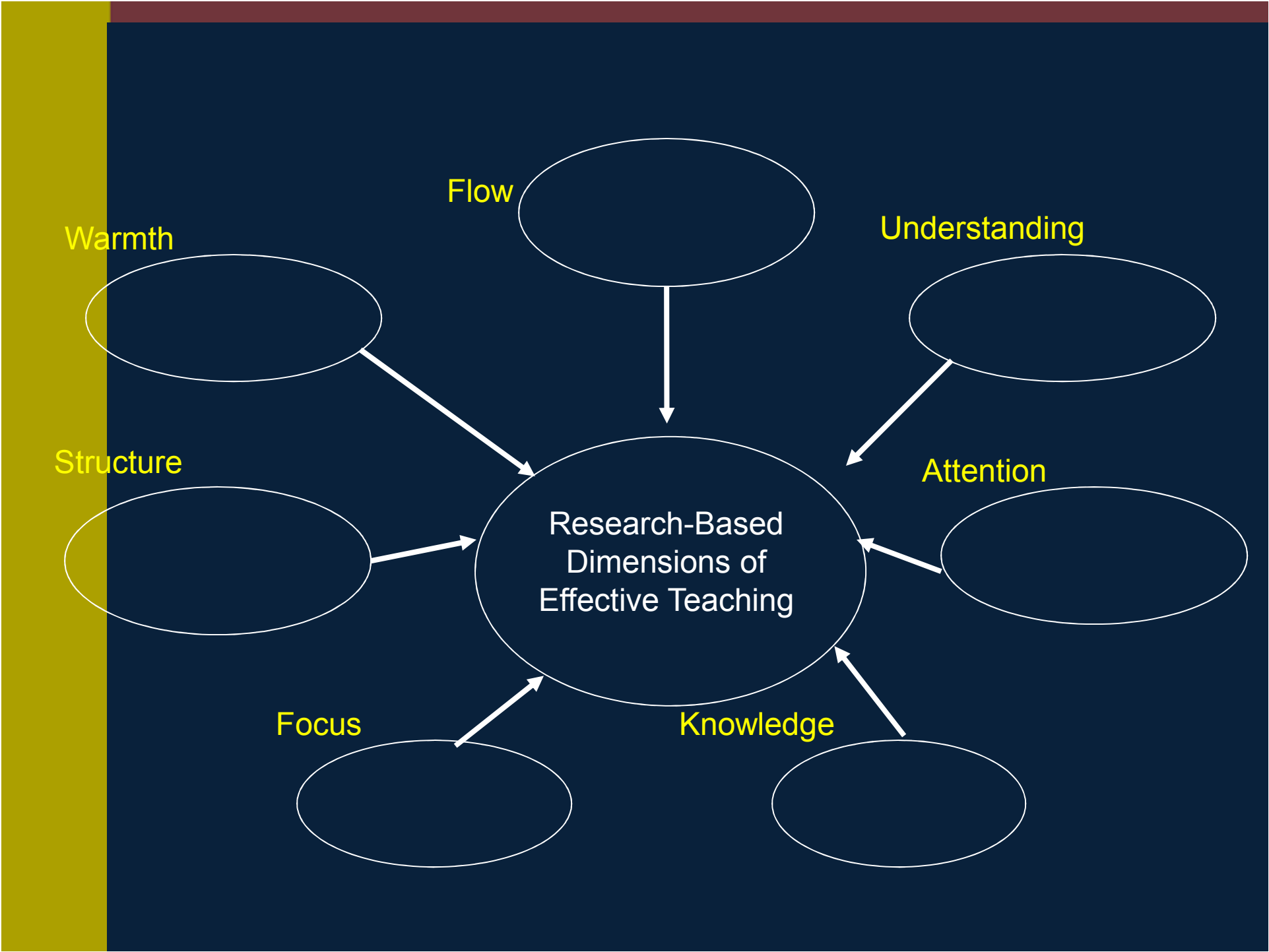
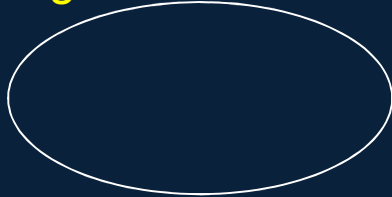


Research-Based
Dimensions of
Effective Teaching

Focus



Knowledge

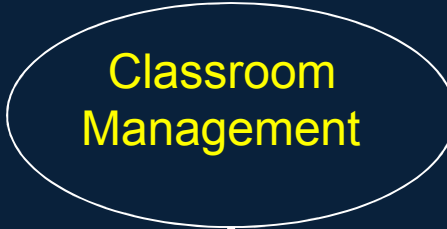


Warmth



Flow

Classroom Management



Understanding



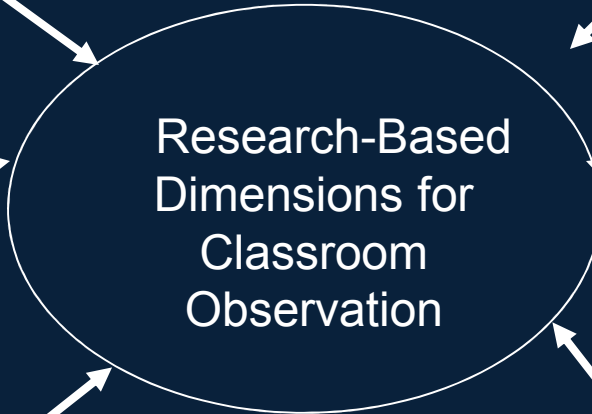
Structure



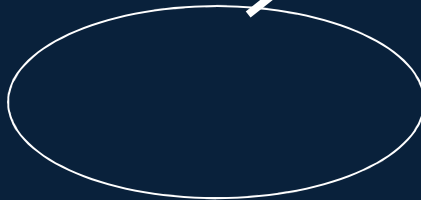
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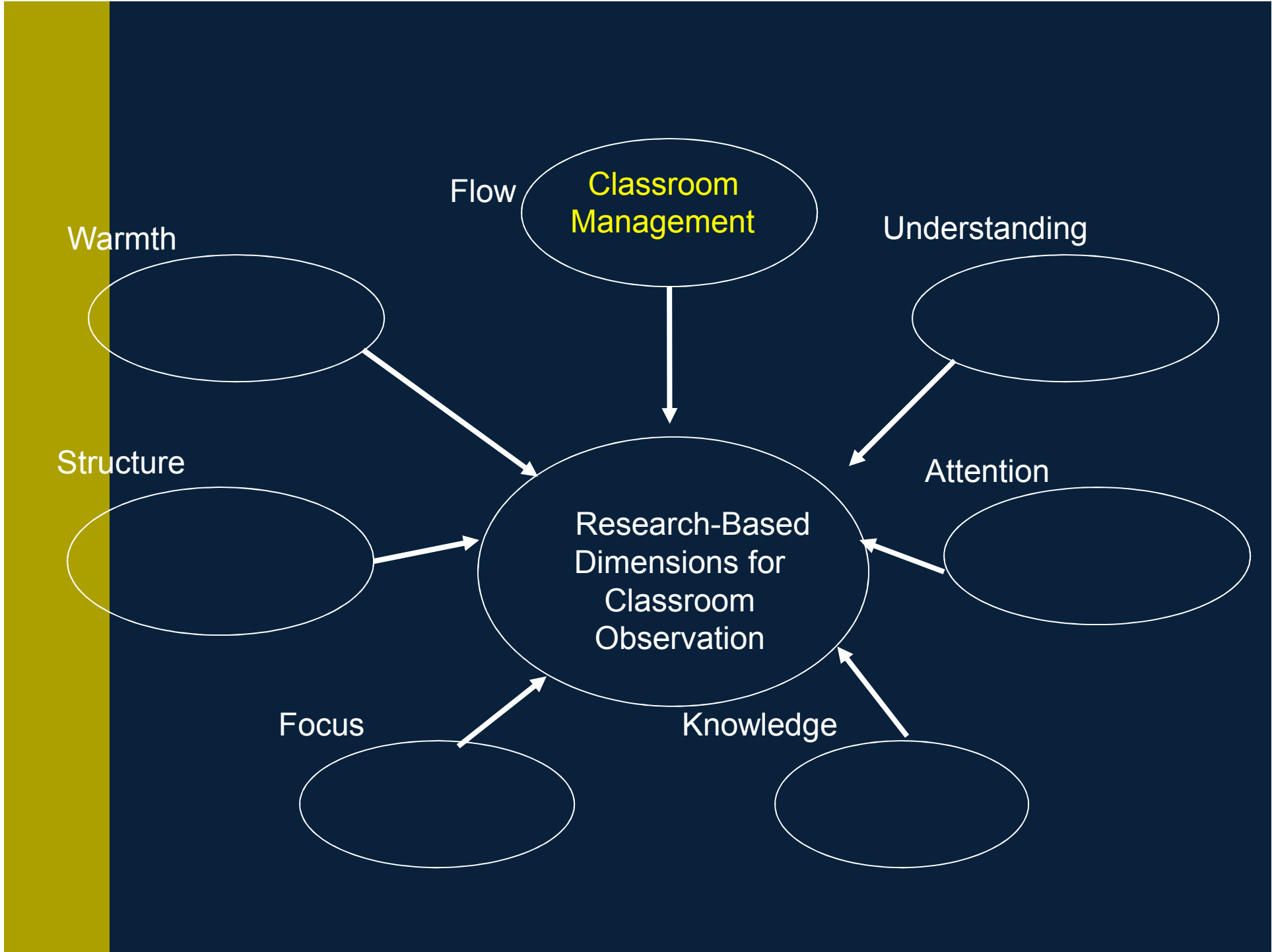
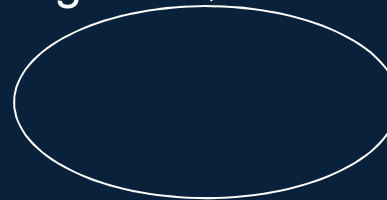
Research-Based Dimensions for Classroom Observation



Focus



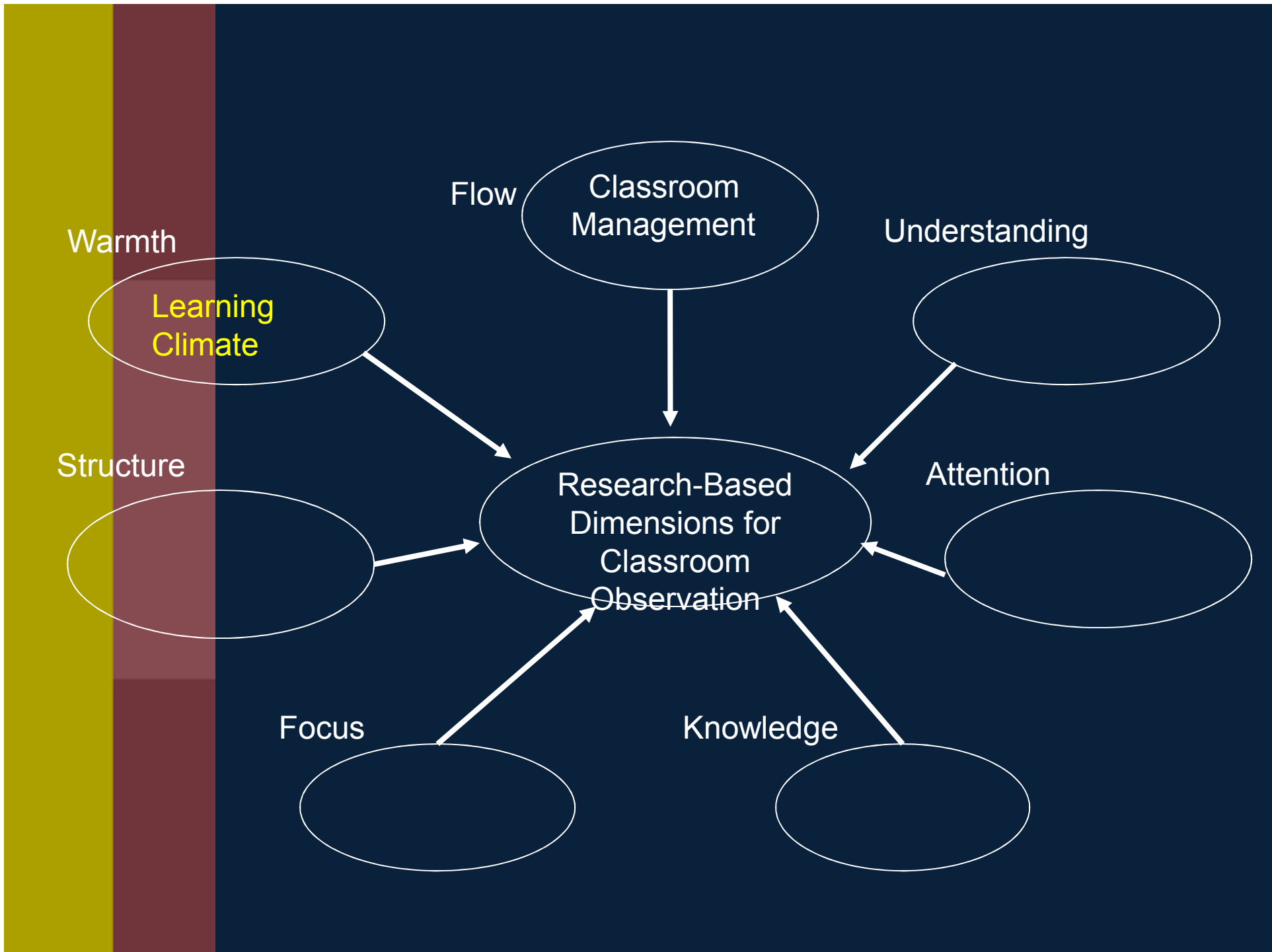
Knowledge



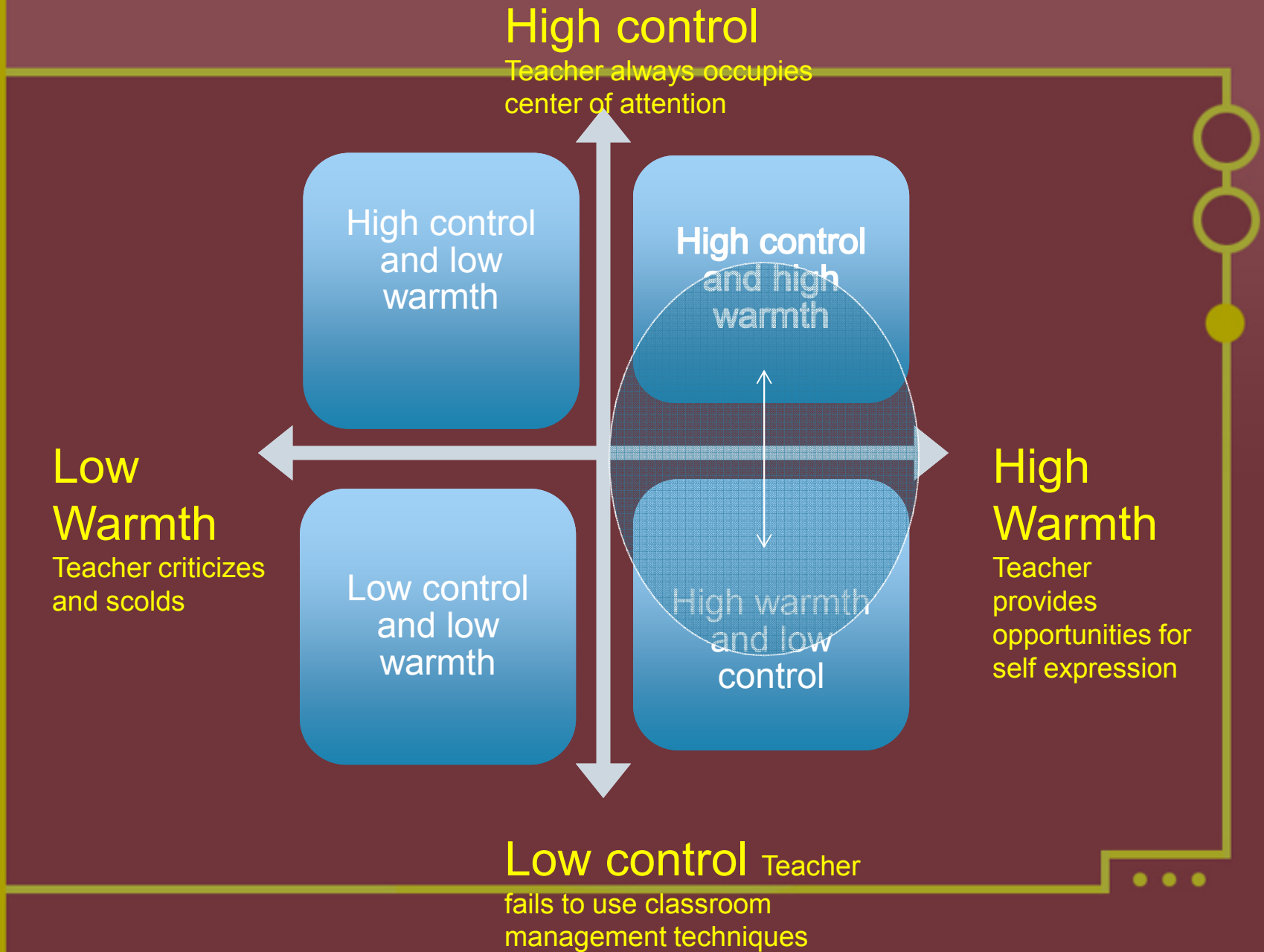
CLASSROOM MANAGEMENT (TO CREATE FLOW)

- Establishes classroom rules
 - Creates from 6 to 8 academic work and conduct rules
- Develops instructional routines
 - Teaches sequences of activities within subjects (e.g, read, question, discuss, summarize)
- Uses low profile classroom management
 - Anticipation (scanning), deflection (proximity), reaction (warning)





Classroom Climate



LEARNING CLIMATE (TO CREATE WARMTH) 學習氣氛

Provides opportunities for self expression

- Uses collaborative and group work to share ideas and accomplish lesson goals



Provides opportunities for students to apply what they have learned

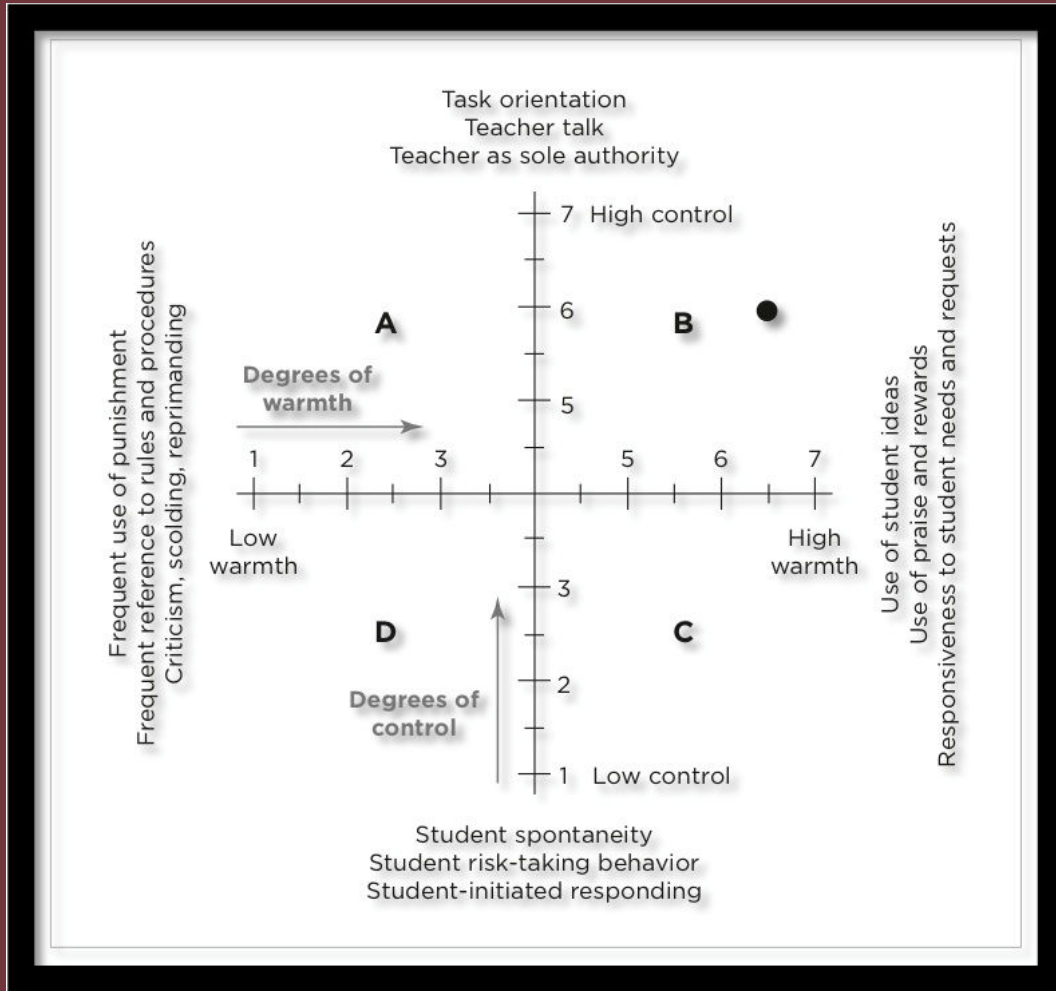
- Maintains student interest with student projects, portfolios and web resources

Learning Climate (warmth)

15 Minute Intervals				Teacher Behaviors Indicating Learning Climate
1	2	3	4	A. High Warmth <ol style="list-style-type: none"> 1. Teacher praises or rewards student's behavior 2. Teacher uses student's ideas in presenting lesson 3. Teacher responds to student's expression of need 4. Teacher nods or gestures approvingly 5. Teacher provides clue or hint to student to find right answer 6. Teacher gives encouragement to student after wrong answer 7. Teacher agrees with student or accepts student's feelings
1	2	3	4	B. Low Warmth <ol style="list-style-type: none"> 1. Teacher criticizes, scolds or admonishes 2. Teacher cuts off or interrupts student 3. Teacher calls class's attention to student's deficiencies 4. Teacher ignores student's request to speak 5. Teacher glares or frowns at student 6. Teacher orders or commands student to do something 7. Teacher criticizes wrong answer without giving reason

Learning Climate (control)

15 Minute Intervals				Teacher Behaviors Indicating Learning Climate
1	2	3	4	A. High Control <ol style="list-style-type: none"> 1. Teacher accepts only one answer as correct 2. Teacher always occupies center of attention 3. Teacher expects student to come up with answer teacher has in mind 4. Teacher expects students to know answer first time through 5. Teacher does not give encouragement to student after wrong answer 6. Teacher only accepts answers directly on topic
1	2	3	4	B. Low Control <ol style="list-style-type: none"> 1. Teacher originates learning around student's own problem or question 2. Teacher has student make own selection and analysis of subject matter 3. Teacher has student work independently on what concerns student 4. Teacher makes a wide range of information available 5. Teacher encourages student to put ideas to a test 6. Teacher has students actively participate in contributing lesson content



Warmth



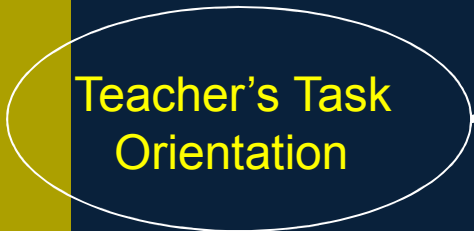
Flow



Understanding



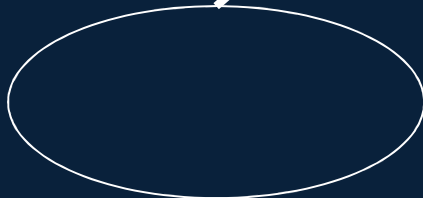
Structure



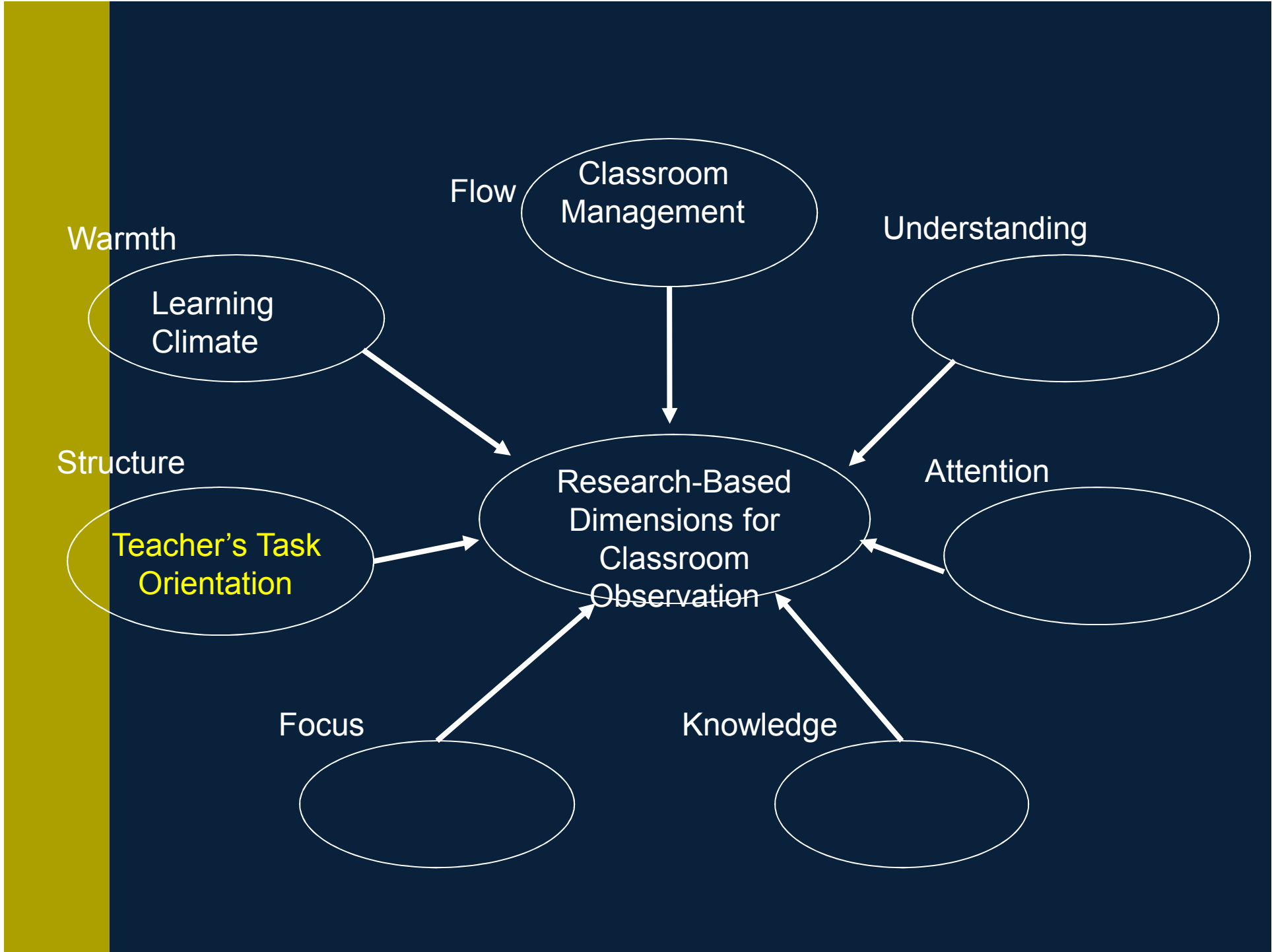
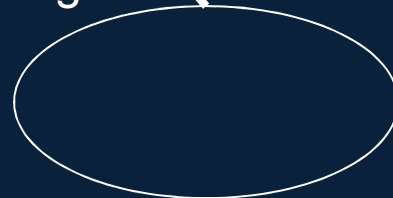
Attention



Focus



Knowledge



TEACHER'S TASK ORIENTATION (TO CREATE STRUCTURE)

Maintains focus on unit outcomes

- Uses graphic organizers, diagrams, and illustrations to introduce the whole before the parts

Minimizes clerical tasks during instruction

- Defers some tasks to non-instructional time, e.g. uses handouts to summarize needed review and introductory concepts

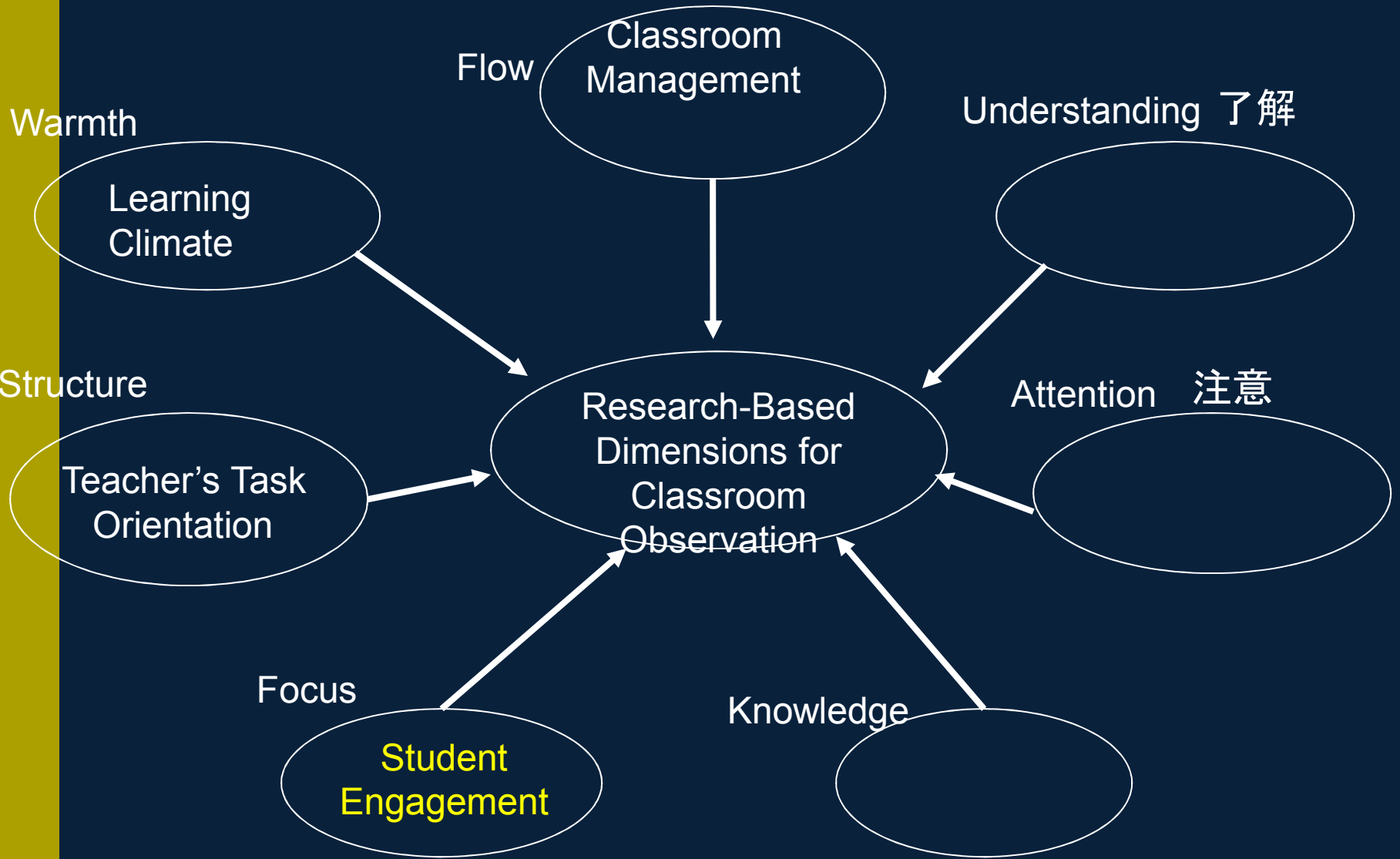
Selects appropriate instructional strategies

- Matches direct and indirect instruction with the appropriate content to be taught

Task Orientation (structure)

Observing How Instructions are Communicated to Students

Teacher _____	On Display	Handout	Given Orally
Instructions About Academic Work			
1. Today we will be working in groups of 4 or 5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Each group member is expected to come up with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
one well reasoned solution to global warming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
and share their idea with their other group members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 _____			
5 _____			
6 _____			
Instructions About Classroom Procedure			
1. Each member of a group should then present	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
their solution to a member of another group to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
validate the practicality of their solution or revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
their solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 _____			



STUDENT ENGAGEMENT IN THE LEARNING PROCESS (TO CREATE FOCUS)

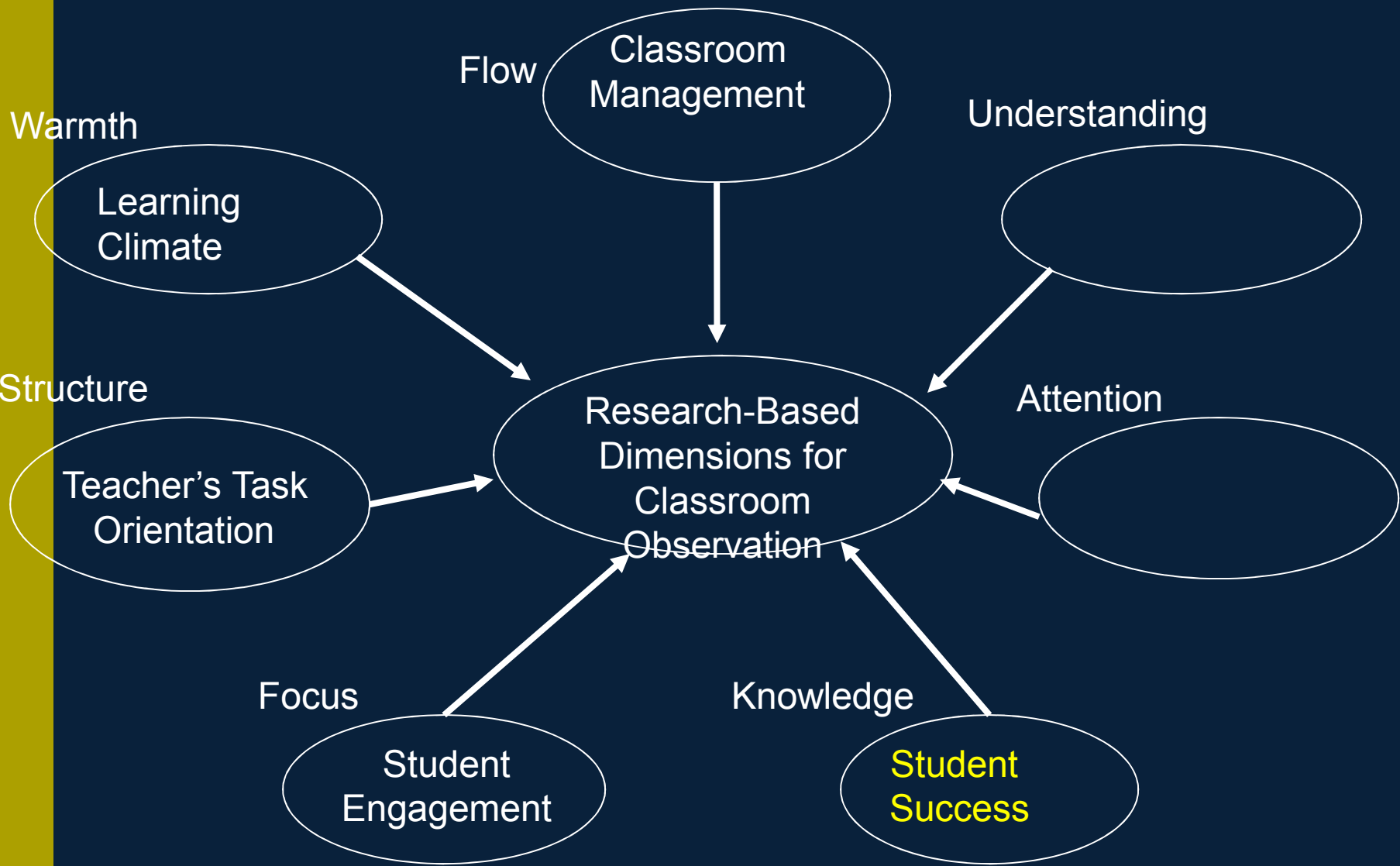
- Provides opportunities for practice and feedback
 - Provides student feedback immediate or close in time to student's actual performance.
- Provides opportunities for self expression with individual and self-directed learning activities
 - Provides opportunities for independent ideas and some choice of personal initiatives
- Monitors seatwork and checks for progress
 - Provides cycles of 15-30 seconds of feedback to increase student engagement and correct responses



Student Engagement (Focus)

Observing Eliciting Activities

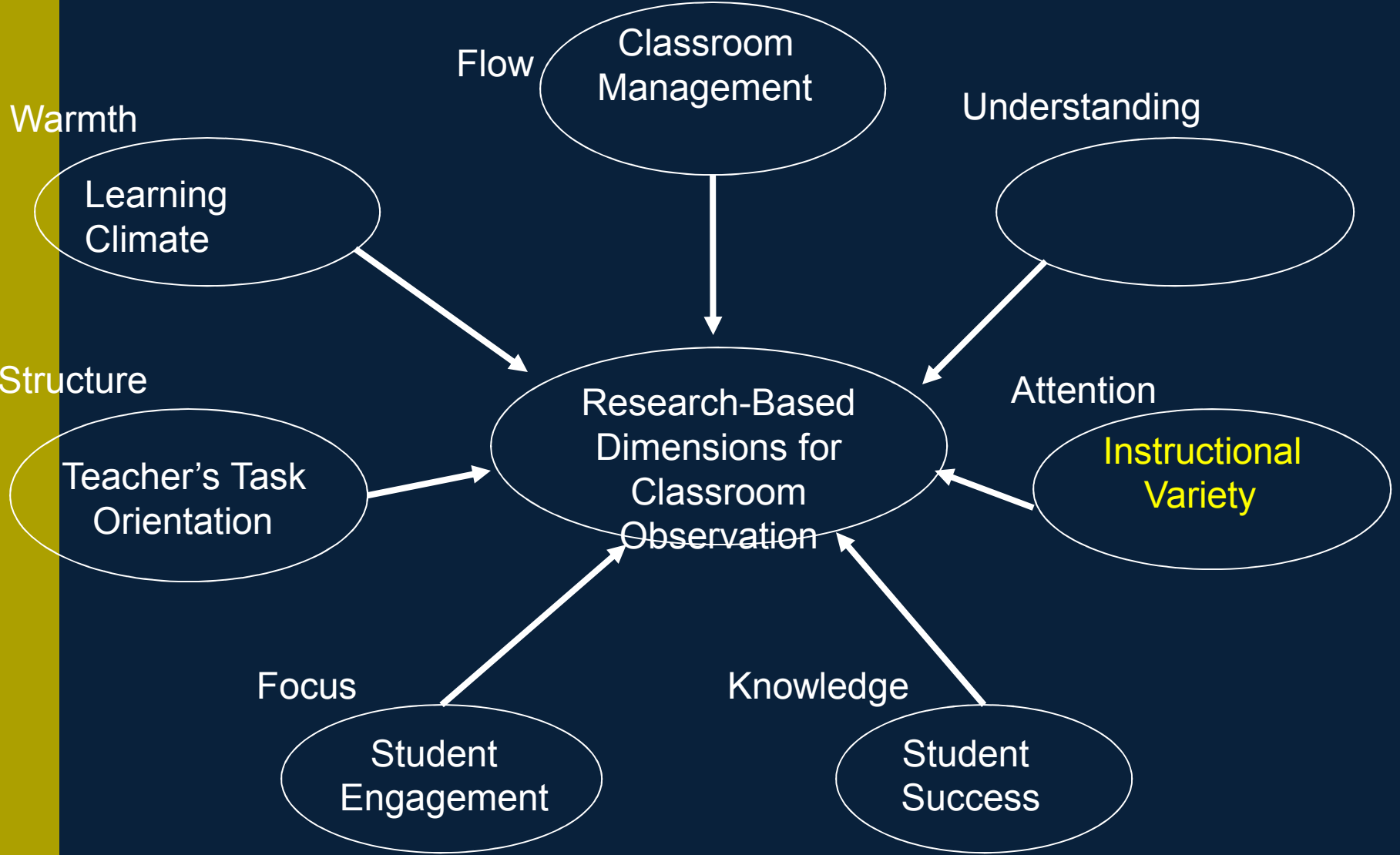
Eliciting Activity	During Content Presentation	End of Content Presentation	End of Class	Delayed (for homework)	Student's Discretion
Oral Questions					
Exercises in Text or Workbook					
Problems Presented in Handout					
Activities Written on Board or Overhead					
Activities Provided by Learner					



STUDENT SUCCESS (TO CREATE KNOWLEDGE)

- Provides graduated feedback to enhance learning
 - Provides feedback adjusted to students current level of understanding
- Teaches at or slightly above students' current level of understanding
 - **Encourages students to think just beyond their current level of functioning**
- Varies cognitive demands and the pace at which they are presented
 - **Provides activities at increasing levels of intensity and cognitive demand to achieve momentum (e.g. teach, discuss, practice, review, assess, feedback)**





INSTRUCTIONAL VARIETY (TO CREATE ATTENTION)

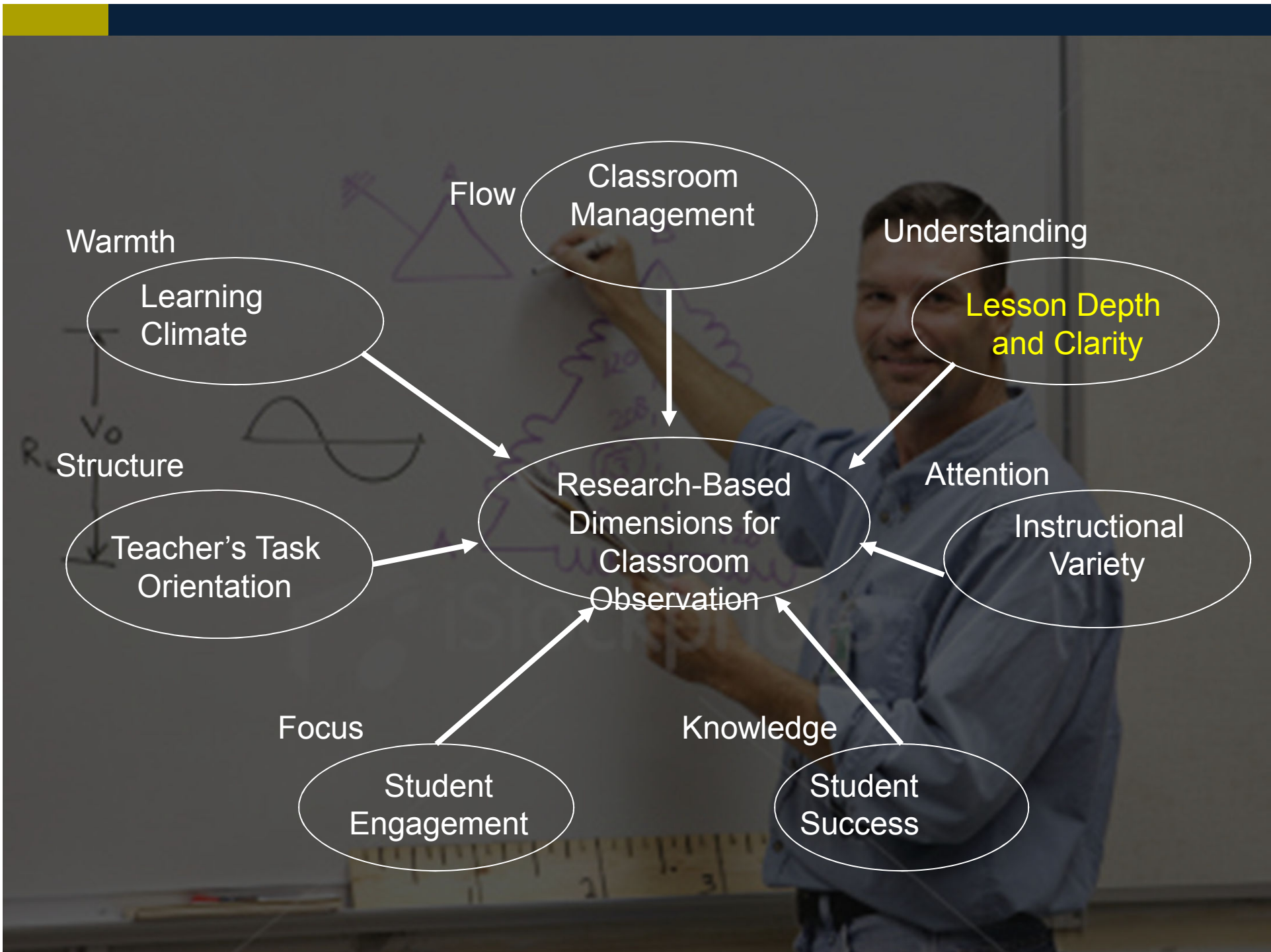
- Uses attention-gaining devices
 - Uses applications to real people, events and problems to promote subject-matter relevance
- Shows enthusiasm and animation
 - Moves around the room and varies volume and pitch to emphasize important points
- Varies types of questions
 - Asks both convergent and divergent questions, allowing for both single and multiple answers
- Incorporates student ideas
 - Weaves student ideas and experiences into lesson content and communicates their relevance



Instructional Variety (Attention)

Distinguishing Types of Questions

Questions	Question Level						Wait Time
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	
1	✓						
2		✓					
3			✓				
4				✓			
5					✓		
6						✓	
7							



LESSON DEPTH AND CLARITY (TO CREATE UNDERSTANDING AND HIGHER ORDER THINKING)

- Provides the thinking tools to make transitions from content to application
 - Teaches how to pose alternatives, accept different points of view, locate information, and search for the unusual
- Applies increasing cognitive demands that foster the *application* of knowledge
 - Uses examples, illustrations and demonstrations that illustrate the transition from knowledge to application
- Assigns performance-based activities
 - Assigns projects, portfolios, and investigations to promote application



Lesson Depth and Clarity

Observing Oral Performances

	Times Observed					
	1	2	3	4	5	6
Oral Performance						
Students respond to higher order questions						
Students orally read or present assignments						
Students discuss ideas or themes						
Students critique or analyze responses of other students						
Students interpret from text or own material						
Students give formal speech or report						
Other: portfolios, investigations, reenactments, etc.						

General Observation Form

Instructions: Place a checkmark on the blank closest to the word that best describes the classroom you are observing

Classroom Management

Orderly _ _ _ _ _ *Disorderly*

Learning Climate

Teacher Centered _ _ _ _ _ *Student Centered*

Teacher's Task Orientation

Focused _ _ _ _ _ *Unfocused*

Students' Engagement in the Learning Process

Involved _ _ _ _ _ *Uninvolved*

Students' Success in Basic Academic Skills

High _ _ _ _ _ *Low*

Instructional Variety

Varied _ _ _ _ _ *Static*

Lesson Clarity and Depth

Clear _ _ _ _ _ *Unclear*



- Borich, G. (2015) *Effective Teaching Methods: Research-based Practice* 9th edition. Boston: Allyn & Bacon.
- Borich, G. (2015) *Observation Skills for Effective Teaching*. 7th edition. Boulder, CO. Paradigm.
- Borich, G. (2015) *How Children Learn: A Constructivist Approach to Children*. (Forthcoming)
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