

# Strength Based Teacher Observations

Moving teaching and learning forward



# Land Acknowledgement





# Instructional Leaders

## Roni Pirot & Nicole Marcinkevics





# Learning Intentions

- Explore an alternative to traditional teacher observations that fosters relational trust
- Share an observation framework that promotes pedagogical growth
- Delve into how to differentiate professional learning for your teachers



## 1. Why we moved to Strength Based Observations



## 2. How we met the learning needs of our staff and students



## 3. What Strength Based Observations look like in practice





**Why we moved this direction?**



# Identified Opportunities for School Growth

Results



Communication



Organization & Planning



Challenging Behaviours



Culture



Pedagogy & Professional Learning



French Immersion Growth & Retention



Student Engagement & Belonging



# Prioritizing Opportunities

 Challenging Behaviours

 Pedagogy & PL

 Communication

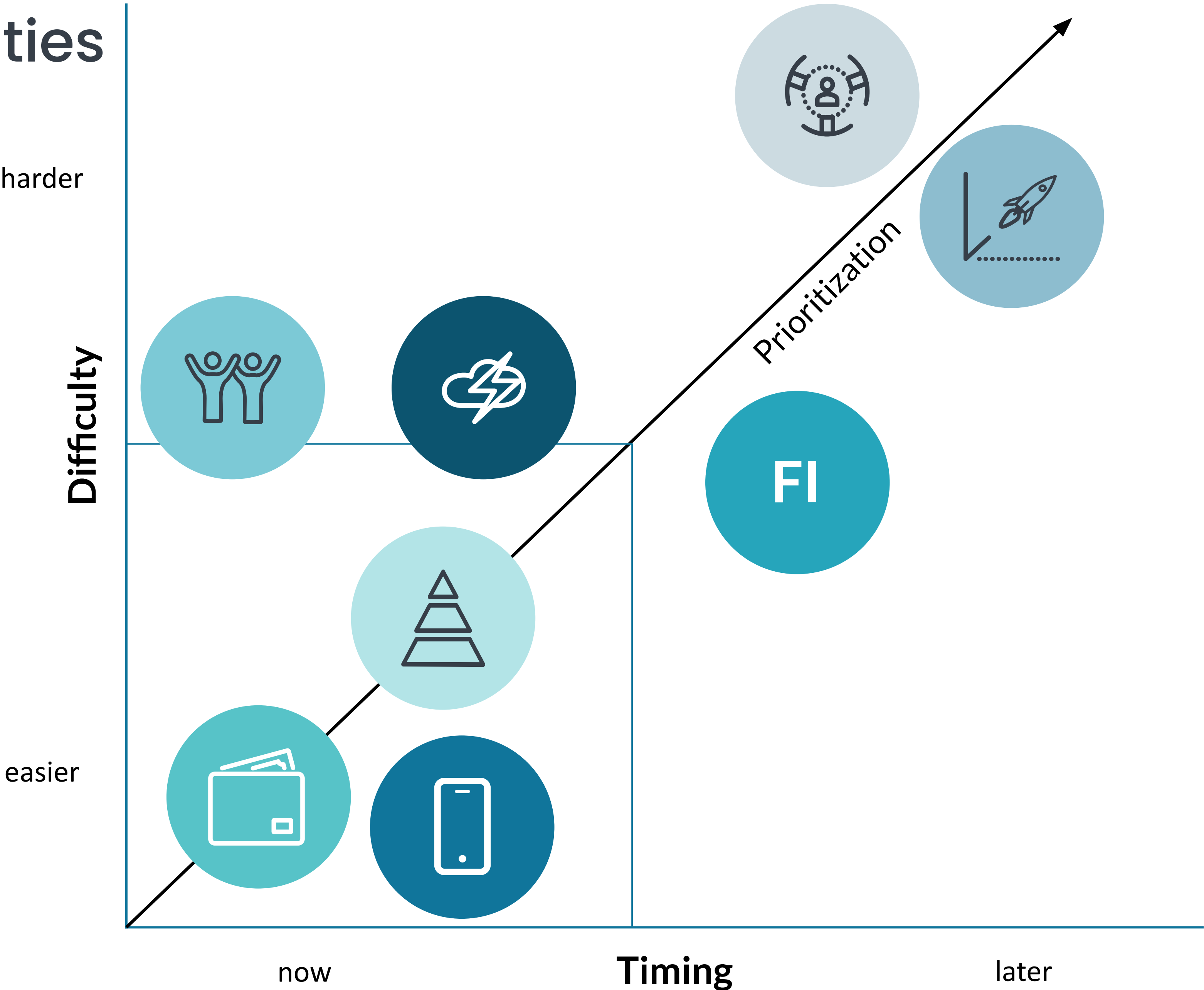
 Culture

 FI Growth & Retention

 Results

 Org. & Planning

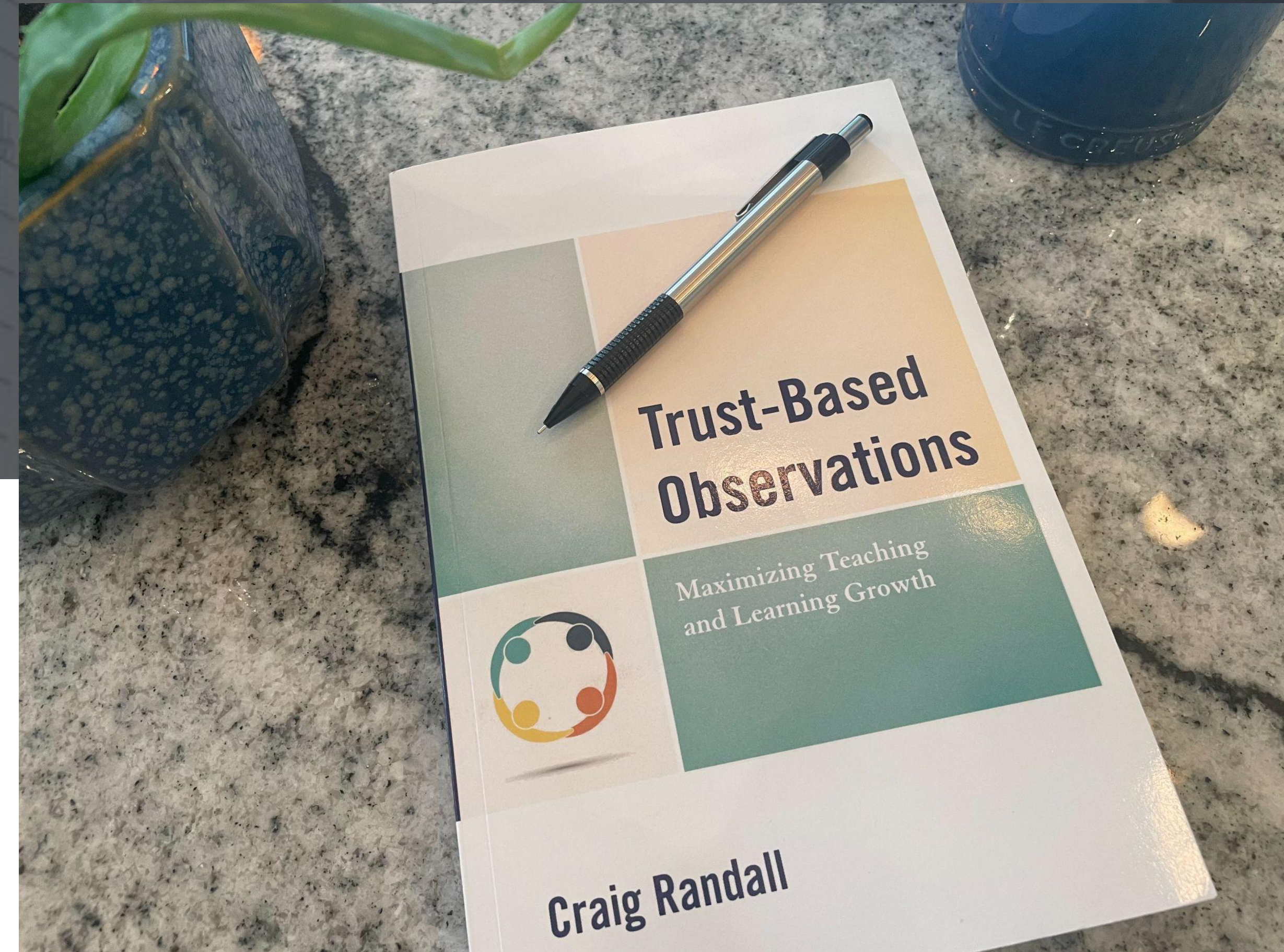
 Student Engagement





# Trust Based Observations

Craig Randall (2020)

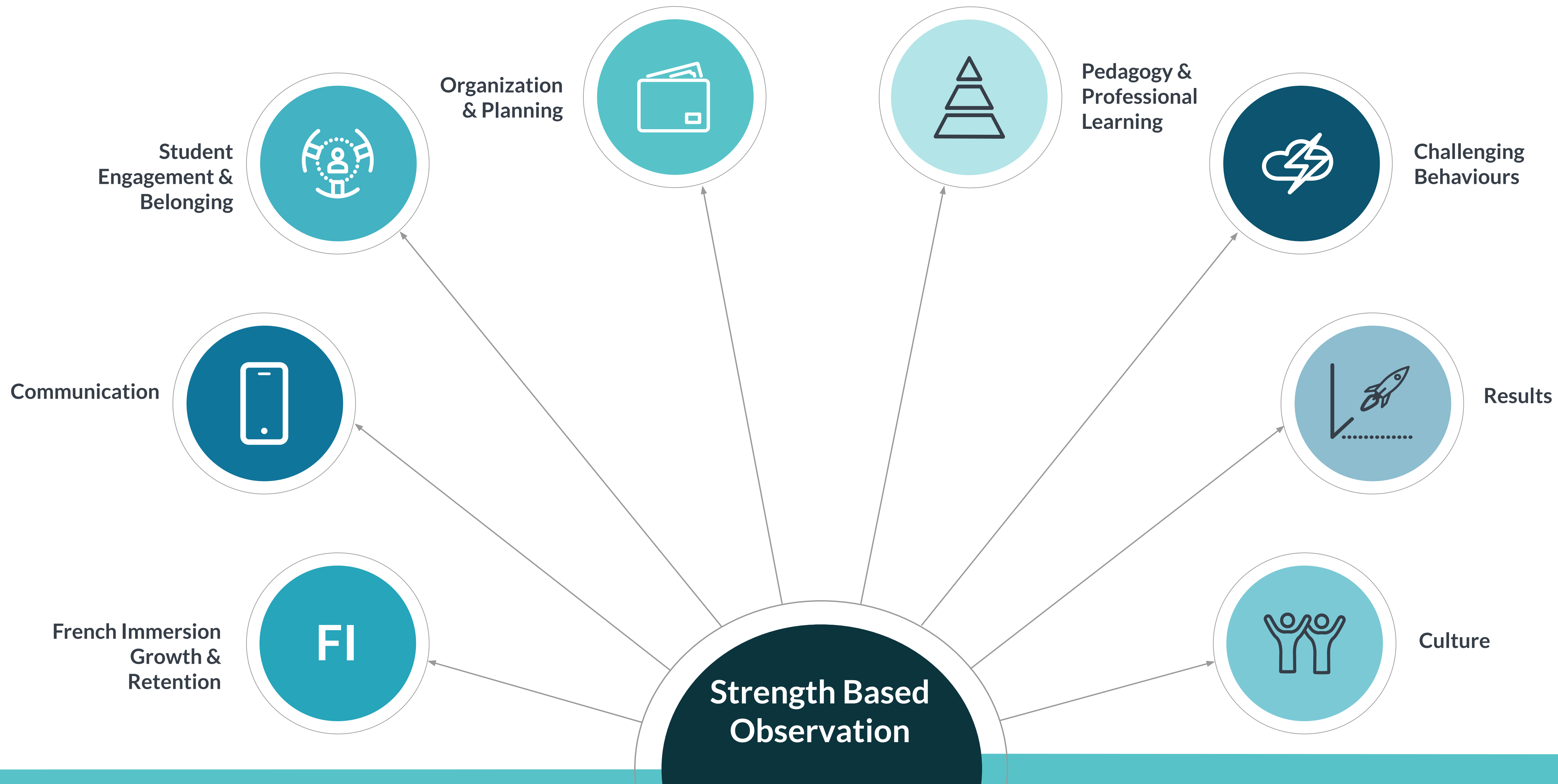


## What intrigued us the most:

- Relationship based observation framework that opens up dialogue for talking pedagogy
- The focus is on creating trusting relationships so that teachers feel safe, supported, & willing to take risks
- Shift from offering advice to sharing what you notice
- Trust develops when you focus on the strengths first & wait to offer suggestions
- Designed for improving teaching & learning, not evaluation



# What initiative will have the biggest impact?



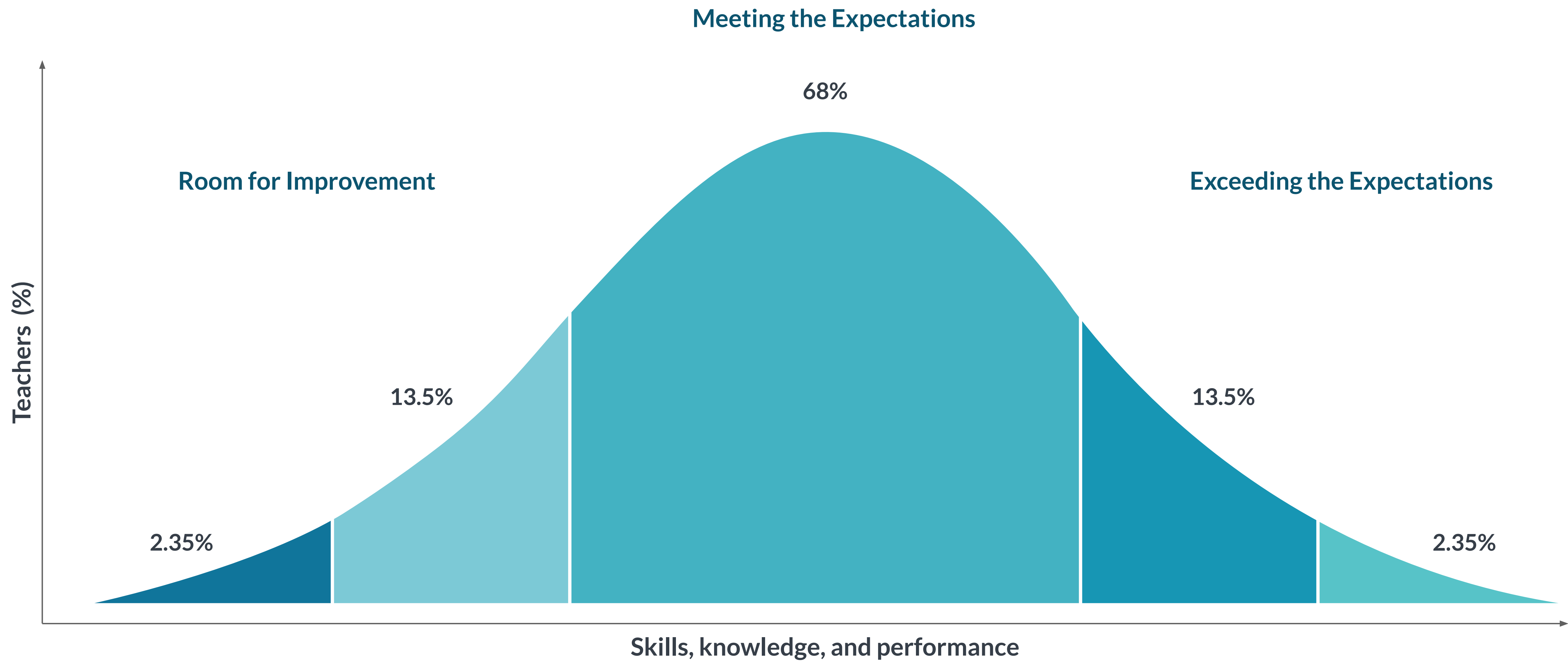


A photograph of a classroom. A teacher, a woman with glasses and a light-colored top, stands at the front left, gesturing with her arms outstretched. She is facing a class of students. The students are seated at individual desks, some with laptops open. The room has a whiteboard in the background and a bookshelf. The image is overlaid with a large teal shape in the top right corner. The text "How we met the learning needs of our staff and students" is written in white, bold, sans-serif font across the bottom half of the image.

**How we met the learning needs  
of our staff and students**

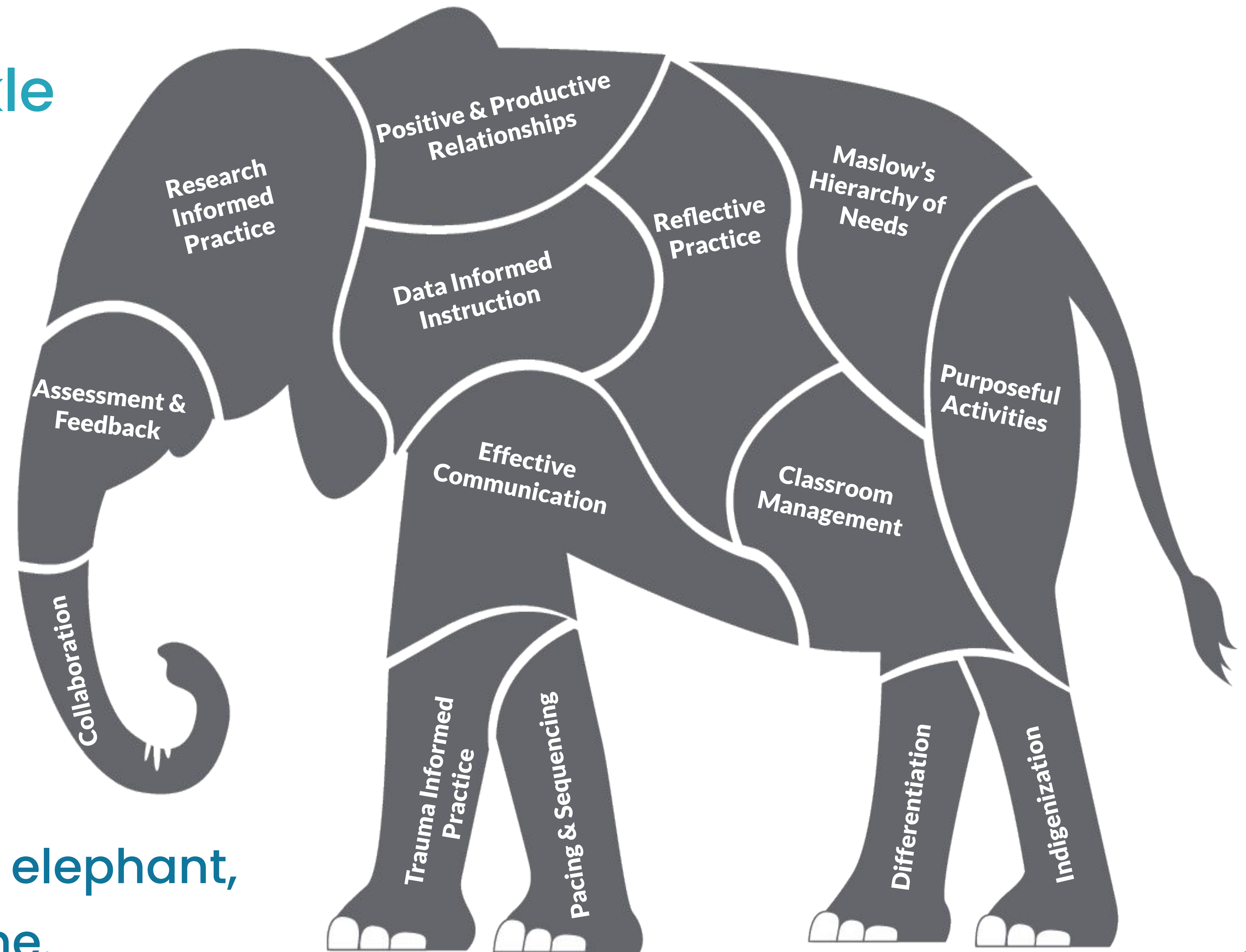


# Teacher Skill Set





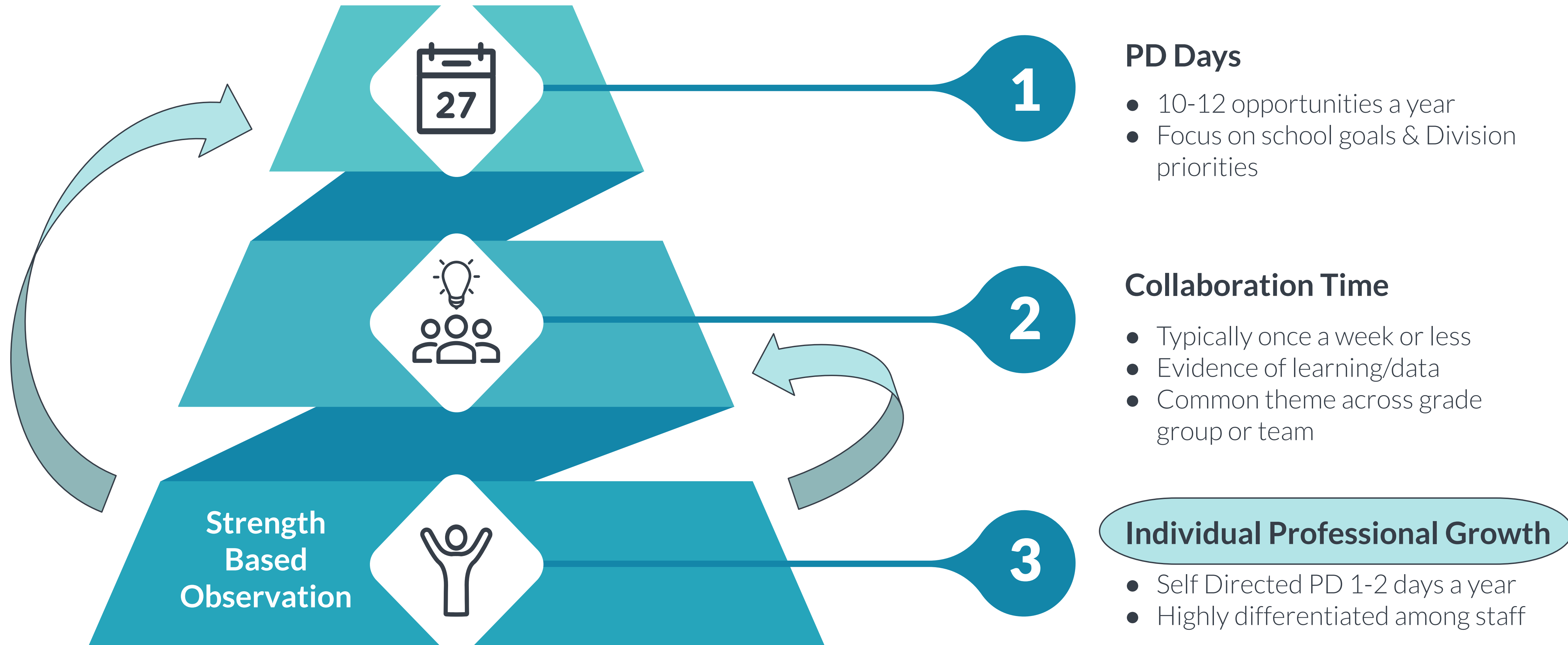
# How do you tackle this challenge?



Same way you eat an elephant,  
one bite at a time.

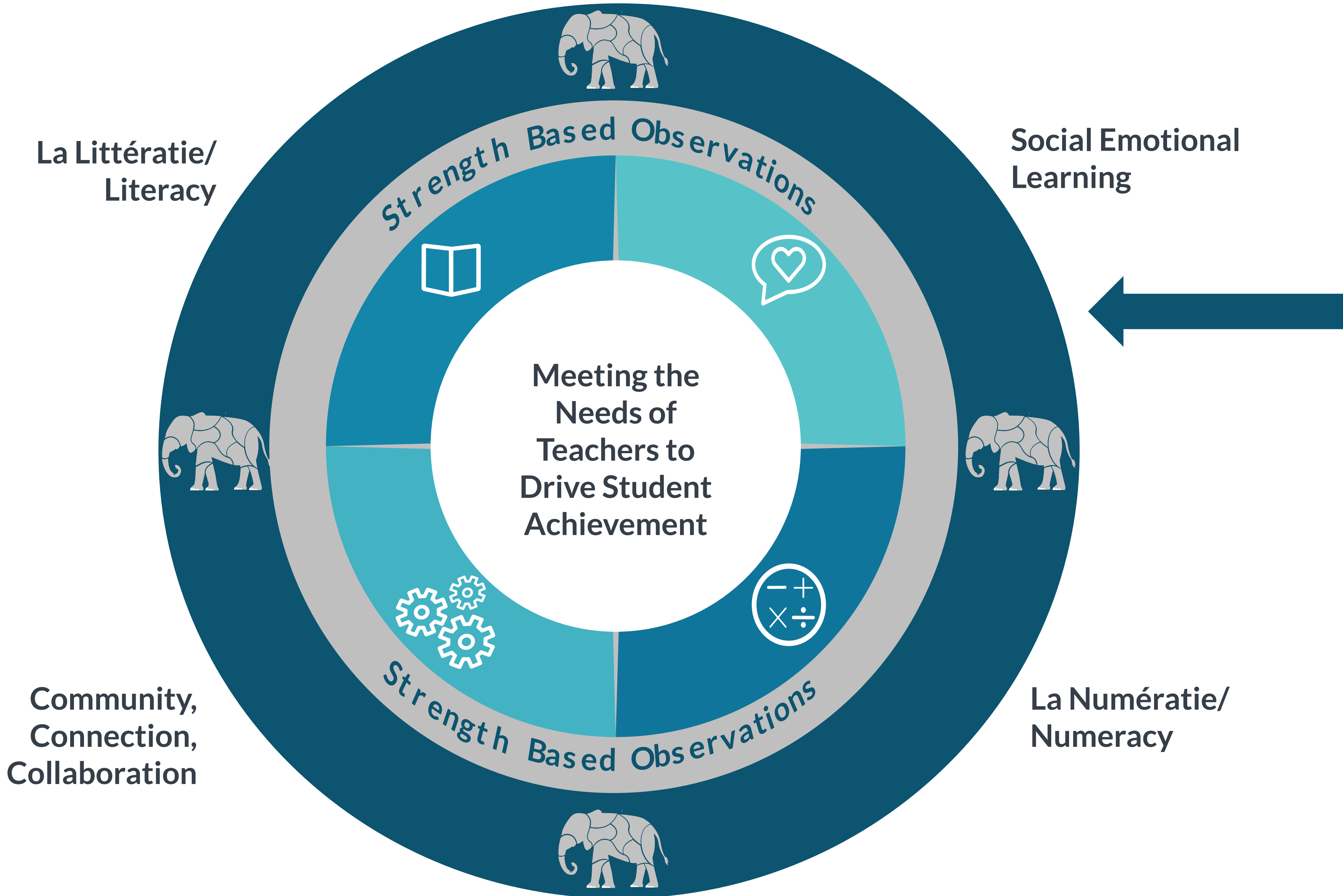
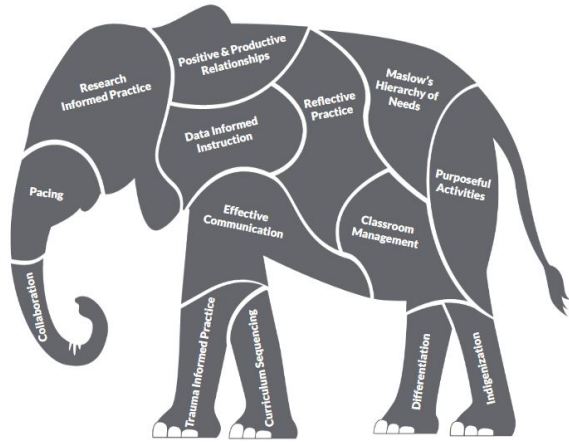


# Where is the biggest impact on instruction?





# Connecting to the school Development Plan



## Addressing Individual Teacher Needs

- Collaboration
- Assessment & Feedback
- Research Informed Prac.
- Positive Relationships
- Data Informed Instruction
- Effective Communication
- Trauma Informed Practice
- Pacing & Sequencing
- Indigenization
- Classroom Management
- Maslow's Hierarchy
- Purposeful Activities
- Differentiation
- Reflective Practice

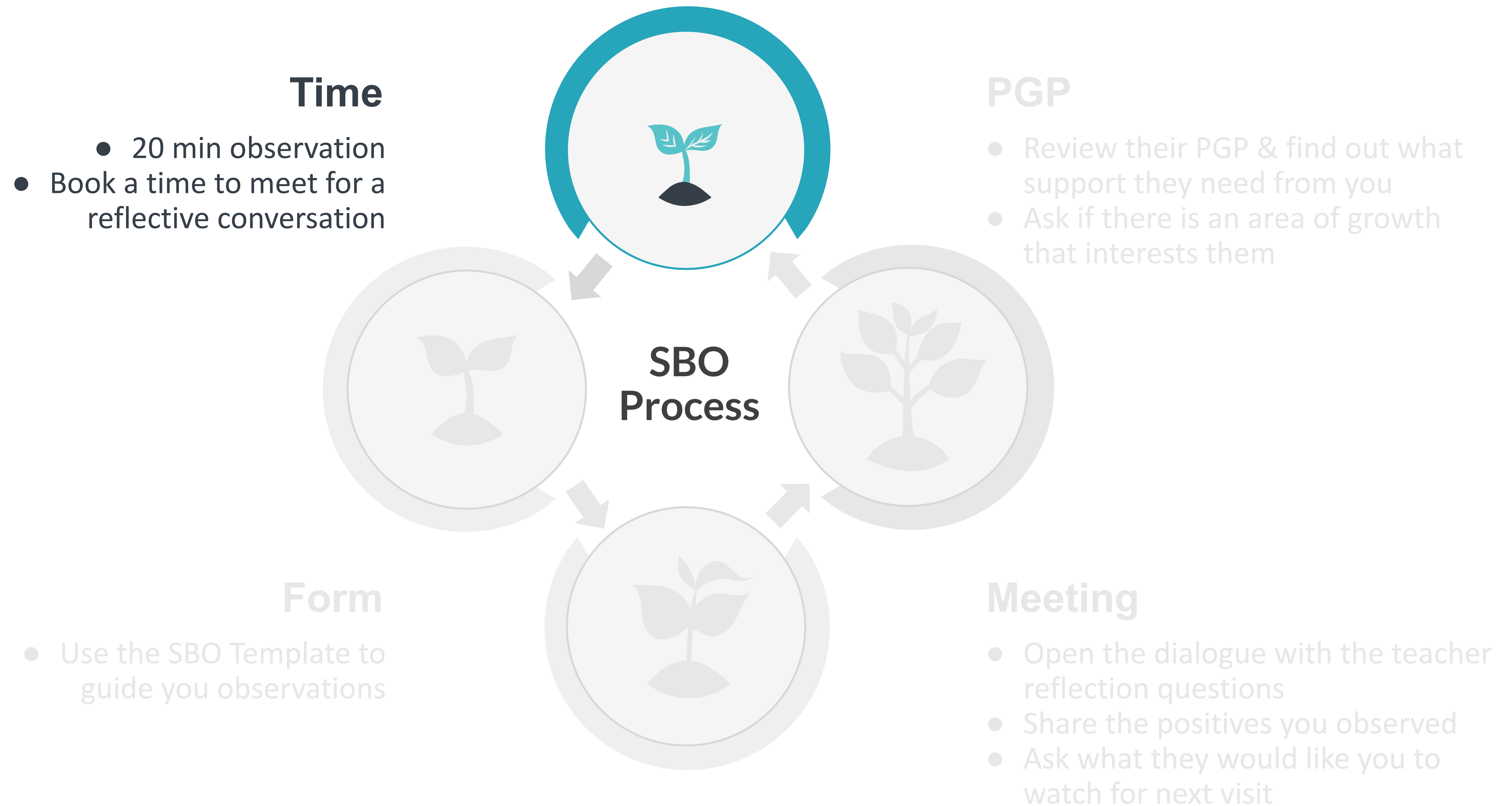


A photograph of a classroom with students seated at their desks. The room features lockers on the left, a bulletin board in the center, and windows on the right. A teal graphic is overlaid on the top right corner of the image.

# **What Strength Based Observations look like in practice**

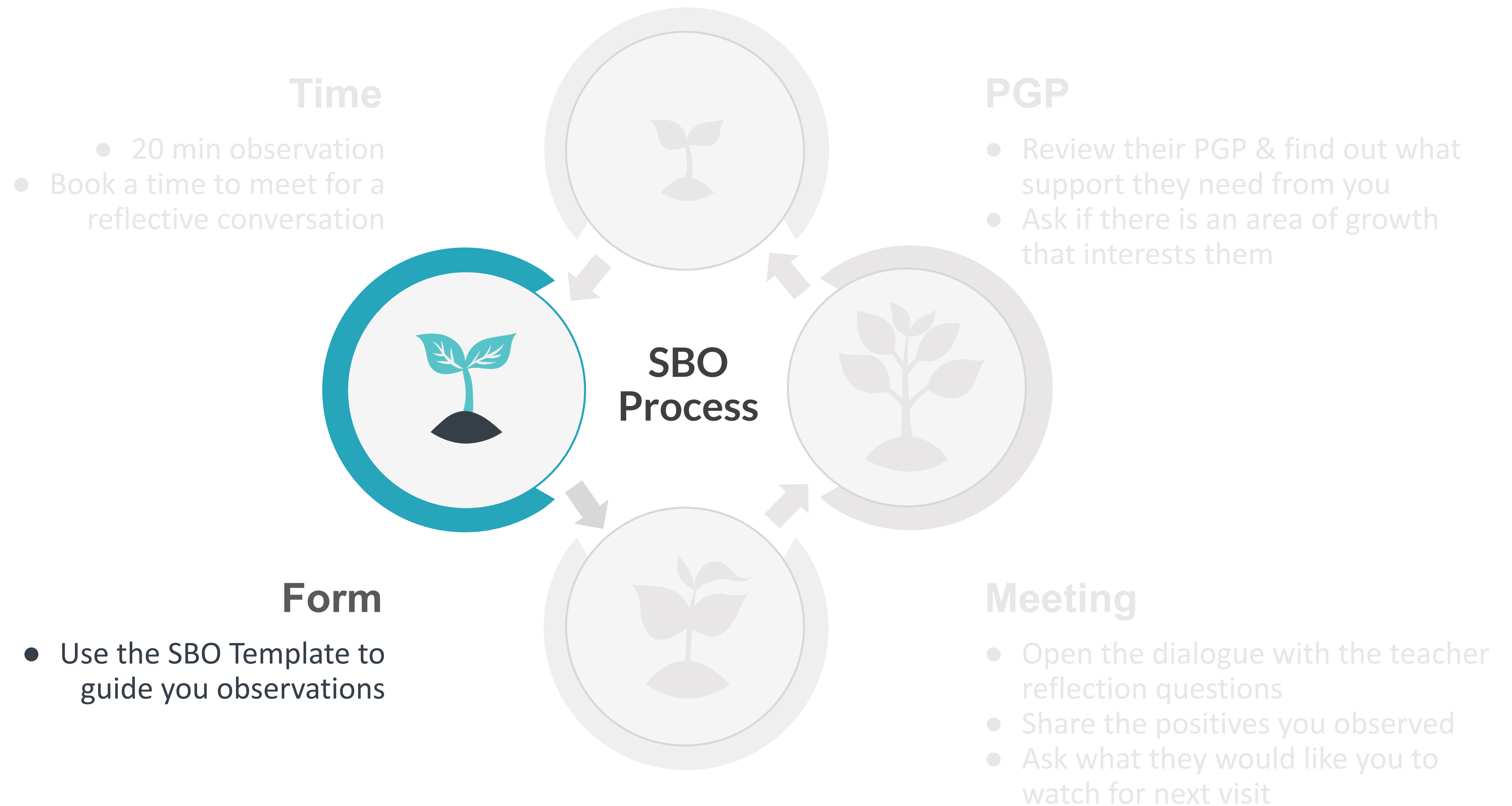


# SBO Element – Time



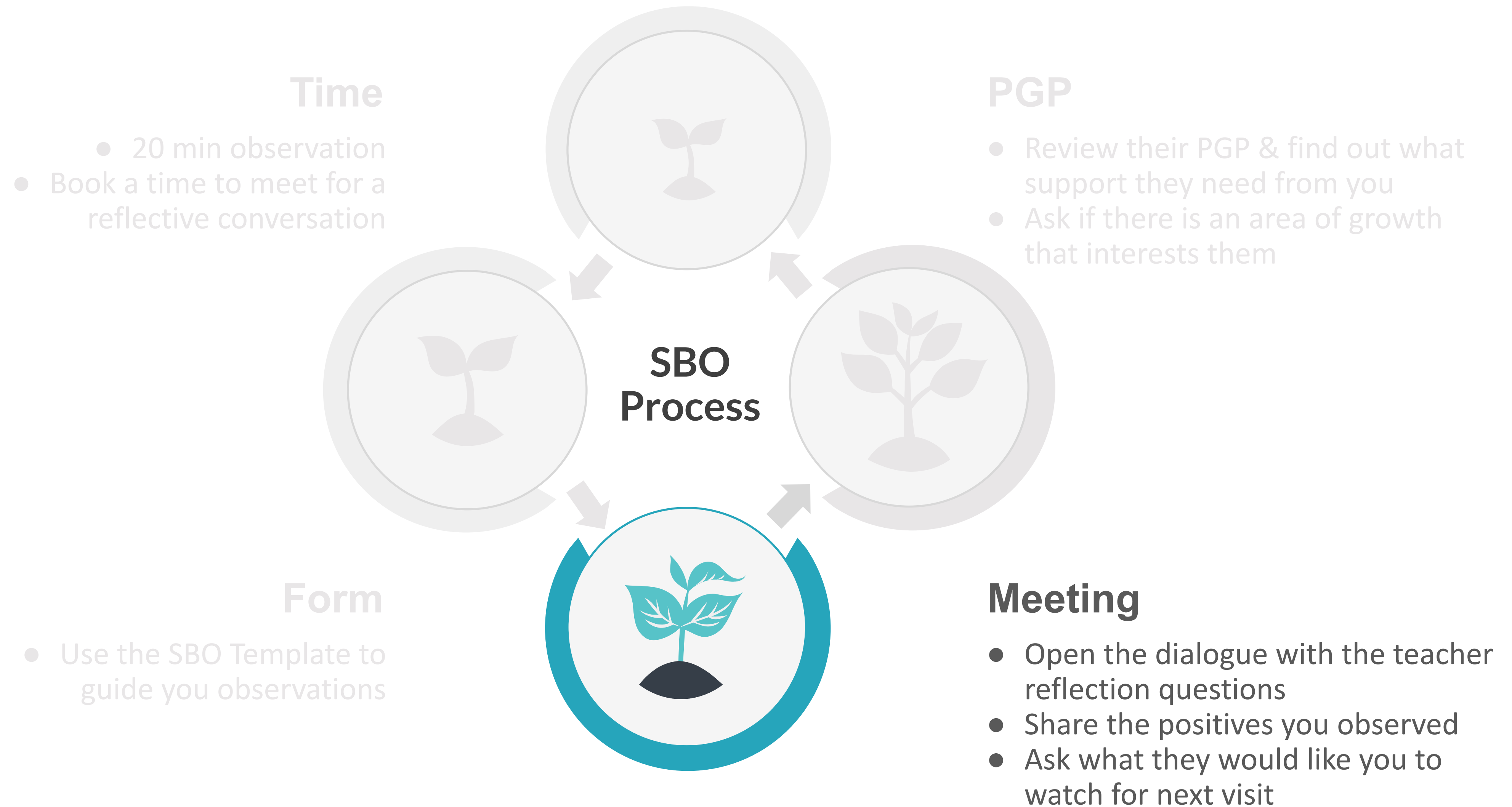


# SBO Element – Form



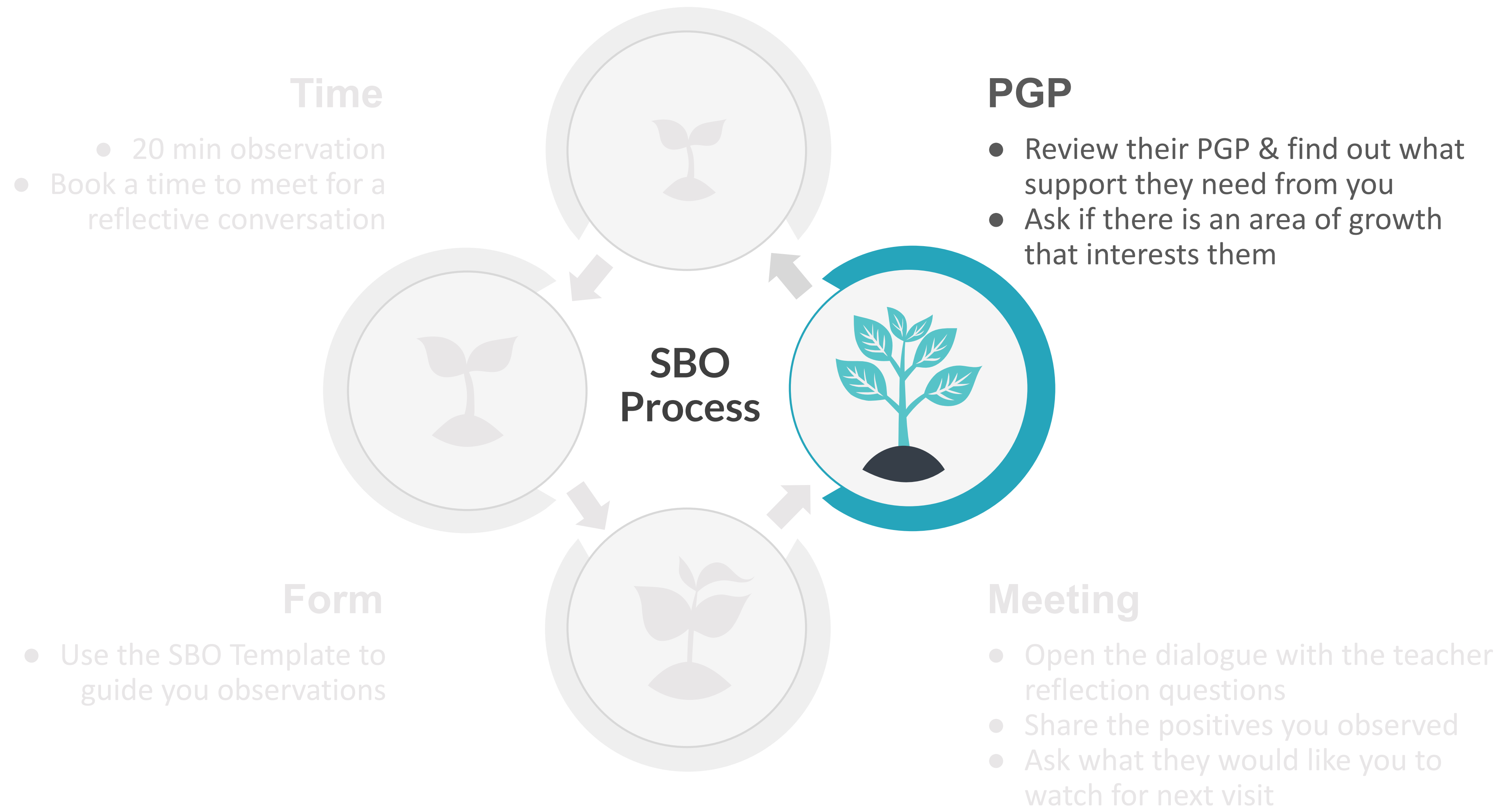


# SBO Element – Meeting



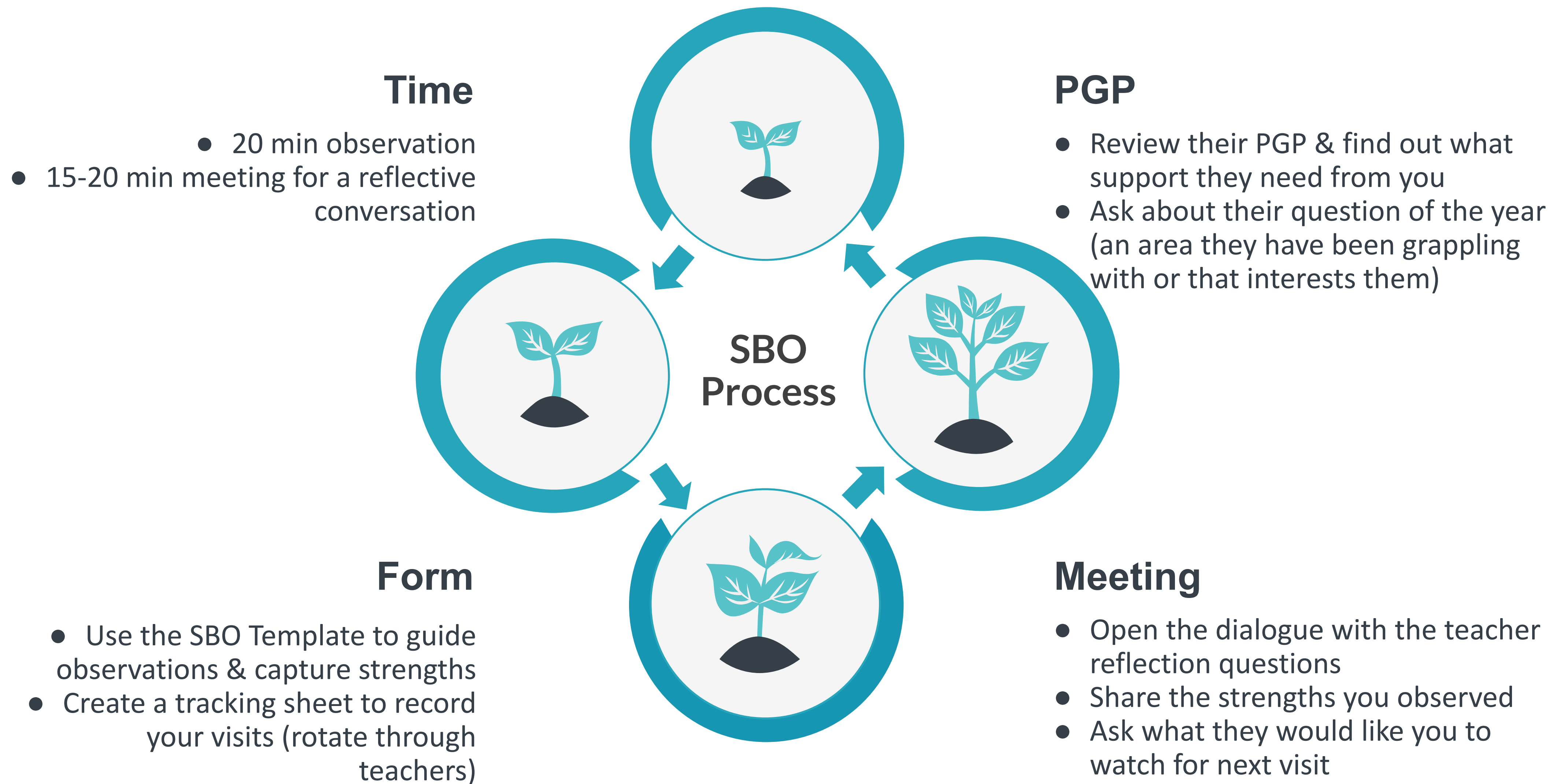


# SBO Element – Professional Growth Plan





# Elements of Strength Based Observations





# Launching Strength Based Observations





# Good Intentions to Learning Intentions

## COOPERATIVE LEARNING

([Toolbox Possibilities](#): Kagan Cooperative Learning Structures; PIES (Individual Accountability, Equal Participation); Room Set-Up; Role Assignments, Building Thinking Classrooms in Mathematics):

<u>Structure Activity</u>	<u>Frequency</u>	<u>Structure Specifics</u>	<u>P-Positive Interdependence</u>	<u>I-Individual Accountability</u>	<u>E-Equal Participation</u>	<u>S-Simultaneous Interaction</u>
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## DESCRIPTIVE PROGRESS FEEDBACK (DPF)

([Toolbox Possibilities](#): Modeling; Peer Coaching; Self Coaching; Rubrics; Exemplars; Conferring; Met, Not Yet Met, I Noticed; More of, Less of; What's Working?, What's Not?, What's Next?; Highlighters; Traffic Lights; Post It Notes; Two Stars and a Wish; Margins; But What if You Did?):

<u>TYPE</u> BASIC INSTRUCTIONAL COACHING/QUESTIONS	<u>FEEDBACK SPECIFICS</u>
<input type="checkbox"/> BASIC <input type="checkbox"/> INSTRUCTIONAL <input type="checkbox"/> COACHING	<b>B:</b> <b>I:</b> <b>C:</b>
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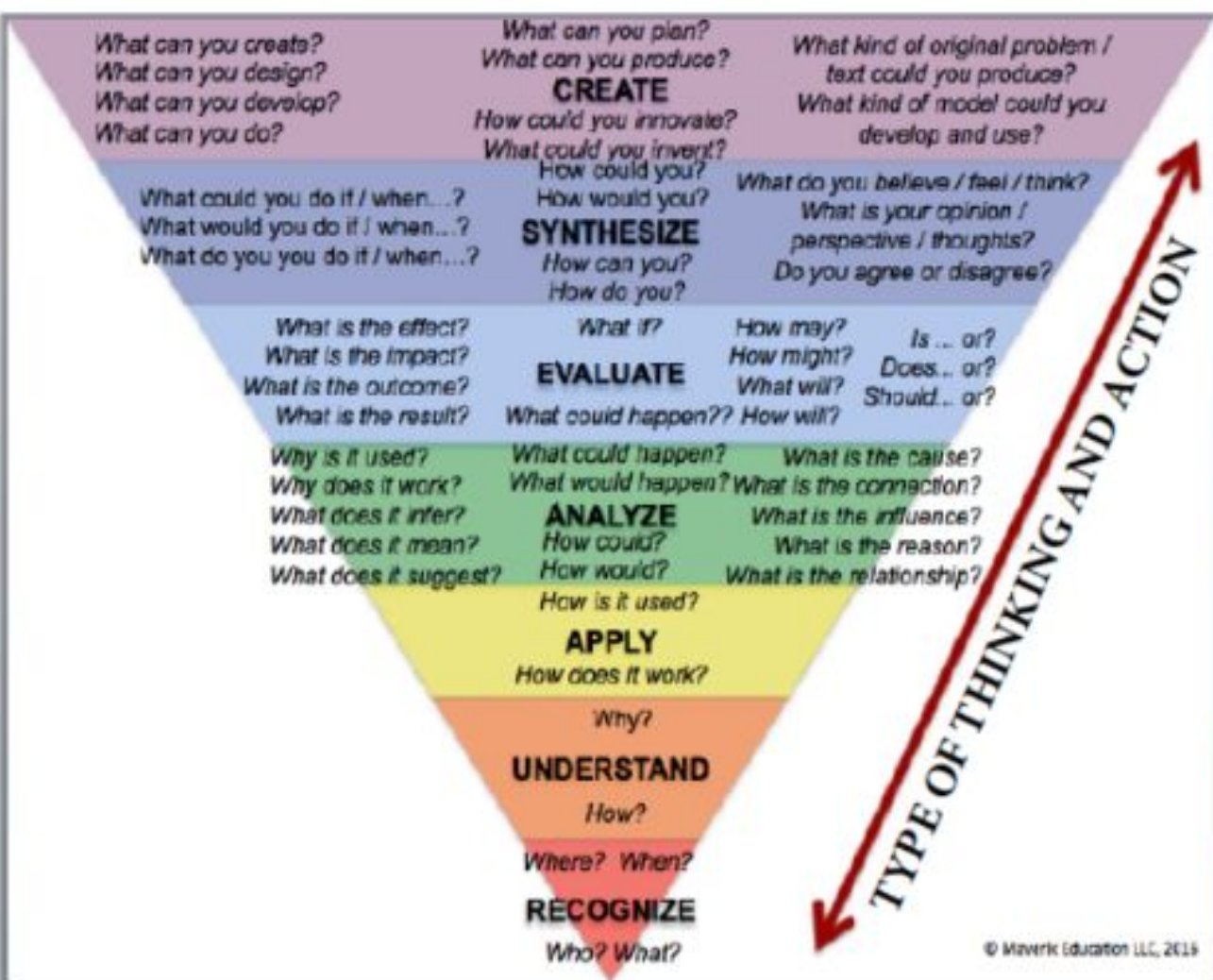


# Good Intentions to Learning Intentions

(3) LEARNING TARGET (Toolbox Possibilities: Rubrics; Exemplars):

Learning Target:		STUDENT INTERVIEW: Alignment of Intent and Impact
"✓" if Observed	Areas of Observation:	Student Name(s): • • •
<input type="checkbox"/>	"I, We, You statement," using active verb, specific to skill, knowledge or understanding and conveyed in developmentally appropriate student language	What is the LT? • •
<input type="checkbox"/>	Unpacked during class	Why does the LT have value outside of school, the so-called "real" world? • •
<input type="checkbox"/>	Constantly displayed during class	How do you know that you've learned it (Show/Tell me)? • •
<input type="checkbox"/>	Use of rubrics/success criteria/exemplars connected to LT	
<input type="checkbox"/>	Making real world connections	
<input type="checkbox"/>	Use of performance of understanding	
<input type="checkbox"/>	Formatively assessed during class/checking for learning	
<input type="checkbox"/>	Reviewed at end of class--i.e. Exit ticket	

QUESTIONING/HIGHER ORDER THINKING (Toolbox Possibilities: Bloom's Revised Checklist):

GOOD QUESTIONS AND BLOOM'S REVISED TAXONOMY	THINK TIME	HOW MANY ANSWER	QUESTIONS	HIGHER ORDER THINKING ACTIVITY
				



# What sealed the deal for me?







Keep In Touch With Me  
roni.pirot@gmail.com

Use the QR Code to access the slides



[Link to the Trust Based Observations  
Form](#)