

Strength Based Teacher Observations

Moving teaching and learning forward

Land Acknowledgement



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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

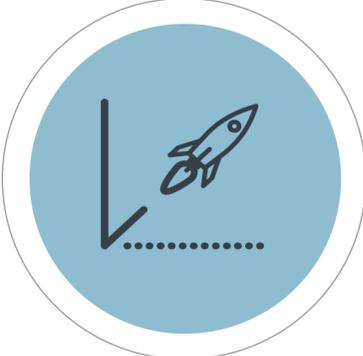
Agenda



Why we moved this direction?

Identified Opportunities for School Growth

Results



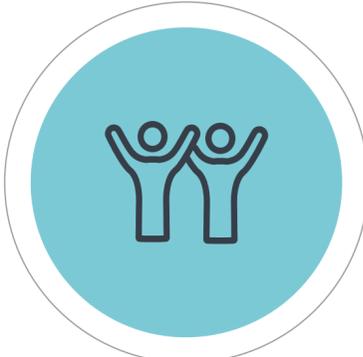
Communication



Challenging Behaviours



Culture



Organization & Planning



Pedagogy & Professional Learning



French Immersion Growth & Retention

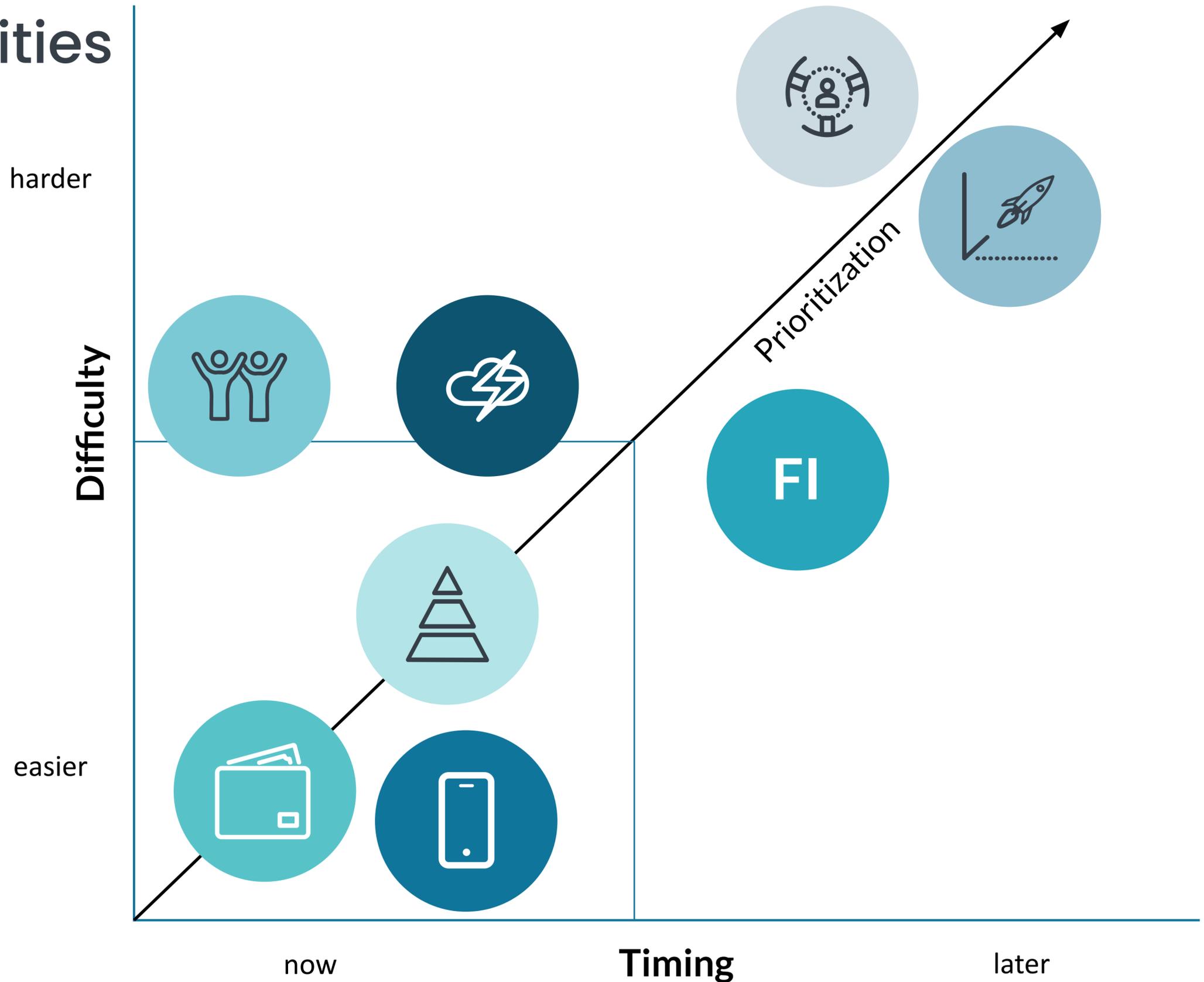


Student Engagement & Belonging



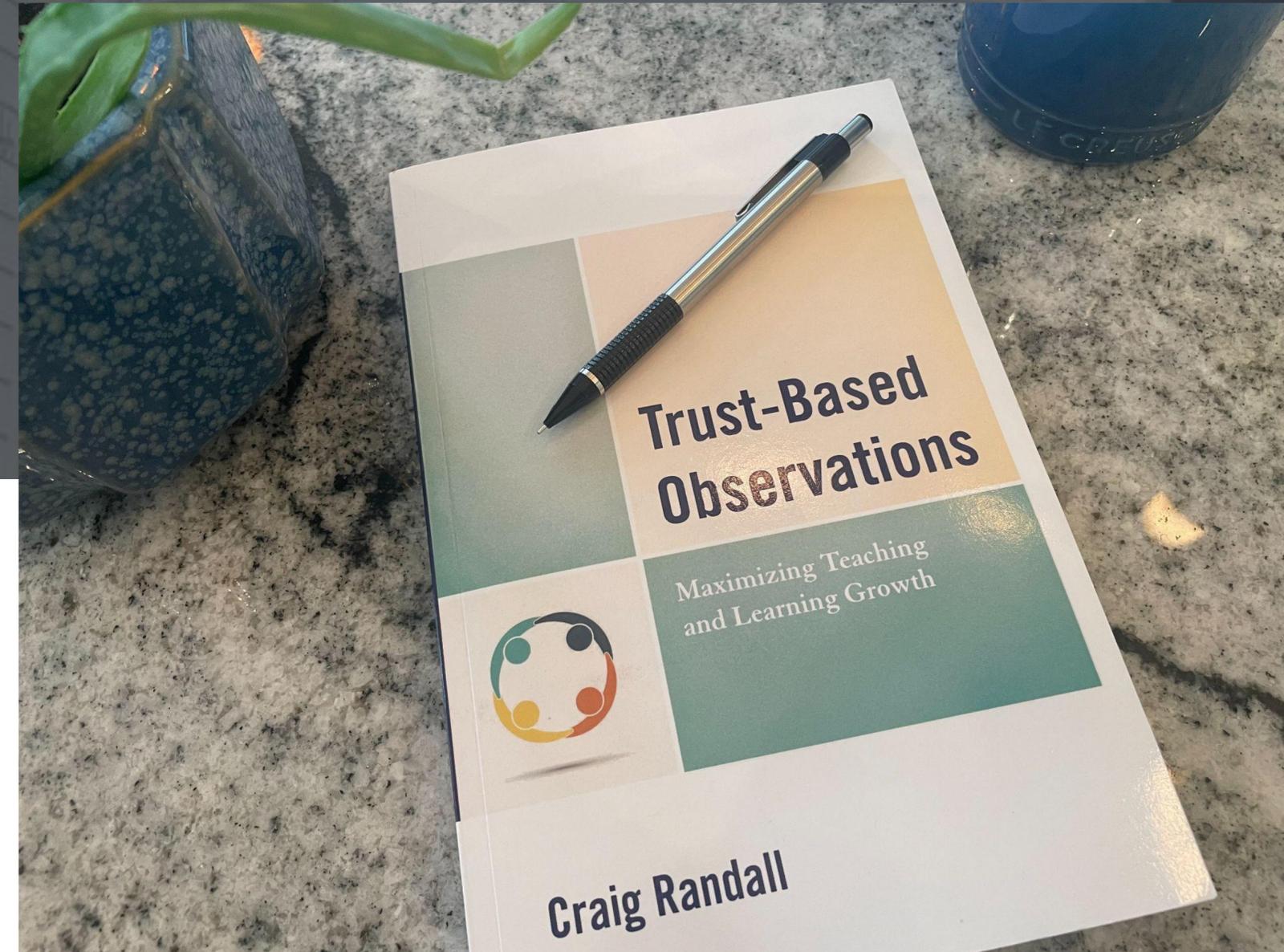
Prioritizing Opportunities

-  Challenging Behaviours
-  Pedagogy & PL
-  Communication
-  Culture
-  FI Growth & Retention
-  Results
-  Org. & Planning
-  Student Engagement



Trust Based Observations

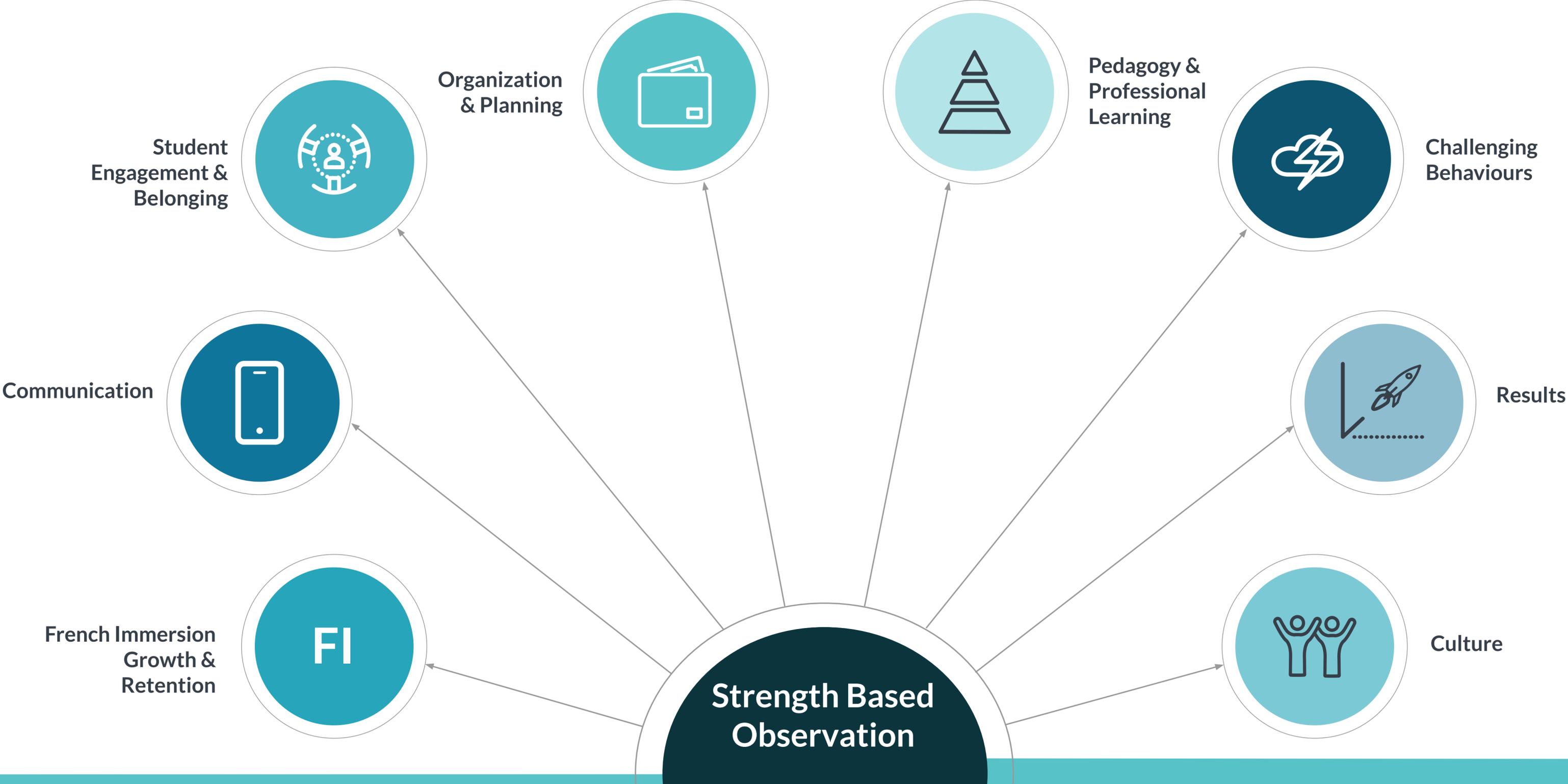
Craig Randall (2020)



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

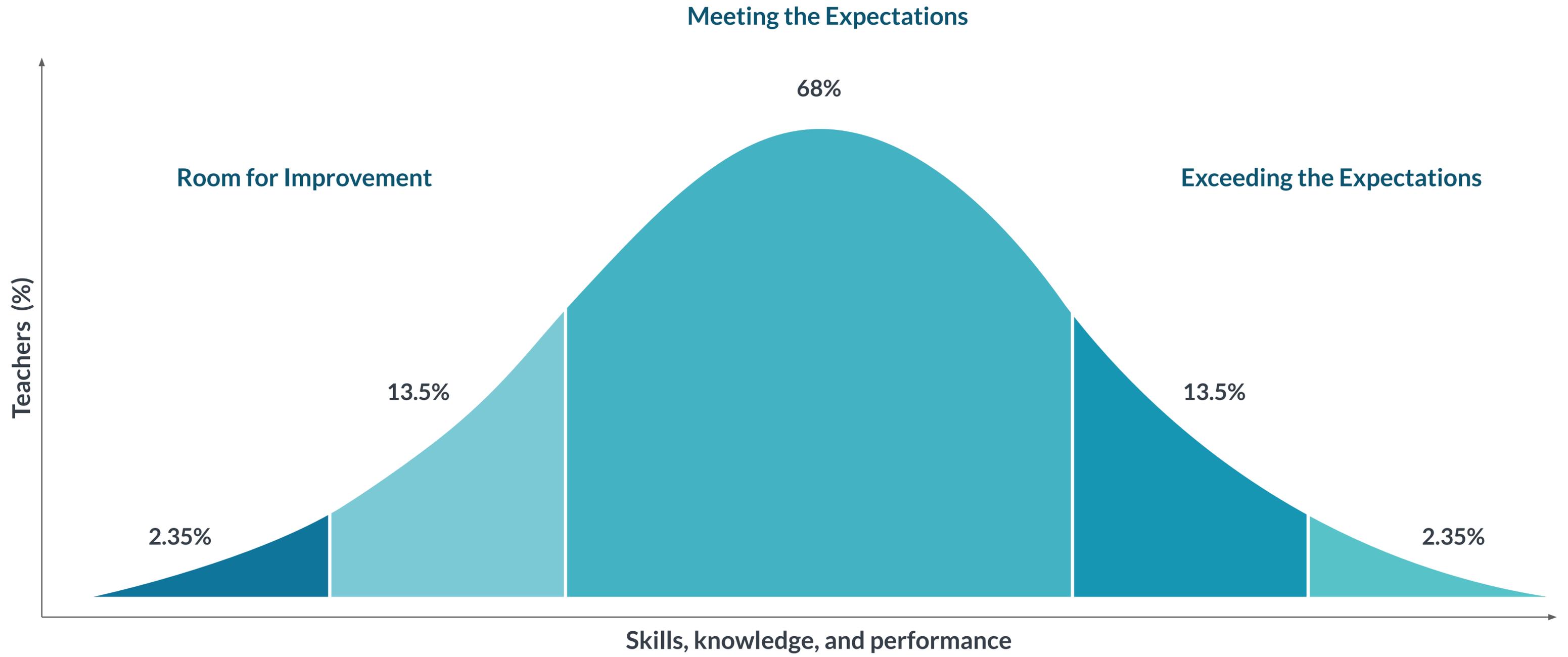
What initiative will have the biggest impact?



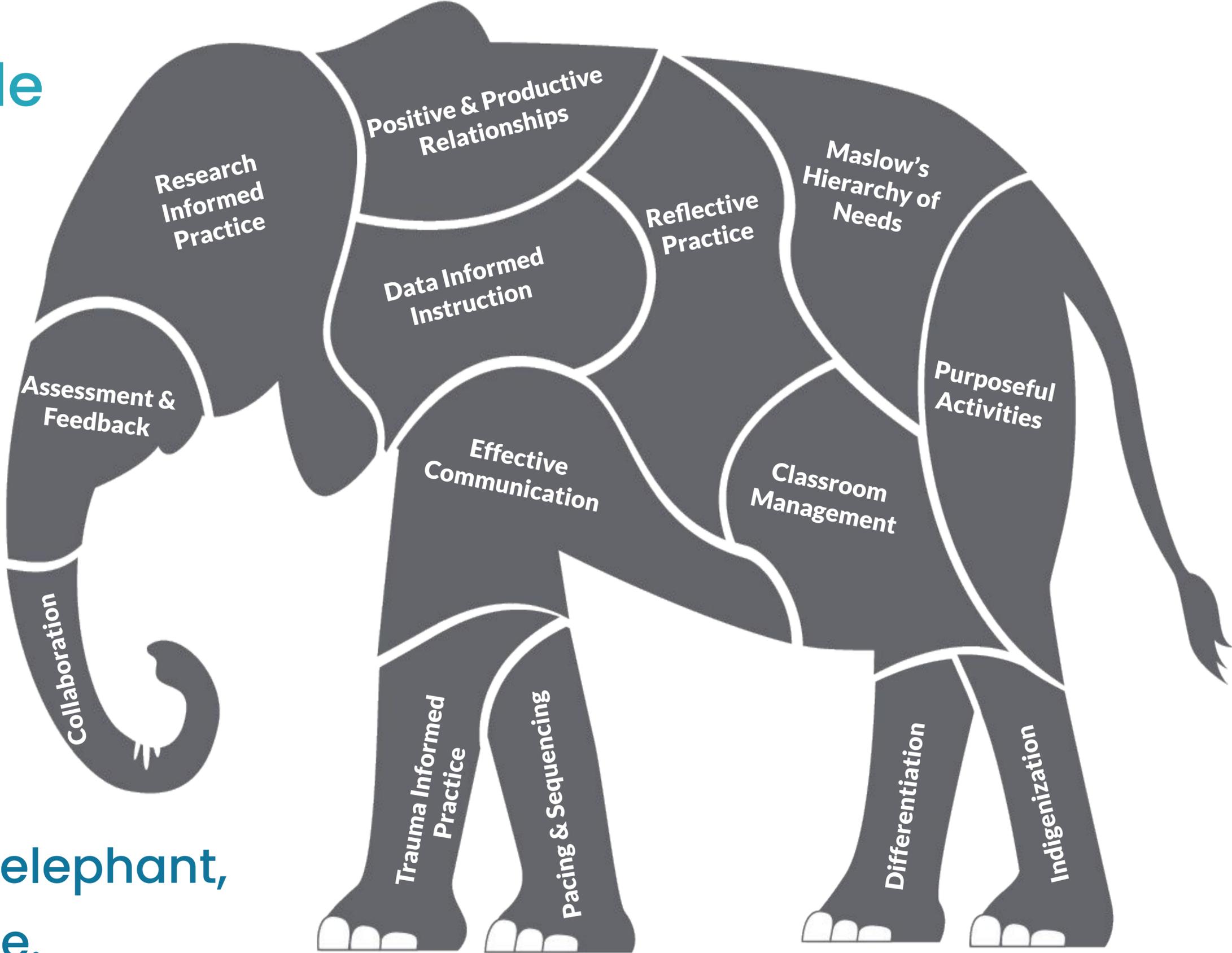
A photograph of a classroom. A teacher stands at the front left, gesturing with arms outstretched. Students are seated at desks, some using laptops. A whiteboard with Arabic text is visible in the background. The image has a teal overlay in the top right corner.

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

Teacher Skill Set

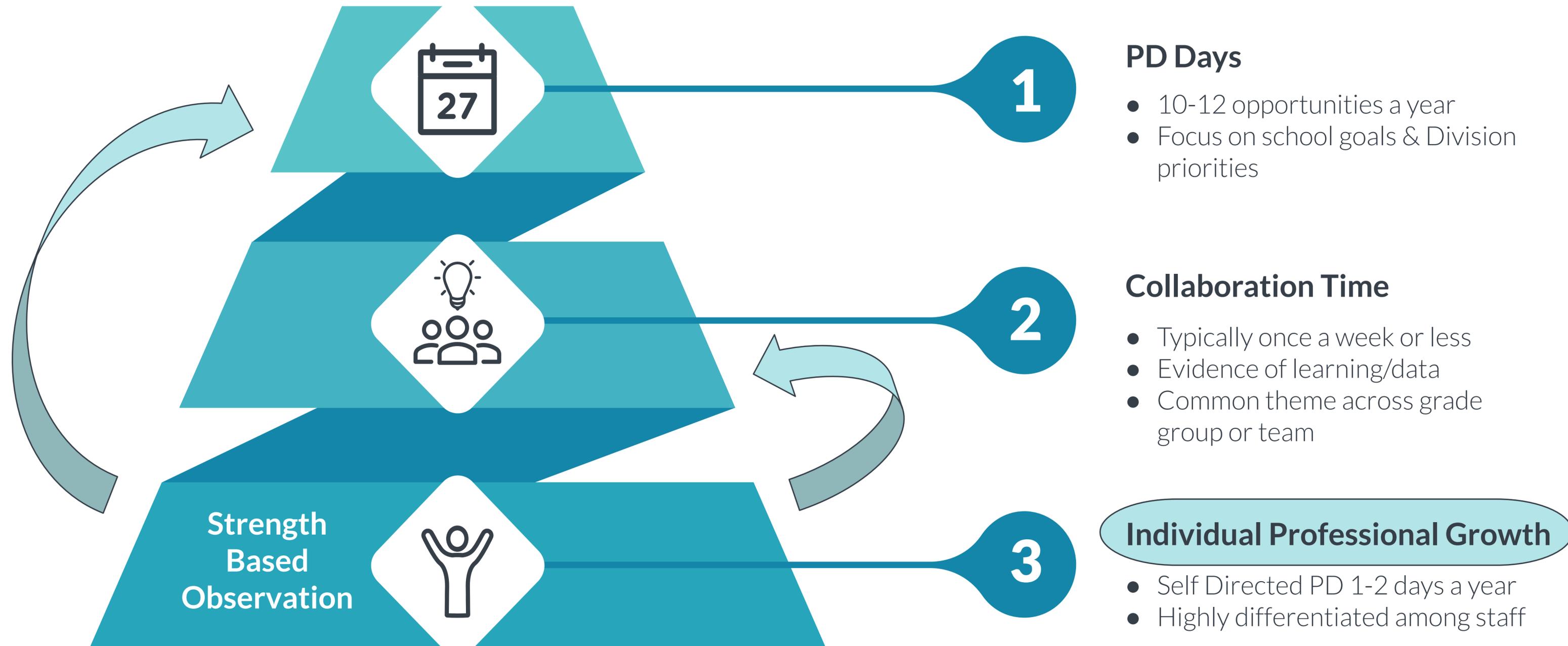


How do you tackle this challenge?

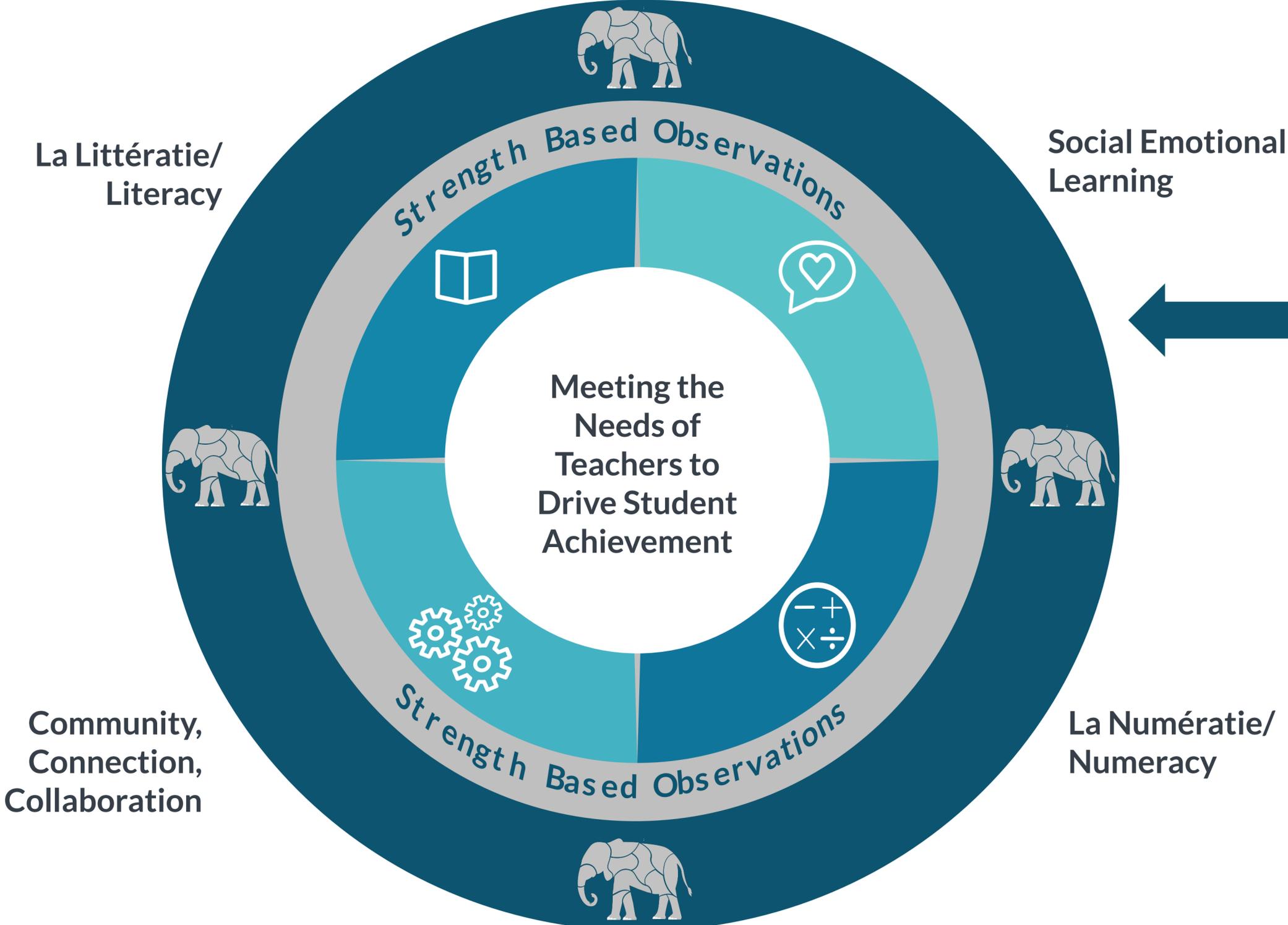
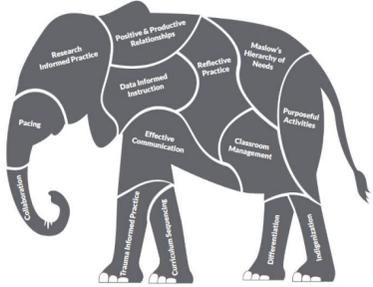


Same way you eat an elephant,
one bite at a time.

Where is the biggest impact on instruction?



Connecting to the school Development Plan



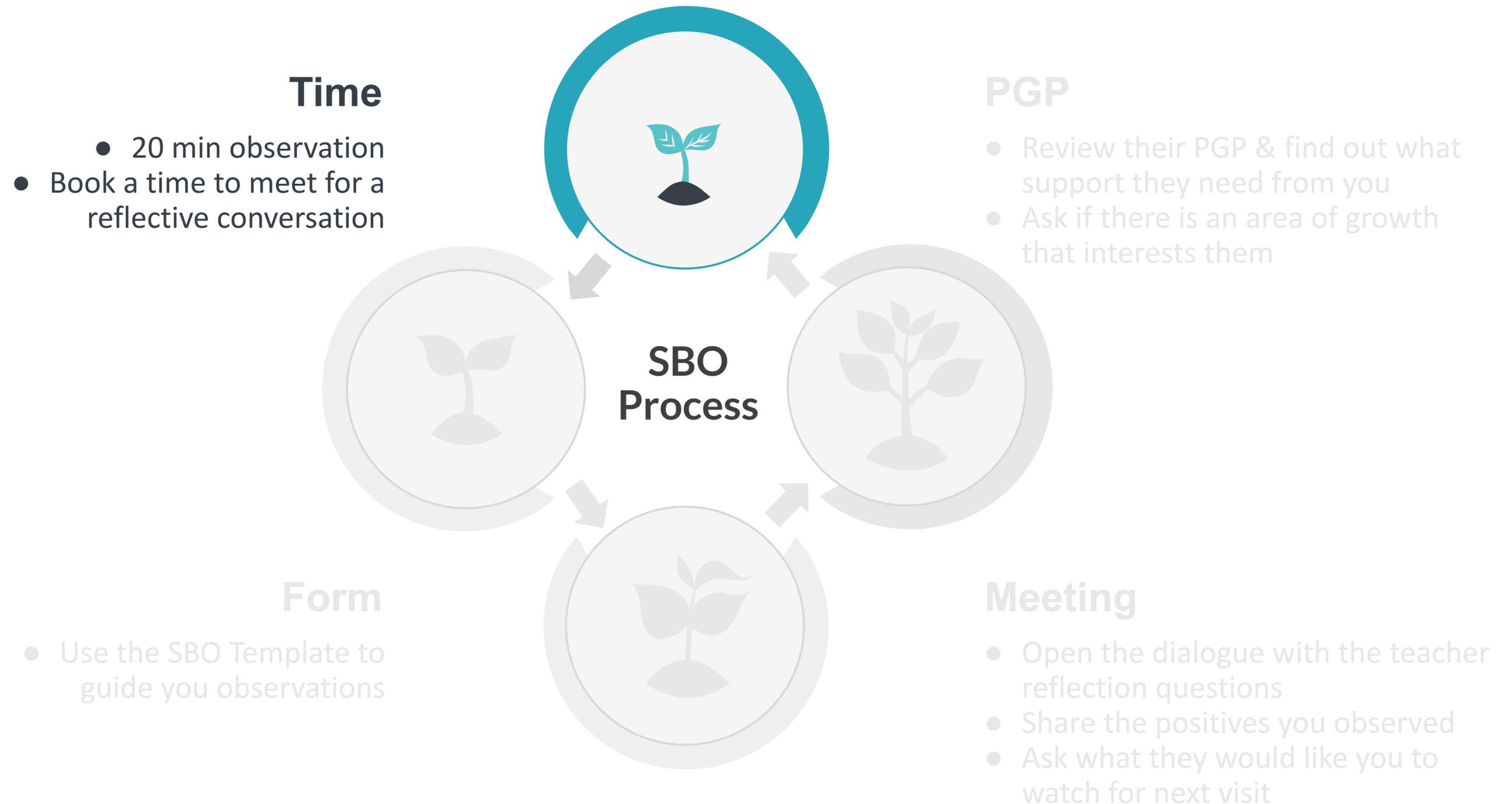
Addressing Individual Teacher Needs

- 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

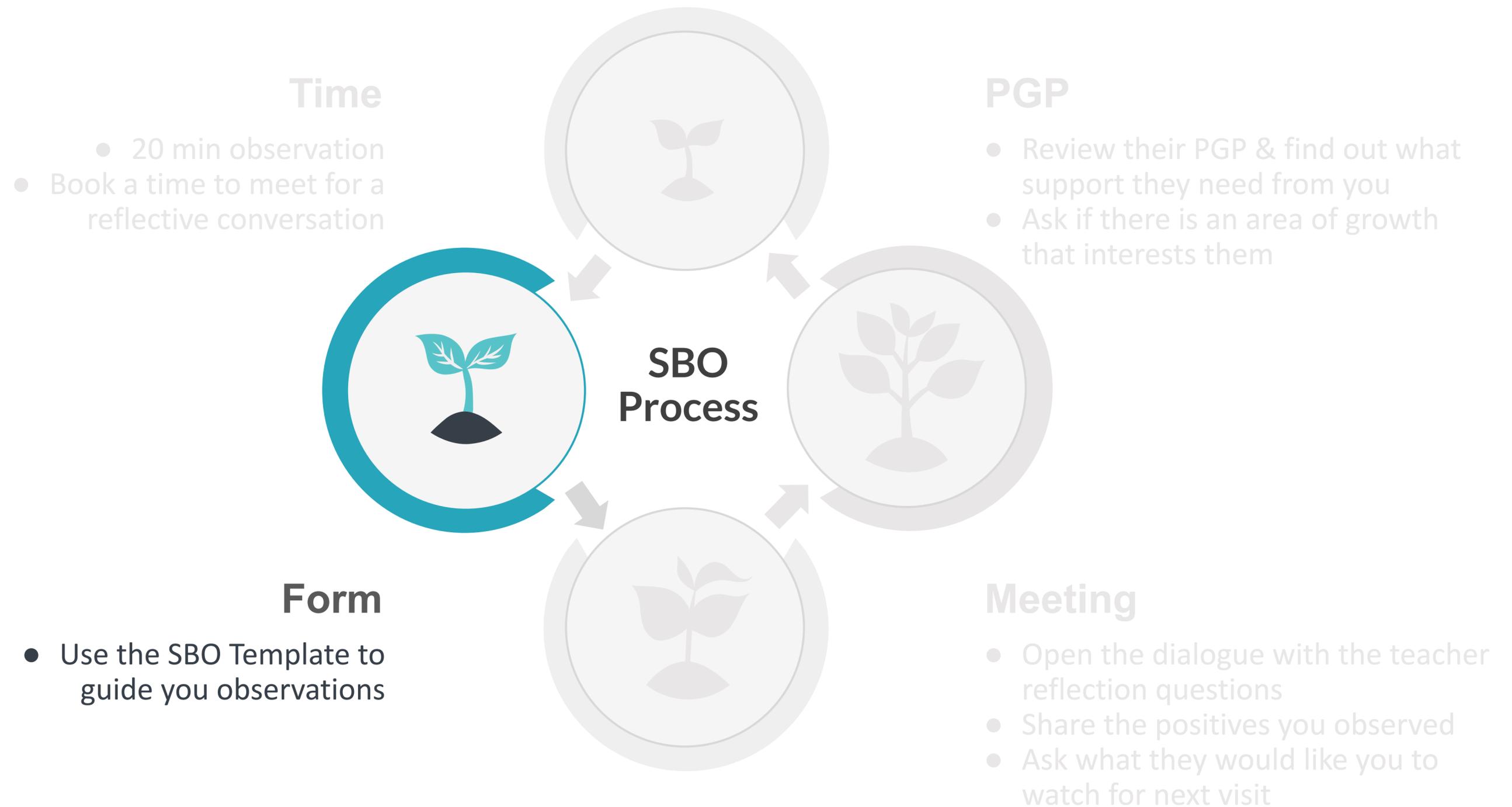
A photograph of a classroom with students seated at desks. The image is overlaid with a teal gradient that is darker at the top and fades towards the bottom. The text is centered in the lower half of the image.

What Strength Based Observations look like in practice

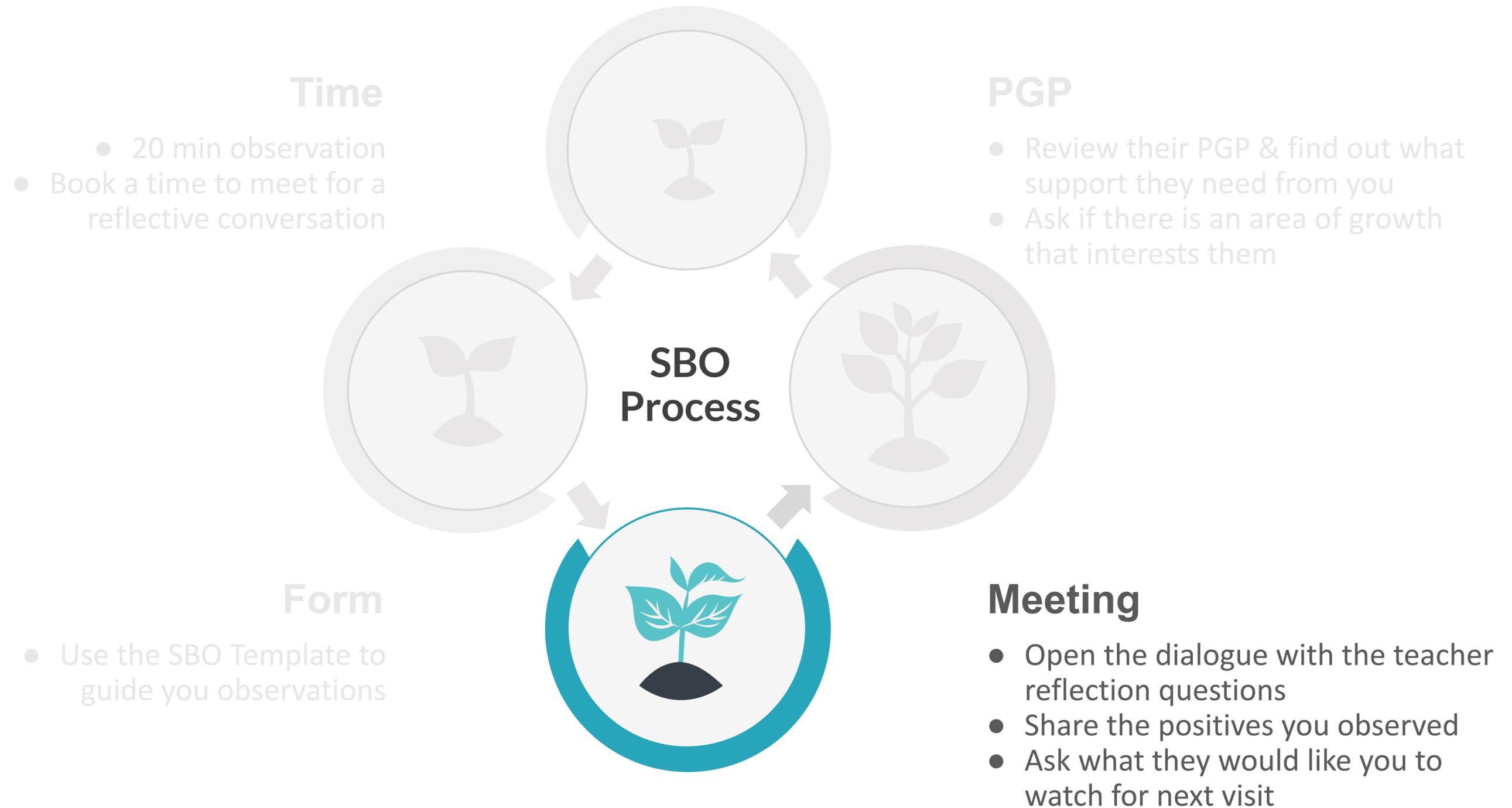
SBO Element - Time



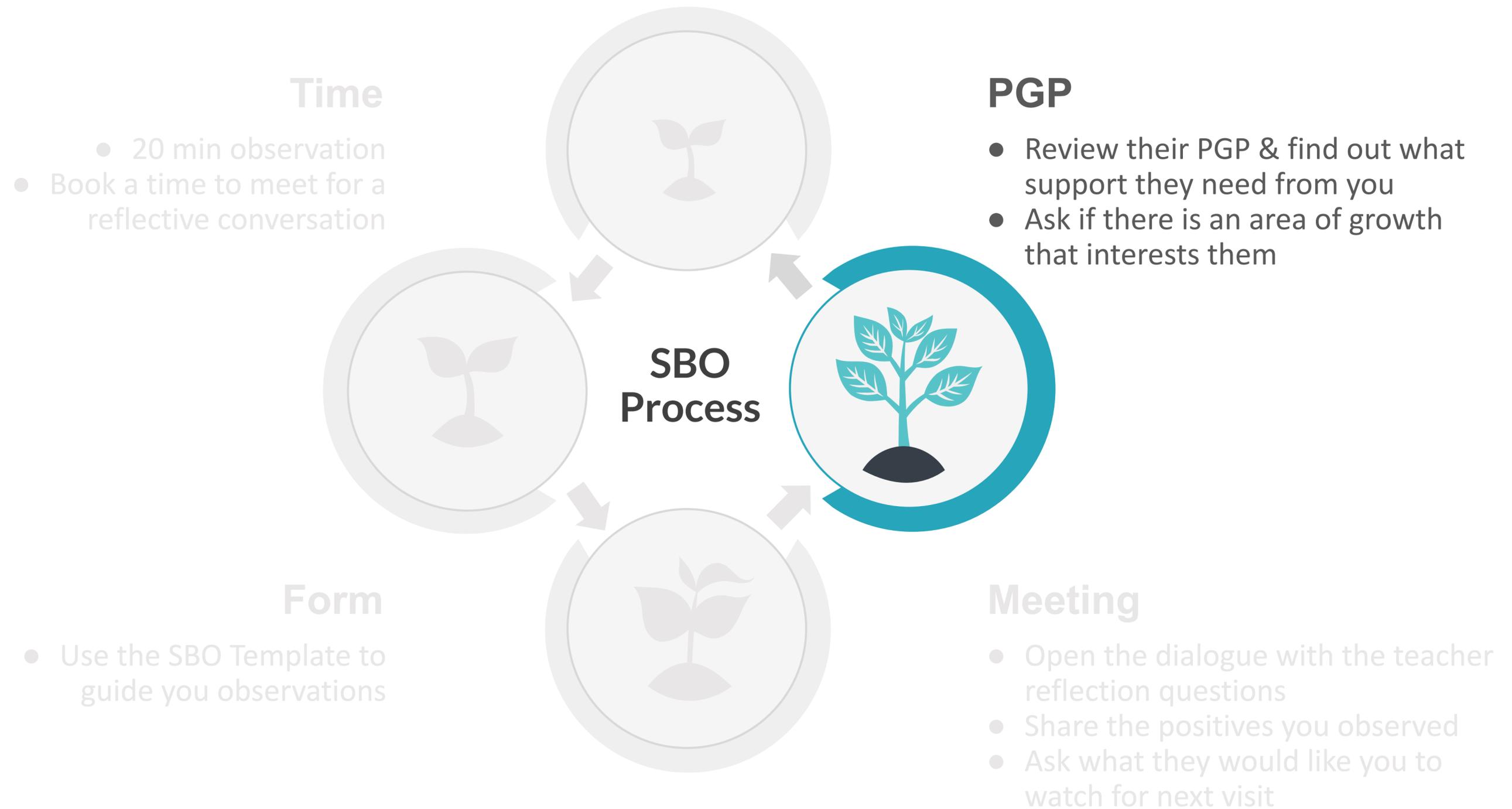
SBO Element - Form



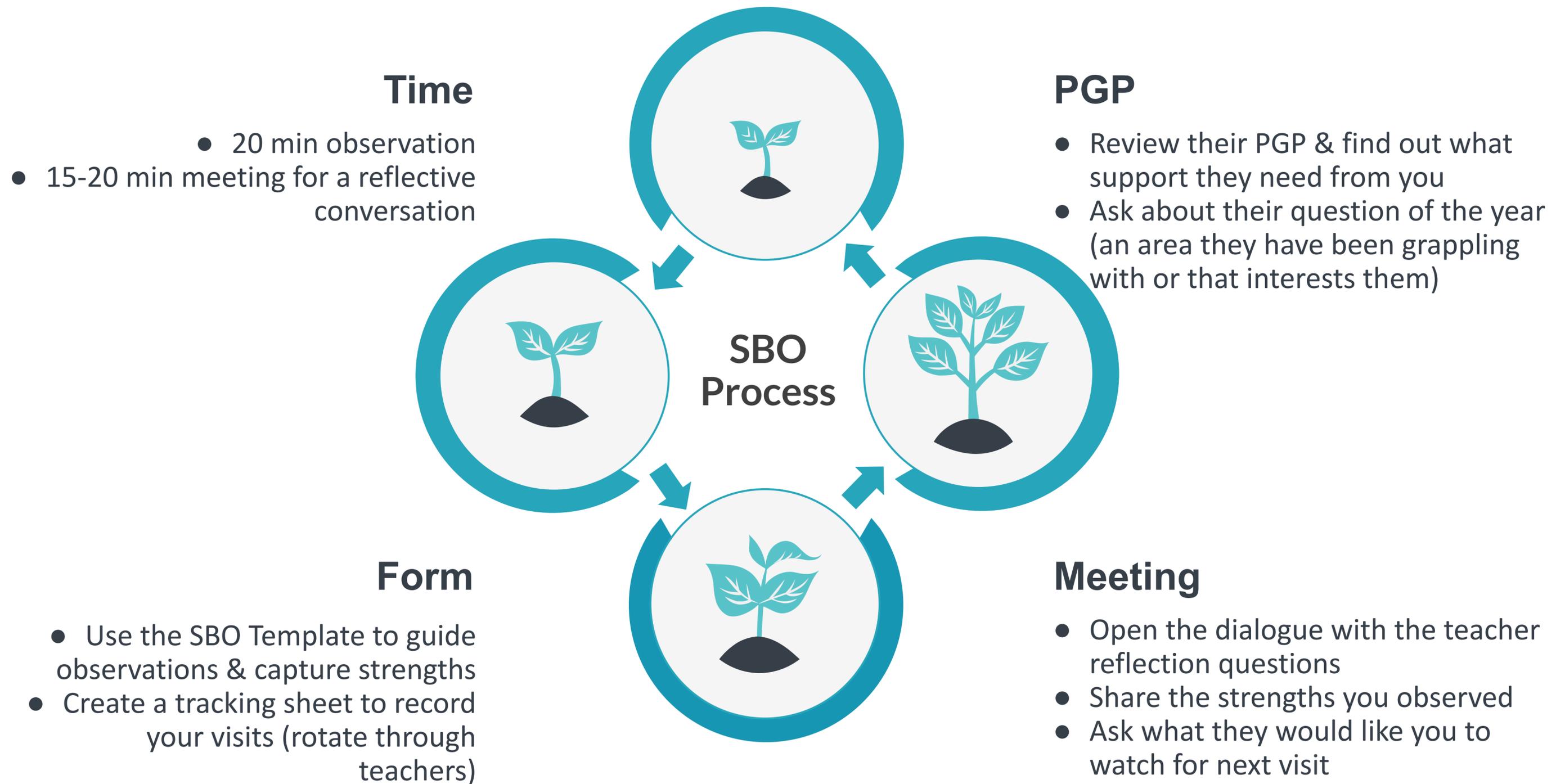
SBO Element - Meeting



SBO Element – Professional Growth Plan



Elements of Strength Based Observations



Launching Strength Based Observations



Divide your staff

- Strategically **divide** your staff based on divisional evaluation requirements and needs
- Consider how you will support specialized programming, such as FI with an English speaking admin



Set up your tracking

- Set up a sheet to keep track of your visits
- Choose a few teachers to start observations



Inform the staff of the process

- How often to expect visits
- SBO Form and resources
- Goal - improve teaching & learning
- Follow up meetings for reflection, PGP review, and find out how admin can support with next steps



Form

- Review the form prior to the observation

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):

Structure Activity	Frequency	Structure Specifics	P-Positive Interdependence	I-Individual Accountability	E-Equal Participation	S-Simultaneous Interaction
..... * *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
..... * *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
..... * *		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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?):

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

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:
<input type="checkbox"/>	"I, We, You statement," using active verb, specific to skill, knowledge or understanding and conveyed in developmentally appropriate student language
<input type="checkbox"/>	Unpacked during class
<input type="checkbox"/>	Constantly displayed during class
<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

STUDENT INTERVIEW: Alignment of Intent and Impact

Student Name(s):
 •
 •

What is the LT?
 •

Why does the LT have value outside of school, the so-called "real" world?
 •
 •

How do you know that you've learned it (Show/Tell me)?
 •
 •

QUESTIONING/HIGHER ORDER THINKING (Toolbox Possibilities: Bloom's Revised Checklist):			
GOOD QUESTIONS AND BLOOM'S REVISED TAXONOMY	THINK TIME	HOW MANY ANSWER	HIGHER ORDER THINKING ACTIVITY
<p><i>What can you create? What can you design? What can you develop? What can you do?</i></p> <p><i>What can you plan? What can you produce? How could you innovate? What could you invent? How could you? How would you?</i></p> <p><i>What kind of original problem / text could you produce? What kind of model could you develop and use?</i></p> <p><i>What do you believe / feel / think? What is your opinion / perspective / thoughts? Do you agree or disagree?</i></p> <p><i>What could you do if / when...? What would you do if / when...? What do you do if / when...?</i></p> <p><i>What is the effect? What is the impact? What is the outcome? What is the result?</i></p> <p><i>What if? How may? Is... or? How might? Does... or? What will? Should... or? What could happen? How will?</i></p> <p><i>Why is it used? Why does it work? What does it infer? What does it mean? What does it suggest?</i></p> <p><i>What could happen? What would happen? What is the connection? What is the influence? What is the reason? How would? What is the relationship? How is it used?</i></p> <p><i>How does it work? Why?</i></p> <p><i>How? Where? When?</i></p> <p><i>Who? What?</i></p>			

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](#)