Practices Observation Form

GGSA Expert assesses fidelity of practices either by direct observation or via video of a school team member for the mastery assessment.

School	<name>			Year	YYYY	Term	#	Week	1-10	Start	00/00	Finish	00/00
P	<first name>	<last name>			YISIP	<# of years/months>		MTP level	<F, P, A, L>				
IC	<first name>	<last name>			YISIP	<# of years/months>		MTP level	<F, P, A, L>				
T	<first name>	<last name>			YISIP	<# of years/months >		MTP level	<F, P, A, L>				
TA	<first name>	<last name>			YISIP	<# of years/months >		MTP level	<F, P, A, L>				

Key: Principal (P), Instruction Coach (IC), Teacher (T), Teaching Assistant (TA), Demonstrated Fidelity (DF), Partially Demonstrated Fidelity (PDF), Information for the Architects of the Teaching and Learning Instrument (Red Column), Information for the Observer (Green Column)

Practice	Activity	Measure	Completion Score	Timeframe (based on term weeks)	Impact and Actions Flow / Feedback
1. Review learning progress (IC)	1. Meets with team member to review their Weekly Individual Professional Learning report. 2. Discusses the status of completed modules. 3. Celebrates what certification they have received. 4. Identifies any missed targets with the team member. 5. Collaborates with the team member to adjust the timeline for completing the professional learning.	Y/N Y/N Y/N Y/N Y/N	• DF if all 'Y'. • PDF if any 'N'.	• Week 1 of T1 of Foundation Year and then every week until they demonstrate fidelity 3 times.	**Moderate (all equal in merit).** • 3 N in W1 = advise in action to complete <u>Practice Manage School Professional Learning</u>. • Feedback provided until 3 Y.
2. Demonstrate teaching to mastery (IC)	1. Advises the teacher or teaching assistant of the lesson and technique they will demonstrate. 2. Sets up technology to record the demonstration. 3. Teaches a part of or the whole lesson demonstrating the technique or practice while the teacher or teaching assistant observes.	Y/N Y/N Y/N	• DF if all 'Y'. • PDF if any 'N'.	• Week 2 of T1 of Foundation Year and then every fortnight until they demonstrate fidelity 3 times.	**Moderate (all equal in merit).** • 3 N in W1 = advise in action to read <u>Demonstrate Teaching Practice Card</u>. • 3 N in W2 = advise in action to complete <u>Practice Demonstrate Mastery to Teaching Team</u>. • Feedback provided until 3 Y.
3. Observe engagement (P)	1. Spends 5 minutes in the classroom observing each teacher and teaching assistant deliver the lesson. 2. Completes the Teacher and Student Engagement Observation Form.	Y/N Y/N	• DF if all 'Y'. • PDF if any 'N'. • #2 – mark Y if observe principal taking notes.	• Week 1 of T1 of Foundation Year and then every week until they demonstrate fidelity 3 times.	**High (all equal in merit).** • 3 N in W1 = advise in action to read <u>Observe Delivery Practice Card</u>. • 3 N in W2 = advise in action to complete <u>Practice Observe Delivery</u>. • 3 N in W3 = advise in action to complete <u>Practice Conduct Coaching</u>. • Feedback provided until 3 Y.
4. Observe effective teaching (IC)	1. Spends 20 minutes in a classroom observing a lesson. 2. Completes the Techniques Observation on which techniques and practices the team member has mastered and which can still develop. 3. Demonstrates a technique or practice being done incorrectly while the lesson is underway so the teacher or teaching assistant can see how it is done with mastery.	Y/N Y/N Y/N	• DF if all 'Y'. • PDF if any 'N'. • #2 – mark Y if observe instruction coach taking notes.	• Week 1 of T1 of Foundation Year and then every week until they demonstrate fidelity 3 times.	**High (all equal in merit).** • 3 N in W1 = advise in action to read <u>Observe Delivery Practice Card</u>. • 3 N in W2 = advise in action to complete <u>Practice Observe Delivery</u>. • 3 N in W3 = advise in action to complete <u>Practice Conduct Coaching</u>. • Feedback provided until 3 Y.

Practice	Activity	Measure	Completion Score	Timeframe (based on term weeks)	Impact and Actions Flow / Feedback
	4. Uses gestures or verbal prompts to cue the teacher or teaching assistant. 5. Provides on-the-spot feedback to correct technical issues impeding instruction that are easily corrected.	Y/N Y/N			
5. Provide coaching feedback (IC)	1. Provides feedback to the teacher or teaching assistant using data from the: • Weekly Classroom Data Review Report or • Techniques Observation Feedback Report or • Practices Observation Feedback Report or • Student Engagement Observation Feedback Report. 2. Acknowledges: • what the teacher or teaching assistant has mastered • what anomalies the student data indicates • how the techniques and data impact student learning. 3. Reviews improvement actions the teacher or teaching assistant needs to complete before the next feedback session.	Y/N Y/N Y/N Y/N Y/N	• DF if all 'Y'. • PDF if any 'N'. • #1 – mark Y if observe instruction coach using notes when providing feedback.	• Week 1 of T1 of Foundation Year and then every week until they demonstrate fidelity 3 times.	**High (all equal in merit).** • 3 N in W1 = advise in action to read <u>Coaching Feedback Practice Card</u>. • 3 N in W2 = advise in action to complete <u>Practice Use Evidence to Discuss Successes and Challenges</u>. • 3 N in W3 = advise in action to complete <u>Practice Conduct Coaching</u>. • Feedback provided until 3 Y.
6. Display results (IC)	1. Sets up and maintains a School Data Wall. 2. Places the portable whiteboard or laminated chart in a space accessible to the school team, parents, families and community.	Y/N Y/N	• DF if all 'Y'. • PDF if any 'N'. • Look closely at displays around the school and check that items are updated.	• Week 1 of T1 of Foundation Year and then every week until they demonstrate fidelity 3 times.	**Moderate (all equal in merit).** • 3 N in W1 = advise in action to read <u>Display School Data Practice Card</u>. • 3 N in W2 = advise in action to complete <u>Practice Communicate School Improvement Journey</u>. • Feedback provided until 3 Y.
7. Display data (T)	1. Sets up and maintains a Classroom Data Wall. 2. Updates the Classroom Data Wall at the end of the day.	Y/N Y/N	• DF if all 'Y'. • PDF if any 'N'. • Look closely at displays around the room and check that items are updated.	• Week 1 of T1 of Foundation Year and then every week until they demonstrate fidelity 3 times.	**Moderate (all equal in merit).** • 3 N in W1 = advise in action to read <u>Display Classroom Data Practice Card</u>. • 3 N in W1 = advise in action to complete <u>Practice Produce Accurate and Timely Data</u>. • Feedback provided until 3 Y.
8. Celebrate achievement (T)	1. Refers to the Classroom Data Wall to encourage students to work hard and achieve their targets. 2. Says the target before a lesson and motivates students by reminding them that each lesson completed to mastery moves them closer to their target. 3. Celebrates with students when they achieve the target by carrying out the small fun activity they set as the award.	Y/N Y/N Y/N	• DF if all 'Y'. • PDF if any 'N'. • Look closely at displays around the room and check that items are updated.	• Week 1 of T1 of Foundation Year and then every week until they demonstrate fidelity 3 times.	**Moderate (all equal in merit).** • 3 N in W1 = advise in action to complete <u>Practice Classroom Data Wall</u>. • Feedback provided until 3 Y.

Practice	Activity	Measure	Completion Score	Timeframe (based on term weeks)	Impact and Actions Flow / Feedback
9. Host team meeting (P)	1. Announces the top teaching and student successes of the week, using the Weekly School Professional Learning Report. 2. Discusses the strategies used to get successful results. 3. Discusses top challenges and draws on best practice classroom examples to discuss strategies to resolve them.	Y/N Y/N Y/N	• DF if all 'Y'. • PDF if any 'N'.	• Week 2 of T1 of Foundation Year and then every fortnight until they demonstrate fidelity 3 times.	**Moderate (all equal in merit).** • 3 N in W1 = advise in action to complete Practice Use Evidence to Discuss Successes and Challenges. • Feedback provided until 3 Y.
10. Share experience and get insights from peers (P)	1. Presents a School Improvement Presentation on their school improvement implementation for 15 minutes at a peer forum. 2. Invites peers to respond and ask questions to compare situations they are experiencing.	Y/N Y/N	• DF if all 'Y'. • PDF if any 'N'.	• Week 1 of T1 of Foundation Year until they demonstrate fidelity 3 times. • This is a specific observation that will need to be scheduled when the peer forum is held.	**Moderate (all equal in merit).** • 3 N in W1 = advise in action to complete Practice Use Evidence to Discuss Successes and Challenges with Peer Schools. • Feedback provided until 3 Y.
11. Host lesson practice (IC)	1. Opens with a 5-minute demonstration of a technique or practice they have observed in classes that week. 2. Answers questions to assist practise needs of each teacher and teaching assistant. 3. Records attendance on the Lesson Practice Form.	Y/N Y/N Y/N	• DF if all 'Y'. • PDF if any 'N'.	• Week 1 of T1 of Foundation Year and then every week until they demonstrate fidelity 3 times.	**Moderate (all equal in merit).** • 3 N in W1 = advise in action to read Host Lesson Practice Practice Card. • 3 N in W2 = advise in action to complete Practice Hold Weekly Lesson Practice. • Feedback provided until 3 Y.
12. Release teacher for peer lesson observation (T)	1. Observes peer for 15 minutes. 2. Spends 5 minutes writing up the Techniques Observation Form. 3. Discuss their observations in a Coaching Session.	Y/N Y/N Y/N	• DF if all 'Y'. • PDF if any 'N'. • #2 – mark Y if observe teacher taking notes.	• Week 1 of T1 of Foundation Year and then every week until they demonstrate fidelity 3 times.	**Moderate (all equal in merit).** • 3 N in W1 = advise in action to complete Practice Observe Peer Delivery. • Feedback provided until 3 Y.
13. Lead positive high expectation values (P)	1. Hosts a meeting with parents, families and community leaders. 2. Drafts Community Compact with community input. 3. Displays Community Compact on a large board near the school entrance.	Y/N Y/N Y/N	• DF if all 'Y'. • PDF if any 'N'. • Look closely at displays around the room and check that items are updated.	• Week 1 of T1 of Foundation Year and then every year until they demonstrate fidelity 3 times. • This is a special observation that will only be seen once in the school year. • This needs to be scheduled when the principal creates the community compact for the upcoming year.	**Moderate (all equal in merit).** • 3 N in W1 = advise in action to complete Practice Set School Community Compact. • Feedback provided until 3 Y.

Practice	Activity	Measure	Completion Score	Timeframe (based on term weeks)	Impact and Actions Flow / Feedback
14. Review improvement report with the community (P)	1. Holds a School Improvement Forum to review the School Improvement Plan with the community. 2. Shares the Term School Improvement Review Report. 3. Discusses actions undertaken, what was and was not achieved and student results. 4. Discusses progress and proposes the next steps for the school and parents to assist their students and the school in the coming term. 5. Updates new commitments in the School Improvement Plan in consultation with the forum.	Y/N Y/N Y/N Y/N Y/N	• DF if all 'Y'. • PDF if any 'N'.	• Week 1 of T1 of Foundation Year and then every term until they demonstrate fidelity 3 times. • This is a special observation that will only be seen once each term. • This needs to be scheduled when the principal holds the School Improvement Forum.	**Moderate (all equal in merit).** • 3 N in W1 = advise in action to complete Practice Share Term Report Across the School Community. • Feedback provided until 3 Y.
15. Share student's progress with parents (T/TA)	1. Schedules a meeting with parents to discuss their child's progress. 2. Talks parents through their child's Student Profile and highlights achievements and challenges that require the parent's attention. 3. Discusses what the school is doing to support their child and what parents can do at home to enhance their child's education outcomes. 4. Follows the Three R's for having an Honest Conversation from the Having Influencing Conversations with Parents Guide.	Y/N Y/N Y/N Y/N	• DF if all 'Y'. • PDF if any 'N'.	• Week 1 of T1 of Foundation Year and then every term until they demonstrate fidelity 3 times.	**Moderate (all equal in merit).** • 3 N in W1 = advise in action to read Engage with Parents Practice Card. • 3 N in W2 = advise in action to complete Practice Share Student Data with Parents. • Feedback provided until 3 Y.
16. Share student report card with parents (T/TA)	1. Shares the Semester Student Report Card with parents in person during an open classroom event or at home. 2. Reviews and highlights students' successes and areas for development. 3. Emphasises the benefits of a parent or sibling reading with the child a few times a week. 4. Celebrates parental success in supporting their child. 5. Provides positive work samples to take home as a reward for the parent's involvement in their child's learning.	Y/N Y/N Y/N Y/N Y/N	• DF if all 'Y'. • PDF if any 'N'.	• Week 1 of T1 of Foundation Year and then every semester until they demonstrate fidelity 3 times.	**Moderate (all equal in merit).** • 3 N in W1 = advise in action to read Engage with Parents Practice Card. • 3 N in W2 = advise in action to complete Practice Distribute Student Report Cards to Parents. • Feedback provided until 3 Y.
17. Host parents in the classroom (T/TA)	1. Greets the parents when they arrive at the classroom. 2. Provides their procedure for having visitors in the classroom. 3. Points out examples of their child's work on the student's display board. 4. Permits parents to sit with their child to hear them read or support them with classroom difficulties. 5. Provides parents with a Supporting Your Child's Education at Home brochure and encourages return visits.	Y/N Y/N Y/N Y/N Y/N	• DF if all 'Y'. • PDF if any 'N'.	• Week 1 of T1 of Foundation Year and then every term until they demonstrate fidelity 3 times.	**Moderate (all equal in merit).** • 3 N in W1 = advise in action to read Host Parents in Classroom Practice Card. • 3 N in W1 = advise in action to complete Practice Schedule Parent Classroom Visits. • Feedback provided until 3 Y.