



What I learned from André

(and also your homework assignment)

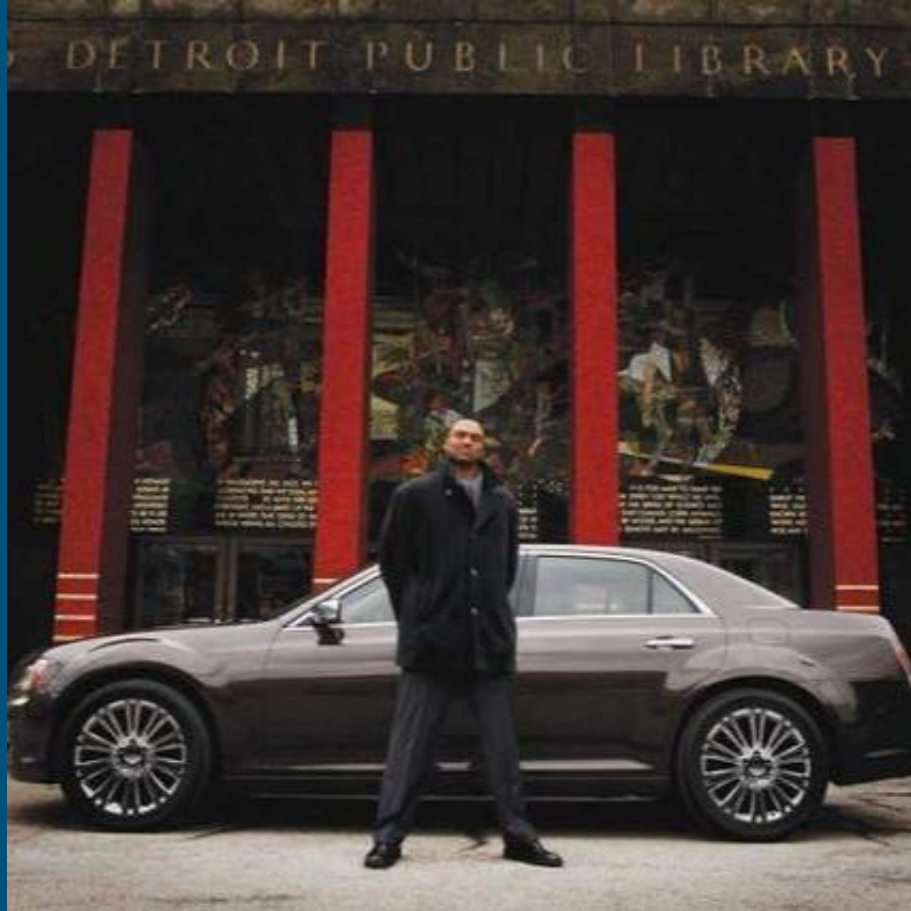


Julia Satterthwaite





1. How to be a successful model



3. How he gets pulled over for D.W.B.



4. How to be a superstar teacher



5. How sometimes you just have to chill



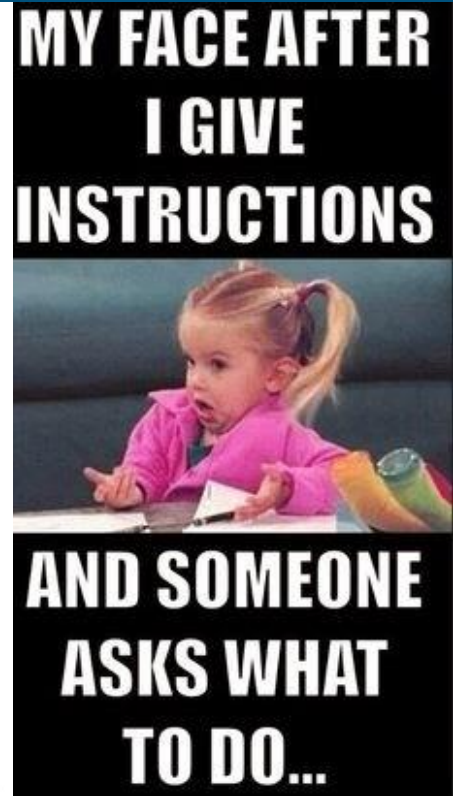
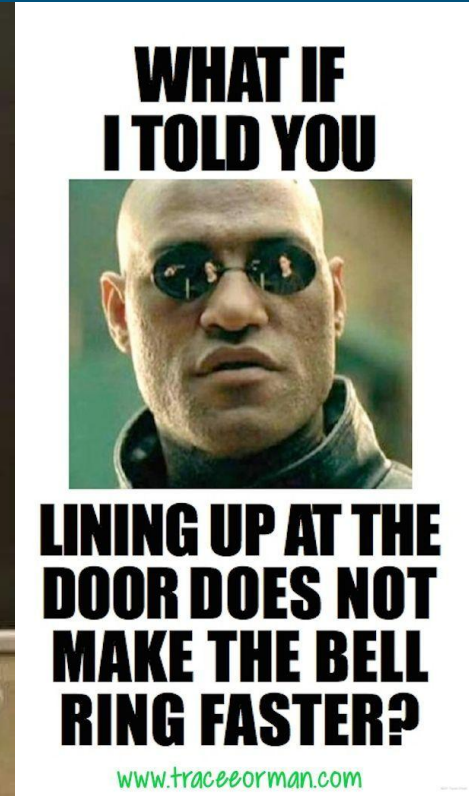
That's it! He rocks.



Just kidding ...



Classroom management issues



Observing André for classroom management

- develop a rapport
- establish clear expectations
- be personable
- be present

Instructional Rounds Premise

People learn best about the meaning of high quality instruction by observing other teachers, students, and the work students are asked to do, followed by meaningful conversation and analysis.

WHAT?! ME?!



Yes, you!

1. identify interested teacher volunteers through Google form
2. list these teachers/hours in the Staff Weekly Communication
3. spend all or part of ONE of your conference hours observing by Dec. 3
4. record what you observed as it pertains to Expectations/Environment
5. send a follow-up thank you to the host teacher
6. bring back data (notes) to our Dec. 3 after school PD session

GP Instructional Rounds: Focus Themes

Learning Targets | Checking Understanding | Celebrating Success

Creating an Environment of Respect and Rapport

Engaging Students in the Learning Process

Using Assessment in Instruction

Using Questioning and Discussion Techniques

Communicating With Students

Courtesy of
Gary Abud,
Education
Presenter and
Teacher at
Grosse Pointe
Schools

Observing for Expectations (37)

- operate as “belief sets” or “action theories” that influence our own efforts in relation to the achievement of desired goals and outcomes
- expectations act as an internal compass
- this use of the word EXPECTATIONS is NOT the explicit expression of standards used to direct and inform the behavior of others
- this use of the word EXPECTATIONS IS for our students, ourselves, and the learning process itself that form the foundation for the culture of the group

Observing for Environment (227)

- the physical environment is the “body language” of an organization, conveying its values and key messages even in the absence of its inhabitants
- it will influence how individuals interact, their behaviors, and their performance
- it can inhibit or inspire the work of the group and the individual
- good news -- even if one’s classroom layout/furniture/etc. sucks, there’s still stuff the teacher can do to facilitate and promote a culture of thinking

Instructional Rounds Norms

- be inconspicuous when entering/exiting
- don't participate in the class; just observe
- focus on the **teaching/learning** and NOT the **teacher**
- you're observing for **Expectations** and **Environment** only
- take notes **after** your observation so you can be attentive

LEARNING TO SEE, UNLEARNING TO JUDGE

DESCRIPTIVE



“Three out of four students in the group were asking and answering questions.”

VERSUS

“Students did a good job during group work.”

“The student did not begin the task until the teacher talked with him.”

VERSUS

“The student did not understand.”

“The teacher met with two students at the back table and then they started working on their assignment.”

VERSUS

“The teacher has excellent classroom management.”


**Adapted
from
Bellingham
Public
Schools
Bellingham,
WA**

Start
1:13



Teaching Channel
Getting Better Together

End
5:23

 noahg.



Debrief

-what did you notice?

-how are we feeling?

-what do you hope to get out of this?

-what fears do you have?

Instructional Rounds Next Steps

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Thank you
