

Pedagogical Observation Tool

Videoconferencing Classroom: Observation Tool.

Created by: Karen Andrews and Deirdre Elder

VIDEOCONFERENCING CLASSROOM: OBSERVATION TOOL

Direction: Observe what **students are doing**, the **work they have produced or are engaged in producing** and what the **classroom environment looks like**.
Select **one** of these areas and write out your **comments**.

CLASSROOM ENVIRONMENT	✓ I SAW	COMMENTS (evidence of instructional practice)
<ul style="list-style-type: none"> • The importance of learning is communicated as a classroom goal. • A climate of inquiry and openness to creative solutions is created. • Teacher and students can hear and see each other clearly and there are no technical barriers to learning. • Tasks demonstrate challenge, clarity, authenticity and alignment with curriculum. • Teacher/speaker questioning and response behaviours stimulate student thinking. • Feedback is evident in terms of checking for understanding through probing and clarifying questions. • Multiple, varied, and stimulating resources at students instructional levels are available. • Environment and instruction provide for interactivity and activity. • Engagement in interactive/collaborative instruction (variety of whole class, small group and individual instruction) occurs to build a community of learners. • Students are actively engaged during the lesson. 		
<p>FACILITATING LEARNING</p> <ul style="list-style-type: none"> • Curriculum goals are clear in terms of what students are expected to learn from the lesson or assignment. • Learning tasks are challenging to students, requiring them to analyze, predict, synthesize and draw conclusions. • Guided teaching, structures information in steps, linking to and building on prior knowledge, and balancing direct and indirect teaching experiences (uses advance organizers, modeling, demonstrations, visuals, hands-on activity, online supports, media, etc.). • Opportunities to make learning meaningful are available (present and manipulate information, experiment pose/solve problems, research, connect to real-world places/people/experts and apply ideas). • Evidence of differentiated instruction and assignments is apparent. Content and resources are matched to learner level. 		
<p>STUDENT AS PARTNERS IN LEARNING</p> <ul style="list-style-type: none"> • Students are encouraged to explain what they are learning and why, and to think about their thought processes and strategies. • Assessment criteria are clear, explicit, and aligned to task and curriculum. (rubrics, check-lists, etc.) • Students are reminded of behaviour expectations and are expected to collaborate, share and contribute ideas. • Control is delegated to students to self-initiate and reflect on their learning. (Where it fits, choices in process or tool) • Models of work are displayed or demonstrated to illustrate performance standards. (online or on walls, etc.) • Students can articulate how skills and products meet or exceed standards. (Self-assessment, peer feedback) 		