

Appendices

Measuring classroom practice in literacy

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Appendix A: Guide for observation of literacy practice

Teacher: Observer: Date: Obs'vn number:

1: LEARNING AIM AND SUCCESS CRITERIA

COMMENTS / EVIDENCE

1.1 Presence and quality of learning aim and success criteria			
No learning aim expressed	Learning aim implicit in teaching / learning activities	Learning aim expressed either: in general terms <input type="checkbox"/> as a topic <input type="checkbox"/> as a task <input type="checkbox"/>	Learning aim expressed as a specific cognitive process or skill
No success criteria expressed	Success criteria are a restatement of the learning aim	Success criteria are a list of elements or properties of the learning	Success criteria include a standard <i>or</i> progressions/levels of achievement in relation to each element or property of the learning
1.2 Developing students' understanding of the learning aim and success criteria			
No evidence of developing students' understanding of the: learning aim <input type="checkbox"/> success criteria <input type="checkbox"/>	Learners asked to locate, recite, copy and/or record the: learning aim <input type="checkbox"/> success criteria <input type="checkbox"/>	Learners asked to identify instances in a model or exemplar of the: learning aim <input type="checkbox"/> success criteria <input type="checkbox"/>	Learners asked to explain in their own words their understanding of the: learning aim <input type="checkbox"/> success criteria <input type="checkbox"/>
1.3 Appropriateness of time spent on the learning aim and success criteria given their significance			

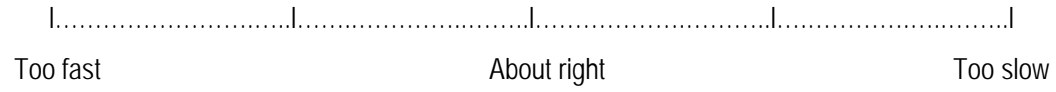
Learning Aim [record]

Success criteria [record]

2: LEARNING / TEACHING ACTIVITIES

2.1 Relationship between teacher modelling and learning aim / success criteria			
Teacher provides a model but it has <i>no relationship</i> to: the learning aim <input type="checkbox"/> success criteria <input type="checkbox"/> generic aspects of literacy learning <input type="checkbox"/>	Teacher provides a model that is <i>tenuously related</i> to: the learning aim <input type="checkbox"/> success criteria <input type="checkbox"/> generic aspects of literacy learning <input type="checkbox"/>	Teacher provides a model that is <i>reasonably related</i> to: the learning aim <input type="checkbox"/> success criteria <input type="checkbox"/> generic aspects of literacy learning <input type="checkbox"/>	Teacher provides a model that is <i>strongly related</i> to: the learning aim <input type="checkbox"/> success criteria <input type="checkbox"/> generic aspects of literacy learning <input type="checkbox"/>
2.2 Link(s) made to students' prior knowledge / understanding to support current learning:			
<i>No link(s)</i> made	<i>Tenuous link(s)</i> made to prior experiences in form of: Thinking strategies or processes <input type="checkbox"/> Language features <input type="checkbox"/> Texts <input type="checkbox"/> Personal/real world experiences <input type="checkbox"/>	<i>Reasonable link(s)</i> made to prior literacy experiences in form of: Thinking strategies or processes <input type="checkbox"/> Language features <input type="checkbox"/> Texts <input type="checkbox"/> Personal/real world experiences <input type="checkbox"/>	<i>Strong link(s)</i> made to prior literacy experiences in form of: Thinking strategies or processes <input type="checkbox"/> Language features <input type="checkbox"/> Texts <input type="checkbox"/> Personal/real world experiences <input type="checkbox"/>
2.3. Deliberate Acts of Teaching			
Indicate the degree to which the teacher makes explicit or visible what it is that readers and/or writers need to know and do Low degree moderate degree high degree		

2.6 Overall appropriateness of lesson pace



2: LEARNING / TEACHING ACTIVITIES continued

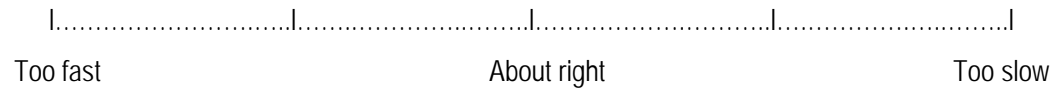
COMMENTS / EVIDENCE

2.7 Degree of alignment between <u>class</u> activity and learning aim / success criteria				
	No	Tenuous alignment	Reasonable alignment	Strong alignment
2.8 Degree of alignment between learning purpose and group activity				
<u>Learning purpose:</u> Developing current learning aim / success criteria <input type="checkbox"/> Consolidating past learning aim <input type="checkbox"/> Consolidating aspects of literacy learning <input type="checkbox"/>	No	Tenuous	Reasonable	Strong
<u>Learning purpose:</u> Developing current learning aim / success criteria <input type="checkbox"/> Consolidating past learning aim <input type="checkbox"/> Consolidating aspects of literacy learning <input type="checkbox"/>	No	Tenuous	Reasonable	Strong
<u>Learning purpose:</u> Developing current learning aim / success criteria <input type="checkbox"/> Consolidating past learning aim <input type="checkbox"/> Consolidating aspects of literacy learning <input type="checkbox"/>	No	Tenuous	Reasonable	Strong
<u>Learning purpose:</u> Developing current learning aim / success criteria <input type="checkbox"/> Consolidating past learning aim <input type="checkbox"/> Consolidating aspects of literacy learning <input type="checkbox"/>	No	Tenuous	Reasonable	Strong

2.9 Evidence of differentiation

Resources	No evidence of differentiation	Evidence of an attempt to differentiate	Reasonable evidence of differentiation	Strong evidence of differentiation
Activities	No evidence of differentiation	Evidence of an attempt to differentiate	Reasonable evidence of differentiation	Strong evidence of differentiation
Scaffolding	No evidence of differentiation	Evidence of an attempt to differentiate	Reasonable evidence of differentiation	Strong evidence of differentiation
Success Criteria	No evidence of differentiation	Evidence of an attempt to differentiate	Reasonable evidence of differentiation	Strong evidence of differentiation

2.6 Overall appropriateness of lesson pace



3: FEEDBACK about students' productive activity during reading and/or writing

COMMENTS / EVIDENCE

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3.1 Quality of achievement related feedback				
Teacher's feedback is not directly related to achievement (rather it is approving, rewarding, disapproving of behaviour)	Teacher's feedback refers in a general manner to: success criteria <input type="checkbox"/> generic aspects of literacy learning <input type="checkbox"/>	Teacher tells the learner about whether their work has met / has not met: success criteria <input type="checkbox"/> generic aspects of literacy learning <input type="checkbox"/>	Teacher tells the learner about how their work has met / has not met: success criteria <input type="checkbox"/> generic aspects of literacy learning <input type="checkbox"/>	
3.2 Quality of improvement related feedback				
Teacher provides feedback regarding aspects to improve but these are not directly related to the success criteria or learning aim	Teacher's feedback makes no direct reference to what needs improvement and how to go about improvement, rather it refers in general manner to: success criteria <input type="checkbox"/> generic aspects of literacy learning <input type="checkbox"/>	Teacher tells the learner about what needs to be improved, with reference to: success criteria <input type="checkbox"/> generic aspects of literacy learning <input type="checkbox"/>	Teacher tells the learner about how to improve their work, with reference to: success criteria <input type="checkbox"/> generic aspects of literacy learning <input type="checkbox"/>	
3.3 Self-regulating prompts		Oral <input type="checkbox"/>	Written <input type="checkbox"/>	N/A <input type="checkbox"/>
The teacher reminds learners to evaluate / check their work	The teacher reminds learners to evaluate / check their work with reference to: success criteria <input type="checkbox"/> generic aspects of literacy learning <input type="checkbox"/>	The teacher provides students with evaluative self-regulating prompts related to: success criteria <input type="checkbox"/> generic aspects of literacy learning <input type="checkbox"/>	The teacher specifically refers students to evaluative self-regulating prompts related to: success criteria <input type="checkbox"/> generic aspects of literacy learning <input type="checkbox"/>	

3.4 Opportunities for quality peer assessment (achievement and improvement related feedback)			
Teacher does not ask learners to evaluate peer's / peers' work	Teacher asks learners to <i>"talk to"</i> peer about their work	Teacher asks learners to talk with a peer/peers about whether the peer's/peers' work has/has not met the success criteria	Teachers asks learners to talk with a peer/peers about areas where the peer's/peers' work can be improved and/or how it can be improved with reference to the success criteria
3.5 Opportunities for quality self assessment (achievement and improvement related feedback)			
Teacher does not ask learners to evaluate their own work	Teacher asks learners to <i>"evaluate"</i> or <i>"assess"</i> their own work	Teacher asks learners to decide whether their own work has/has not met the success criteria and/or to find instances of where it has/has not met the criteria	Teacher asks learners to find instances of where their work can be improved with reference to the success criteria and/or to identify how it can be improved

4: Some Probes to Help Examine Practice (NB: Use these during discussion around evidence collected)

1. The extent to which the students/particular students achieved the learning intended (how do you find out about this?)
2. What specific things did you do that you consider helped the students in their achievement of learning? (How do you know?)
3. What areas of the practice observed do you want to hone? Why this aspect? What do you need to know and do in order to do this?

Appendix A2

3: FEEDBACK about learner's/learners' productive activity during writing

3.1 Quality of achievement related feedback				
3.1.1 Teacher's feedback is not directly related to achievement (rather it is approving, rewarding, disapproving of behaviour)	3.1.2 Teacher's feedback refers in a general manner to: <ul style="list-style-type: none"> • success criteria <input type="checkbox"/> • generic aspects of literacy learning <input type="checkbox"/> 	3.1.3 Teacher tells the learner about <i>whether</i> their work has met/has not met: <ul style="list-style-type: none"> • success criteria <input type="checkbox"/> • generic aspects of literacy learning <input type="checkbox"/> 	3.1.4 Teacher tells the learner about <i>how</i> their work has met/has not met: <ul style="list-style-type: none"> • success criteria <input type="checkbox"/> • generic aspects of literacy learning <input type="checkbox"/> 	3.1.5 Learner and teacher discuss (<i>with learner' taking the lead'</i>) <i>whether</i> and <i>how</i> the work has met/has not met: <ul style="list-style-type: none"> • success criteria <input type="checkbox"/> • generic aspects of literacy learning <input type="checkbox"/>
<i>Evidence:</i>				
3.2 Quality of improvement related feedback				
3.2.1 Teacher provides feedback regarding aspects to improve but these are not related to the success criteria, learning aim or generic aspects of literacy learning	3.2.2 Teacher's feedback about areas for improvement refers in a general manner to: <ul style="list-style-type: none"> • success criteria <input type="checkbox"/> • generic aspects of literacy learning <input type="checkbox"/> 	3.2.3 Teacher tells the learner about <i>what</i> needs to be improved, with reference to: <ul style="list-style-type: none"> • success criteria <input type="checkbox"/> • generic aspects of literacy learning <input type="checkbox"/> 	3.2.4 Teacher tells the learner about <i>how</i> to improve their work, with reference to: <ul style="list-style-type: none"> • success criteria <input type="checkbox"/> • generic aspects of literacy learning <input type="checkbox"/> 	3.2.5 Learner and teacher discuss (<i>with learner 'taking the lead'</i>) <i>what</i> needs improvement and <i>how</i> to go about this, with reference to: <ul style="list-style-type: none"> • success criteria <input type="checkbox"/> • generic aspects of literacy learning <input type="checkbox"/>
<i>Evidence:</i>				

3.3 Self-regulating prompts		Oral <input type="checkbox"/>	Written <input type="checkbox"/>		
3.3.1 The teacher reminds learner(s) to evaluate / check their work			3.3.2 The teacher provides learner(s) with / refers learner(s) to evaluative self-regulating prompts related to: <ul style="list-style-type: none"> • success criteria <input type="checkbox"/> • generic aspects of literacy learning <input type="checkbox"/> 		3.3.3 Learner(s) spontaneously refer to / use self-regulating prompts that are available.
<i>Evidence:</i>					
3.4 Opportunities for quality peer assessment (achievement and improvement related feedback)					
3.4.1 Teacher does not ask learners to evaluate peer's/peers' work	3.4.2 Teacher asks learners to <i>“talk to”</i> peer(s) about their work	3.4.3 Teacher asks learners to talk with a peer/peers about <i>whether</i> work has/has not met the success criteria and/or <i>to find instances of where</i> it has/has not met the criteria.	3.4.4 Teachers asks learners to talk with a peer /peers about areas <i>where</i> work can be improved and/or <i>how</i> it can be improved with reference to: <ul style="list-style-type: none"> • success criteria <input type="checkbox"/> • generic aspects of literacy learning <input type="checkbox"/> 		3.4.5 Learners spontaneously talk with a peer/peers about <i>whether</i> work has/has not met the success criteria; <i>where</i> the work can be improved; and/or <i>how</i> it can be improved with reference to: <ul style="list-style-type: none"> • success criteria <input type="checkbox"/> • generic aspects of literacy learning <input type="checkbox"/>
<i>Evidence:</i>					
3.5 Opportunities for quality self assessment (achievement and improvement related feedback)					
3.5.1 Teacher does not ask learners to evaluate their own work.	3.5.2 Teacher asks learners, in a general manner, to <i>“evaluate”</i> or <i>“assess”</i> their own work.	3.5.3 Teacher asks learners to decide <i>whether</i> their own work has/has not met the success criteria and/or <i>to find instances of where</i> it has/has not met the criteria.	3.5.4 Teacher asks learners to find instances of <i>where</i> their work can be improved and/or to identify <i>how</i> it can be improved with reference to: <ul style="list-style-type: none"> • success criteria <input type="checkbox"/> • generic aspects of literacy learning <input type="checkbox"/> 		3.5.5 Learners spontaneously engage in an evaluation of their work (identifying where their work has/not met the success criteria; areas for improvement).
<i>Evidence:</i>					

Appendix A3

3: FEEDBACK about a learner's / learners' productive activity during writing

Success criterion that is the focus of writing conferences [Tuesday & Wednesday]: *I use dialogue in a way that gives the reader information about my characters – it tells the reader what my characters are like.* Most students have completed the first draft of their story; the class is concurrently working on this idea in their reading programme – looking at how authors use dialogue to develop their characters.

3.1 Quality of achievement related feedback				
3.1.1 Teacher's feedback is not directly related to achievement (rather it is approving, rewarding, disapproving of behaviour)	3.1.2 Teacher's feedback refers in a general manner to: <ul style="list-style-type: none"> • success criteria <input type="checkbox"/> • generic aspects of literacy learning <input type="checkbox"/> 	3.1.3 Teacher tells the learner about <i>whether</i> their work has met/has not met: <ul style="list-style-type: none"> • success criteria <input type="checkbox"/> • generic aspects of literacy learning <input type="checkbox"/> 	3.1.4 Teacher tells the learner about <i>how</i> their work has met/has not met: <ul style="list-style-type: none"> • success criteria <input type="checkbox"/> • generic aspects of literacy learning <input type="checkbox"/> 	3.1.5 Learner and teacher discuss (<i>with learner' taking the lead'</i>) <i>whether</i> and <i>how</i> the work has met/has not met: <ul style="list-style-type: none"> • success criteria <input type="checkbox"/> • generic aspects of literacy learning <input type="checkbox"/>

<p>For example:</p> <p>"Well done"</p> <p>"Awesome"</p> <p>"Not as good as usual"</p>	<p>"You've met most of the success criteria"</p> <p>"You need to check your work for the things we were looking at last week - the paragraphs"</p>	<p>"Great, your story has dialogue - you have used dialogue to give information about Rose's character"</p> <p>"I see you have paragraphs in your story"</p>	<p>"Great use of dialogue here where Rose says 'Come on, I don't really want to go swimming. I can go tomorrow. I'll help you' - it tells me that she is willing to miss out on things for herself and will help others - she puts others before herself - she's not a selfish person".</p> <p>"Well done, each new idea has a new paragraph - you state the idea clearly at the start of each paragraph then develop it ..."</p>	<p>"As you read me your story, show me where you have used dialogue to give information about each character ... [student reads and responds]. Now, let's look at Rose - what are you trying to tell the reader about her [student responds] ..."</p> <p>"Tell me why this is a paragraph [student responds] - so it's all about the one idea, and that idea is? [student responds] and the next paragraph?"</p> <p>Each of the above would be developed further into an extended dialogue between teacher and student - with the student taking the lead and doing the majority of the talking, explaining what they have achieved and how they have achieved it.</p>
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3.2 Quality of improvement related feedback				
3.2.1 Teacher provides feedback regarding aspects to improve but these are not related to the success criteria, learning aim or generic aspects of literacy learning	3.2.2 Teacher's feedback about areas for improvement refers in a general manner to: <ul style="list-style-type: none"> • success criteria <input type="checkbox"/> • generic aspects of literacy learning <input type="checkbox"/> 	3.2.3 Teacher tells the learner about <i>what</i> needs to be improved, with reference to: <ul style="list-style-type: none"> • success criteria <input type="checkbox"/> • generic aspects of literacy learning <input type="checkbox"/> 	3.2.4 Teacher tells the learner about <i>how</i> to improve their work, with reference to: <ul style="list-style-type: none"> • success criteria <input type="checkbox"/> • generic aspects of literacy learning <input type="checkbox"/> 	3.2.5 Learner and teacher discuss (<i>with learner taking the lead</i>) <i>what</i> needs improvement and <i>how</i> to go about this, with reference to: <ul style="list-style-type: none"> • success criteria <input type="checkbox"/> • generic aspects of literacy learning <input type="checkbox"/>
<p><i>"Fix up your handwriting, I can't read"</i></p> <p><i>"Tidy up the borders"</i></p>	<p><i>"You need to check you've met the success criteria, I think there's room for improvement"</i></p> <p><i>"Use the ideas we have been working on in our writing over the last few weeks to help you fix up your story".</i></p>	<p><i>"You need to use dialogue to give us information about Peter's character"</i></p> <p><i>"Fix up your use of past tense in this paragraph here"</i></p>	<p><i>"You said Peter is a 'know it all' – see if you can use dialogue to show this rather than having a statement. Peter might say something like 'I know that, you don't have to tell me' and maybe you could use bold or underlining to emphasise the 'I'."</i></p> <p><i>"Fix up your use of past tense in this paragraph - most of the paragraph is in the present and it reads well, but here, instead of 'used' put 'uses', and instead of 'carried' put</i></p>	<p><i>"You say here that Peter is a 'know it all'. I wonder how you could use dialogue to show this ... [teacher waits for response] ... yes, that's one way, can you think of another [student responds] ... so you could remove the statement here and put [waits]"</i></p> <p><i>"Let's see how you have used tenses- read this paragraph to me [student responds]. Mmm, some present tense [points] and some past tense [points] ... read it again and make it all in the past [student does so]. Now read it and make it all in the present [student does so]. Which do you think works best [student responds] why"</i></p>

			<i>'carries' ...</i>	
				Each of the above would be developed further into an extended dialogue between teacher and student – with the student taking the lead and doing the majority of the talking.

3.3 Self-regulating prompts				
Oral <input type="checkbox"/>		Written <input type="checkbox"/>		
3.3.1 The teacher reminds learner(s) to evaluate / check their work		3.3.2 The teacher provides learner(s) with / refers learner(s) to evaluative self-regulating prompts related to: <ul style="list-style-type: none"> • success criteria <input type="checkbox"/> • generic aspects of literacy learning <input type="checkbox"/> 		3.3.3 Learner(s) spontaneously refer to / use self-regulating prompts that are available.
<i>"Remember to check your work before you put it away".</i>		<i>"Jane, have a look at the questions and ideas on the whiteboard – especially this one [pointing] about the use of dialogue to develop characters".</i> <i>"If you get stuck, read through the points on the board - they will help you with your paragraphing".</i>		If learners do this, it suggests that the teacher has directed students to such prompts in the past and as a result, there are some students who now refer to these without being asked – they are moving towards becoming self-regulating.
3.4 Opportunities for quality peer assessment (achievement and improvement related feedback)				
3.4.1 Teacher does not ask learners to evaluate peer's/peers' work	3.4.2 Teacher asks learners to "talk to" peer(s) about their work	3.4.3 Teacher asks learners to talk with a peer/peers about <i>whether</i> work has/has not met the success criteria and/or <i>to find instances of where</i> it has/has not met the criteria.	3.4.4 Teachers asks learners to talk with a peer/peers about areas <i>where</i> work can be improved and/or <i>how</i> it can be improved with reference to: <ul style="list-style-type: none"> • success criteria <input type="checkbox"/> • generic aspects of literacy learning <input type="checkbox"/> 	3.4.5 Learners spontaneously talk with a peer/peers about <i>whether</i> work has/has not met the success criteria; <i>where</i> the work can be improved; and/or <i>how</i> it can be improved with reference to: <ul style="list-style-type: none"> • success criteria <input type="checkbox"/> • generic aspects of literacy learning <input type="checkbox"/>
		<i>"When you meet with the writer, read their story then talk to them about whether they have got</i>	<i>"Talk together about places where the author could improve the dialogue so it tells you more about the character; give them some</i>	

		<p><i>dialogue that gives information about each character – find examples for each character in their story”.</i></p>	<p><i>suggestions about how the dialogue could be improved – maybe try and do this together”.</i></p> <p><i>“As you read your partner’s story you might see things that need to be fixed up or improved - it might be something we did last week or last month like paragraphing or using interesting words - tell them about what needs improving and give some suggestions to help make the improvements”.</i></p>	<p>If learners do this it suggests that the teacher has, in the past, encouraged students to do these sorts of activities – and as a result, there are some students in the class who now carry out these actions without prompting – they are moving towards becoming self-monitoring writers.</p>
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3.5 Opportunities for quality self assessment (achievement and improvement related feedback)				
3.5.1 Teacher does not ask learners to evaluate their own work.	3.5.2 Teacher asks learners, in a general manner, to "evaluate" or "assess" their own work.	3.5.3 Teacher asks learners to decide <i>whether</i> their own work has/has not met the success criteria and/or <i>to find instances of where</i> it has/has not met the criteria.	3.5.4 Teacher asks learners to find instances of <i>where</i> their work can be improved and/or to identify <i>how</i> it can be improved with reference to <ul style="list-style-type: none"> • success criteria <input type="checkbox"/> • generic aspects of literacy learning <input type="checkbox"/> 	3.5.5 Learners spontaneously engage in an evaluation of their work (identifying where their work has/not met the success criteria and/or generic aspects of literacy; and areas for improvement in relation to these aspects).
		<i>"Take five minutes out from your writing, now, and read what you have written – ask yourself whether the dialogue is telling the reader about the character – and see if there are any characters that don't have any or very much dialogue".</i>	<i>"Before we move on today, read what you wrote yesterday and find places where you could improve the dialogue so it tells the reader more about the character; think about what the person could say so we can get to know what they are like".</i> <i>"As you read your story you might see something that needs to be fixed up or improved - it might be something like paragraphing or even something we did last month ... see if you can think of ways in which you could make the changes or improvements"</i>	As noted above, if learners do this it suggests that the teacher has, in the past, encouraged students to do these sorts of activities – and as a result, there are some students in the class who now carry out these actions without prompting – they have become self-monitoring.

Appendix A4

GUIDE FOR OBSERVATION OF LITERACY PRACTICE: SECTION ONE

Teacher:

Observer:

Date:

1. COMMUNICATING LEARNING GOALS and EXPECTATIONS; links between LEARNING GOALS and EXPECTATIONS and; ACTIVATING LINKS BETWEEN LEARNING GOALS / EXPECTATIONS and LEARNERS' PRIOR KNOWLEDGE / EXPERIENCES

1.1 Presence and nature of learning goals			
Learning goal is not directly identified / mentioned; it is implicit in teaching / learning activities	Learning goal is expressed as a: - topic <input type="checkbox"/> - task <input type="checkbox"/>	Learning goal is expressed in terms of: - literacy related knowledge / understanding <input type="checkbox"/> - a literacy related cognitive process / skill <input type="checkbox"/>	Learning goal is expressed, <i>initially</i> , in broad literacy terms <i>It is expected that there will be evidence in subsequent lessons of this goal being reviewed and / or refined, possibly with input from students</i>
Evidence: Record below the learning goal and evidence on which the judgement above was made.			

1.2 Communicating expectations about what counts as successful achievement of the learning goal(s)

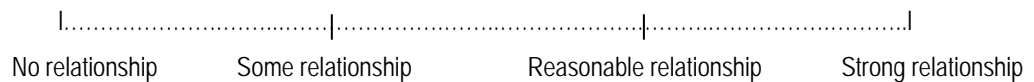
Written format Oral format

Expectations about what counts as successful achievement are not communicated clearly	The teacher communicates expectations through a list of: - 'can do' statements <input type="checkbox"/> - elements for inclusion <input type="checkbox"/>	The teacher communicates expectations through progressive levels of achievement for each 'element' of the goal <input type="checkbox"/>	The teacher communicates expectations through: - exemplars <input type="checkbox"/> - vignettes <input type="checkbox"/> - models <input type="checkbox"/> - other <input type="checkbox"/>	Together the teacher and students <i>develop and discuss</i> expectations, with reference to: - written statements <input type="checkbox"/> - exemplars <input type="checkbox"/> - vignettes <input type="checkbox"/> - models <input type="checkbox"/> - other <input type="checkbox"/>
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Evidence: Record below the expectations that are communicated and evidence on which the judgement above was made.

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1.3 Relationship between learning goal(s) and what counts as successful achievement



Evidence: Identify below, briefly, the basis on which the above judgement was made.

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GUIDE FOR OBSERVATION OF LITERACY PRACTICE: SECTION TWO

Teacher:

Observer:

Date:

2. CURRICULA ALIGNMENT between learning goals / expectations and: act(s) of teaching; independent student activities; literacy texts / resources.

2.1 Alignment between act(s) of teaching (modelling, prompting, questioning, telling, explaining, directing) and the goal(s) of learning / generic aspects of literacy learning			
<p><i>No alignment</i> between act(s) of teaching and:</p> <ul style="list-style-type: none"> - the learning goal <input type="checkbox"/> - expectations regarding successful achievement <input type="checkbox"/> - generic aspects of literacy learning <input type="checkbox"/> 	<p><i>Slight alignment</i> between act(s) of teaching and:</p> <ul style="list-style-type: none"> - the learning goal <input type="checkbox"/> - expectations regarding successful achievement <input type="checkbox"/> - generic aspects of literacy learning <input type="checkbox"/> 	<p><i>Reasonable alignment</i> between act(s) of teaching and:</p> <ul style="list-style-type: none"> - the learning goal <input type="checkbox"/> - expectations regarding successful achievement <input type="checkbox"/> - generic aspects of literacy learning <input type="checkbox"/> 	<p><i>Strong alignment</i> between act(s) of teaching and:</p> <ul style="list-style-type: none"> - the learning goal <input type="checkbox"/> - expectations regarding successful achievement <input type="checkbox"/> - generic aspects of literacy learning <input type="checkbox"/>
<p>Evidence: Identify below the act(s) of teaching and evidence on which the judgement above was made.</p>			

2.2 Alignment between independent student activities / tasks and the goal(s) of learning / generic aspects of literacy learning			
<p><i>No alignment</i> between independent student activities / tasks and:</p> <ul style="list-style-type: none"> - the learning goal <input type="checkbox"/> - expectations regarding successful achievement <input type="checkbox"/> - generic aspects of literacy learning <input type="checkbox"/> 	<p><i>Slight alignment</i> between independent student activities / tasks and:</p> <ul style="list-style-type: none"> - the learning goal <input type="checkbox"/> - expectations regarding successful achievement <input type="checkbox"/> - generic aspects of literacy learning <input type="checkbox"/> 	<p><i>Reasonable alignment</i> between independent student activities / tasks and:</p> <ul style="list-style-type: none"> - the learning goal <input type="checkbox"/> - expectations regarding successful achievement <input type="checkbox"/> - generic aspects of literacy learning <input type="checkbox"/> 	<p><i>Strong alignment</i> between independent student activities / tasks and:</p> <ul style="list-style-type: none"> - the learning goal <input type="checkbox"/> - expectations regarding successful achievement <input type="checkbox"/> - generic aspects of literacy learning <input type="checkbox"/>
<p>Evidence: Identify below the independent activities / tasks and evidence on which the judgement above was made.</p>			

2.3 Alignment between literacy texts / resources (eg: exemplars, models, vignettes) and the goal(s) of learning / generic aspects of literacy learning

<p><i>No alignment</i> between literacy texts / resources and:</p> <ul style="list-style-type: none"> - the learning goal <input type="checkbox"/> - expectations regarding successful achievement <input type="checkbox"/> - generic aspects of literacy learning <input type="checkbox"/> 	<p><i>Slight alignment</i> between literacy texts / resources and:</p> <ul style="list-style-type: none"> - the learning goal <input type="checkbox"/> - expectations regarding successful achievement <input type="checkbox"/> - generic aspects of literacy learning <input type="checkbox"/> 	<p><i>Reasonable alignment</i> between literacy texts / resources and:</p> <ul style="list-style-type: none"> - the learning goal <input type="checkbox"/> - expectations regarding successful achievement <input type="checkbox"/> - generic aspects of literacy learning <input type="checkbox"/> 	<p><i>Strong alignment</i> between literacy texts / resources and:</p> <ul style="list-style-type: none"> - the learning goal <input type="checkbox"/> - expectations regarding successful achievement <input type="checkbox"/> - generic aspects of literacy learning <input type="checkbox"/>
<p>Evidence: Identify below the literacy texts / resources and evidence on which the judgement above was made.</p>			

GUIDE FOR OBSERVATION OF LITERACY PRACTICE: SECTION THREE

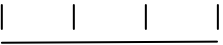
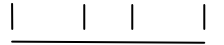
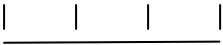
Teacher:

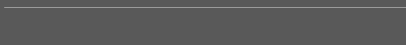
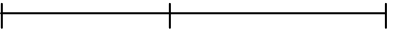
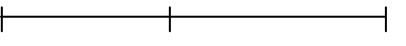
Observer:

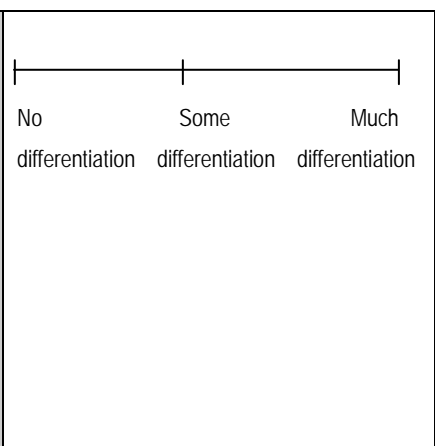
Date:

3. TEACHER INTERACTIONS with learners and DIFFERENTIATION for learners and learning.

3.1 The focus and occurrence of teacher interactions with learners (class; groups; individuals)			
- learning goals / expectations	Interactions with class _____ none few some many	Interactions with groups _____ none few some many	Interactions with individuals _____ none few some many
Evidence: Identify the evidence on which judgements have been made.			
- generic aspects of literacy learning	Interactions with class _____ none few some many	Interactions with groups _____ none few some many	Interactions with individuals _____ none few some many
Evidence: Identify the evidence on which judgements have been made.			
- management of behaviour	Interactions with class _____ none few some many	Interactions with groups _____ none few some many	Interactions with individuals _____ none few some many
Evidence: Identify the evidence on which judgements have been made.			

- task organization / management	Interactions with class  none few some many	Interactions with groups  none few some many	Interactions with individuals  none few some many
Evidence: Identify the evidence on which judgements have been made.			
Overall focus of:	interactions with class - learning goals / expectations <input type="checkbox"/> - generic aspects of literacy learning <input type="checkbox"/> - management of behaviour <input type="checkbox"/> - task organisation / management <input type="checkbox"/>	interactions with groups - learning goals / expectations <input type="checkbox"/> - generic aspects of literacy learning <input type="checkbox"/> - management of behaviour <input type="checkbox"/> - task organisation / management <input type="checkbox"/>	interactions with individuals - learning goals / expectations <input type="checkbox"/> - generic aspects of literacy learning <input type="checkbox"/> - management of behaviour <input type="checkbox"/> - task organisation / management <input type="checkbox"/>

3.2 The divergent literacy learning needs of learners are addressed through differentiation in:	Degree of differentiation 	Identify evidence on which the judgement was made.
- literacy texts / resources eg; exemplars, vignettes, models	 No Some Much differentiation differentiation differentiation	
- learning and teaching activities / tasks	 No Some Much differentiation differentiation differentiation	

<p>- acts of teaching / scaffolding eg: modelling, prompting, questioning, telling, explaining, directing</p>	 <p>No differentiation Some differentiation Much differentiation</p>	
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GUIDE FOR OBSERVATION OF LITERACY PRACTICE: SECTION FOUR

Teacher:

Observer:

Date:

4. FEEDBACK about learner's / learners' productive activity, peer and self feedback and self-regulation during literacy learning

4.1 Achievement related feedback – during literacy learning			
Teacher's feedback is not directly related to achievement - rather it is approving, rewarding, and / or disapproving of behaviour	Teacher's feedback refers in a <i>general</i> manner to: - learning goal / expectations regarding successful achievement <input type="checkbox"/> - generic aspects of literacy learning <input type="checkbox"/>	Teacher tells the learner about <i>whether</i> and / or <i>how</i> their work has met / not met: - learning goal / expectations regarding successful achievement <input type="checkbox"/> - generic aspects of literacy learning <input type="checkbox"/>	Learner and teacher discuss (<i>with learner 'taking the lead'</i>) <i>whether</i> and / or <i>how</i> their work has met / not met: - learning goal / expectations regarding successful achievement <input type="checkbox"/> - generic aspects of literacy learning <input type="checkbox"/>
Evidence: Record below instances of feedback that support the judgement(s) made above			

4.2 Improvement related feedback – during literacy learning

<p>Teacher provides feedback regarding aspects to improve but these are <i>not</i> related to learning goals / expectations regarding successful achievement or generic aspects of literacy learning</p>	<p>Teacher's feedback about areas for improvement refers in a <i>general</i> manner to:</p> <ul style="list-style-type: none"> - learning goals / expectations regarding successful achievement <input type="checkbox"/> - generic aspects of literacy learning <input type="checkbox"/> 	<p>Teacher tells the learner about <i>what</i> needs improvement and / or <i>how</i> to do this, with reference to:</p> <ul style="list-style-type: none"> - learning goals / expectations regarding successful achievement <input type="checkbox"/> - generic aspects of literacy learning <input type="checkbox"/> 	<p>Learner and teacher discuss (<i>with learner 'taking the lead'</i>) <i>what</i> needs improvement and / or <i>how</i> to go about this, with reference to:</p> <ul style="list-style-type: none"> - learning goals / expectations regarding successful achievement <input type="checkbox"/> - generic aspects of literacy learning <input type="checkbox"/>
--	--	--	--

Evidence: Record below instances of feedback that support the judgement(s) made above

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4.3 Opportunities for peer assessment during literacy learning - addressing achievement and/or improvement related feedback				
Learners are not actively encouraged to evaluate peer's / peers' work	Teacher asks learners to <i>"talk to"</i> peer(s) about their work	Teacher asks learners to talk with a peer / peers about: - <i>whether</i> work has / has not met learning goals / expectations <input type="checkbox"/> - and / or to <i>find instances</i> of where it has / has not met learning goals / expectations <input type="checkbox"/>	Teacher asks learners to talk with a peer / peers about: - areas where work can be improved with reference to learning goals / expectations <input type="checkbox"/> - and / or <i>how</i> it can be improved with reference to learning goals / expectations <input type="checkbox"/>	Learners spontaneously talk with a peer / peers about: - whether and / or <i>how</i> work has / has not met learning goals / expectations <input type="checkbox"/> - and / or <i>where</i> and <i>how</i> work can be improved with reference to learning goals / expectations <input type="checkbox"/>
Evidence: Record below instances that support the judgement(s) made above				

4.4 Opportunities for self assessment during literacy learning - addressing achievement and improvement related feedback				
Learners are not actively encouraged to evaluate their own work.	Teacher asks learners, in a general manner, to <i>"evaluate"</i> or <i>"assess"</i> their own work.	Teacher asks learners to consider their work and decide: - <i>whether</i> it has / has not met learning goals / expectations <input type="checkbox"/> - and / or to <i>find instances</i> of where it has / has not met learning goals / expectations <input type="checkbox"/>	Teacher asks learners to consider their work in relation to learning goals / expectations and to: - find instances of <i>where</i> it can be improved <input type="checkbox"/> - and / or identify <i>how</i> it can be improved <input type="checkbox"/>	Learners spontaneously engage in an evaluation of their work - identifying where their work has / not met learning goals / expectations, areas for improvement and ways to go about these improvements

Evidence: Record below instances that support the judgement(s) made above				

4.5 Self-regulating p/prompts			Oral <input type="checkbox"/>	Written <input type="checkbox"/>
Learners are not provided with or referred to self-regulating prompts	The teacher directs learner(s) to self-regulating prompts related to: - goals of learning / expectations <input type="checkbox"/> - generic aspects of literacy learning <input type="checkbox"/>	Learner(s) spontaneously refer to / use self-regulating prompts related to: - goals of learning / expectations <input type="checkbox"/> - generic aspects of literacy learning <input type="checkbox"/>		
Evidence: Record below instances that support the judgement made above				

Appendix B: Observed teacher response to feedback

Observation number 1, 2, 3, 4, 5, 6, 7 (circle)

Name _____

Class Level _____

Peer Name _____

Date: _____

1. Overall, I thought the observed lesson was: (circle)

1. Amongst the least effective I've taught

6. Amongst the most effective I've taught

1

2

3

4

5

6

1. What was the main message you took from the feedback about the extent of changes expected in your teaching practice?

Continue with what I am currently doing

Tweak what I am already doing

Make some specific changes

Make significant changes

2. What were the main issues (if any) talked about with your peer after the observation?

3. In practical terms, how useful was the feedback in helping you to improve your teaching?

definitely not
useful

not really
useful

slightly
useful

moderately
useful

mostly
useful

definitely
useful

1

2

3

4

5

6

Reason for rating:

4. Is there anything you intend to change in your teaching as a result of this feedback? If so, what?

5. What goals have you personally set as a result of the observation and the discussion of the observation?

6. Round 1 ONLY

Feedback is one way to learn how to improve your teaching. What score out of 100 would you give feedback and then also out of 100 for each of these other types of professional learning situations.

- Being observed and receiving feedback _____/100
- Receiving student activities and materials _____/100
- Professional readings _____/100
- Discussing teaching issues with a more expert person _____/100
- Examining evidence of student learning _____/100
- Discussing teaching issues with colleagues _____/100
- Observing others model teaching practice _____/100
- Attending a seminar/ presentation by an expert _____/100
- Other (please specify):
_____ _____/100

Are there any other comments you would like to record about this feedback session?

THANK YOU FOR RECORDING AND SHARING YOUR REFLECTIONS

Observer Response to Session Giving Feedback

Observation number 1, 2, 3, 4, 5, 6, 7 (circle)

Your name _____

Name of Peer Observed _____

Date: _____

(i) Overall, I thought the observed lesson was: (circle)

1. Amongst the least effective I've seen

6. Amongst the most effective I've seen

1

2

3

4

5

6

(ii) What was the main message you gave in the feedback about the extent of changes you would like to see in the observed teaching practice?

Continue with what they are currently doing

Tweak what they are already doing

Make some specific changes

Make significant changes

(iii) What were the main issues you wanted to address with your peer after the observation?

(iv) In practical terms, how useful do you think the feedback was in helping your peer to improve his/her teaching?

definitely not
useful

not really
useful

slightly
useful

moderately
useful

mostly
useful

definitely
useful

1

2

3

4

5

6

Reason for rating:

- (v) Do you think that your peer intends to change anything in his/her teaching as a result of this feedback? If so, what is it likely to be?

7. What goals have you set together as a result of the observation and the discussion of the observation?

Are there any other comments you would like to record about this feedback session?

THANK YOU FOR RECORDING AND SHARING YOUR REFLECTIONS

Appendix B2

What counts as evidence?

Is this evidence? Why / not?

inclusive of a range of learners <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"/>X Rarely Sometimes Nearly all the time	"Makes an effort to include a range of learners"
inclusive of a range of learners <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"/>X..... Rarely Sometimes Nearly all the time	"Through wanderings around the room and interactions"
inclusive of a range of learners <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"/> L D C D M A Dv T CIX Rarely Sometimes Nearly all the time	"Asked a variety of students to share their ideas"
inclusive of a range of learners <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"/> Rarely Sometimes Nearly all the time	"This was geared in a way that all could succeed".

<p>Teacher to student (one-way)</p> <p>□ □ □ □ □ □ □ □ □ □</p>	<p>X..... </p> <p>Too few About right Far too many</p> <p>instances</p>	<p>“Always asking children’s input”</p>
<p>Teacher to student (one-way)</p> <p>□ □ □ □ □ □ □ □ □ □</p>	<p>X..... </p> <p>Too few About right Far too many</p> <p>instances</p>	<p>“It’s easy to see all the children are focused on you and listening ...”</p>
<p>Student and student (two-way)</p> <p>□ □ □ □ □ □ □ □ □ □</p>	<p>X..... </p> <p>Too few About right Far too many</p> <p>instances</p>	<p>“Could have used pair-share to discuss thoughts ...”</p>

Appendix B3

Peer Observation Study Questionnaire

Name: _____

Answer this set of questions thinking about your **GIVING** feedback.

1. What *specific* messages regarding your colleague's teaching can you recall giving?
(Please do not write, for example, 'about learning intentions' but say what it was about learning intentions that you gave feedback about). List the messages.

2. Which single message do you think has had the most impact on your partner's teaching practice in writing? Why?

Reason:

3. In what way has your feedback had an impact on his/her writing programme?

(b) How do you know? What is your evidence?

4. (a) What has been the most difficult message you have had to give about teaching practice in writing?

(b) Why was it difficult?

(c) Describe how you went about this difficult task. Include what happened- the outcome.

5. What do you think that you need to do to be more effective at giving feedback in relation practice in teaching writing?

6. Any other comments about **GIVING** feedback

7. How do you collect evidence about your own teaching in writing? Please be specific and give examples.

Answer this set of questions thinking about your RECEIVING feedback.

1. List specific areas of your teaching that you can recall receiving feedback about (Please do not simply write ‘about learning intentions’ but say precisely what).

2. (a) What message has had the most impact with respect to your teaching of writing?

- (b) In what ways did it cause you to think more deeply about your teaching? (try to identify what it was about the feedback that did this).

- (c) What actions did you take as a consequence? Give details.

3. Other comments about RECEIVING feedback in relation to writing.

4. What other prompts (other than feedback from a colleague) have resulted in your thinking more deeply about your teaching in writing and then taking action? Describe an instance of this.

Prompts:

Instance:

THANK YOU FOR YOUR THOUGHTFUL INPUT

Appendix B4

FEEDBACK

AREAS ON THE OBSERVATION SCHEDULE

Circle your rating for the following areas from the Observation schedule *in relation to their importance when observing and providing feedback about teaching practice.*

Learning intentions & success criteria	1	2	3	4	5	6
	<i>very unimportant</i>	<i>unimportant</i>	<i>slightly important</i>	<i>moderately important</i>	<i>mostly important</i>	<i>very important</i>
Teacher modelling linked to learning intention / success criteria	1	2	3	4	5	6
	<i>very unimportant</i>	<i>unimportant</i>	<i>slightly important</i>	<i>moderately important</i>	<i>mostly important</i>	<i>very important</i>
Making links to students' prior knowledge	1	2	3	4	5	6
	<i>very unimportant</i>	<i>unimportant</i>	<i>slightly important</i>	<i>moderately important</i>	<i>mostly important</i>	<i>very important</i>
Deliberate acts of teaching	1	2	3	4	5	6
	<i>very unimportant</i>	<i>unimportant</i>	<i>slightly important</i>	<i>moderately important</i>	<i>mostly important</i>	<i>very important</i>
Teacher and student engagement in learning related talk	1	2	3	4	5	6
	<i>very unimportant</i>	<i>unimportant</i>	<i>slightly important</i>	<i>moderately important</i>	<i>mostly important</i>	<i>very important</i>
Degree of alignment between learning intentions, success criteria and class / group activities	1	2	3	4	5	6
	<i>very unimportant</i>	<i>unimportant</i>	<i>slightly important</i>	<i>moderately important</i>	<i>mostly important</i>	<i>very important</i>

Differentiation (in resources, activities, scaffolding, success criteria)

1	2	3	4	5	6
<i>very unimportant</i>	<i>unimportant</i>	<i>slightly important</i>	<i>moderately important</i>	<i>mostly important</i>	<i>very important</i>

Overall appropriateness of lesson pace

1	2	3	4	5	6
<i>very unimportant</i>	<i>unimportant</i>	<i>slightly important</i>	<i>moderately important</i>	<i>mostly important</i>	<i>very important</i>

Quality of achievement and improvement related feedback

1	2	3	4	5	6
<i>very unimportant</i>	<i>unimportant</i>	<i>slightly important</i>	<i>moderately important</i>	<i>mostly important</i>	<i>very important</i>

Self regulating prompts

1	2	3	4	5	6
<i>very unimportant</i>	<i>unimportant</i>	<i>slightly important</i>	<i>moderately important</i>	<i>mostly important</i>	<i>very important</i>

Peer and self assessment

1	2	3	4	5	6
<i>very unimportant</i>	<i>unimportant</i>	<i>slightly important</i>	<i>moderately important</i>	<i>mostly important</i>	<i>very important</i>

OBSERVATION OF, GIVING AND RECEIVING FEEDBACK ON TEACHING

Allocate 100 percent among the following three areas *to indicate the relative amount that you learned from each* [an example is provided to illustrate]:

AREAS:	Example:	Your percentages:
Observation of a peer teaching	50%	
Giving feedback to a peer through a learning conversation	20%	

Receiving feedback from a peer through a learning conversation	30%	
--	-----	--

PROFESSIONAL LEARNING ACTIVITIES

Score each of the following out of 100 *to indicate impact on your professional learning.*

PROFESSIONAL LEARNING ACTIVITIES:	Your score / 100:
Professional readings	/ 100
Discussing teaching issues with a more expert person	/ 100
Examining evidence of student learning	/ 100
Being observed and receiving feedback	/ 100
Discussing teaching issues with colleagues	/ 100
Observing others model teaching practice	/ 100
Attending a seminar / presentation	/ 100
Using the Observation schedule to guide observations and provide feedback	/ 100
Receiving student activities / material for classroom use	/ 100
Other: (specify)	/ 100

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE.

Eleanor & Judy.

Appendix B5

Teaching Writing Questionnaire

Name:

This questionnaire examines some knowledge that may be needed to teach writing and to strengthen student understanding. It asks you to explain what you understand about aspects of language and also about how you teach them. Teacher knowledge of writing from the point of view of how to teach it is a significant contributor to student achievement.

An aim of this is to help you to reflect on your current state of knowledge. There are three sections to complete.

The following section asks you to write about features of text commonly associated with writing for a particular purpose, for example to explain something or to persuade someone etc.

1. To persuade (to argue: Arguments)

a) What are the generic features of a piece written to persuade?

b) How are ideas commonly organised within an argument?

c) What language features are considered more effective in an argument?

2. Here is a learning aim that one teacher came up with for teaching students to write in order to persuade

“To present a written, reasoned argument (which has the power to inform and persuade the reader”

Construct success criteria relevant to an aspect of this learning aim suitable for writers in your school.

3. Attached is a piece of writing from a *Year 8 student* who is writing to persuade.

In evaluating this piece, what are two significant features of argument, expected at this level, that this student demonstrates control of?

What is the most important 'next step' for this student in your view? Write your feedback to include this information.

Appendix B6

Interview schedule

In terms of the process of observing and giving, then getting feedback:

How beneficial for your personal learning was the process of peer observation and *getting* feedback?
In what ways, specifically?

How beneficial for your personal learning was the process of peer observation and *giving* feedback?
In what ways, specifically?

In general who do you think have been the beneficiaries?

- ✚ How have they benefited?
- ✚ How do you know?

What do you think are the payoffs for the students?

- ✚ How do you know?

What is needed for this process to work well for you?

- ✚ What would make it work?
- ✚ What gets in the way of it working well for you?

What do you think are the ideal qualities in a peer observation partner?

- ✚ Did you change partners during the process (if so why / why not)?

Which steps in the learning conversation do you feel comfortable with?

Which steps did you struggle with / are you still working on?

In terms of the logistics of the process:

The timing of the lessons taught/observed;

- ✚ how appropriate was the amount of time you observed?
- ✚ how appropriate was the amount of time you gave to giving / receiving feedback?

Tell us about how you organised the feedback session?

- ✚ Where, when etc.
- ✚ How long did you spend on the average feedback session?

The Observation schedule:

How important was the Observation schedule in drawing your attention to aspects of your teaching?

- 🚧 For you (and your peers) what has the Observation schedule highlighted?
- 🚧 What sort of things did you learn from using the Observation schedule?

How much support do you think is needed to use the Observation schedule?

- 🚧 What sort of support helps to make this work?

How has the PD in writing with Gail complemented this work?

- 🚧 How do you see it doing this? In what ways?

In terms of the time you have put into this peer observation / feedback / use of the Observation schedule

Do you think the time commitment is matched by the benefits?

Why? Why not?

Anything else not asked about that you want to comment on?