



# **Teacher Classroom Observation (TCO) Training**



# **Session 1**

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# **Welcome and Introductions**



# Ice-Breaker

# TCO Training Objectives

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- Understand the **importance** of a quality Teacher Classroom Observation
- Understand the qualities of a **good observer**
- Understand how to conduct an observation **objectively**
- Become familiar with each part of the **TCO Tool**
- Become well-versed in **each item** of the TCO Tool
- **Feel prepared** to use the tool and conduct a teacher observation



# **Session 2**

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## **Why do a Teacher Classroom Observation?**

# Why do we do Teacher Classroom Observations?

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- To measure the quality of the teacher's teaching practices and the classroom environment
  - Coach and support the teacher in improving specific, targeted teaching practices
  - Understand where teachers may be struggling and support them strategically (eg. Selecting TLC topics)
- To understand how teacher performance impacts student learning outcomes



# **Session 3**

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## **Getting to Know the Tool**

# Getting to Know the Tool



## Teacher Observation Form

1/4

### Steps for a successful observation:

1. Arrive 15 minutes before the lesson starts in order to greet the teacher and explain what you will be doing.
2. Find a comfortable spot in the back of the class where you can seem nearly invisible to both the teacher and students.
3. Do not speak to the teacher or the students, or interrupt the class in any way, during the duration of the lesson observed.
4. Take notes and observe for 20 minutes, stop and score for 10 minutes.

### Overview

Site Name	
Observation Date (dd/mm/yyyy)	
Teacher Name	
Observer Name	
Observed Class Subject	
Class Level	

### Section I. Time on Task

<b>1. Punctuality</b> Did the teacher begin and end the class on time?
<b>2. Class Duration</b> What was the duration of the class (in minutes)?
<b>3. Time on Non-Academic Activities</b> How many minutes of the class time were spent on non-academic activities? (unscheduled time)
<b>4. Time on Learning</b> How many minutes of the class time were spent learning (e.g. teacher lecturing, students working)?

### Section II. Teaching Practices

	1) No evidence / negative	2) Tried, but poorly	3) Good effort	4) Exemplary	Score
<b>6. Lesson Objective</b> The tutor clearly states the lesson objective of the day and explains how activities contribute to the objective.	The tutor did not state the lesson objective.	The tutor stated the objective, but late in the lesson or not clearly.	The tutor stated the objective, but did not link the activities to the objective.	The tutor clearly stated the lesson objective at the beginning of the class and tied all the activities back to the objective.	
<b>7. Feedback</b> When a student answers incorrectly, the tutor responds with individualized and specific feedback throughout the lesson to facilitate learning, whether: □ Individually and respectfully correcting students □ Checking response books □ Writing comments on the students work	When a student makes a mistake, the tutor gives feedback or just reads the correct answer.	When a student makes a	When a student makes a	When a student makes a	

### Section II. Teaching Practices (continued)

	1) No evidence / negative	2) Tried, but poorly	3) Good effort	4) Exemplary	Score
<b>8. Checking for Understanding</b> The tutor continuously checks understanding of the students. Different methods include: □ Asking questions □ Doing practice questions □ Reviewing work	The tutor does not check students' understanding (Chalk and Talk).				
<b>9. Adapting Lesson</b> The tutor adapts the lesson to match the students' understanding. This can be repeating a part or presenting it in a different way, or it can be skipping forward if students have mastered an objective.	The tutor does not adapt lesson to meet the students needs or level of understanding.				

<b>10. Supplementary Materials</b> The tutor uses supplementary materials to reinforce the lesson objective. Materials include anything that is not a notebook or a chalkboard, such as: □ Boards □ Props □ Counters (for math)	The tutor uses no supplementary materials.				
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<b>11. Opportunity to Practice</b> The tutor gives the students adequate opportunities to practice. Practice can be for any activity (individual assignments, group work, presentation). Individual practice means the students can test their knowledge on their own to see if they can succeed (such as writing in their notebooks or solving the problem on their individual chalkboards).	The tutor provides no time practice outside of repeat back.				
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<b>12. Questioning Techniques</b> The tutor uses a variety of questioning techniques to engage all the students, including: □ Asking the whole class □ Calling individual students by name □ Students ask each other questions □ Asking questions to groups in group work □ Asking open ended questions	The tutor does not engage students through questions only uses close ended questions such as "Is that so?" or "Repeat."				
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<b>16. Discipline Consistency</b> The tutor consistently enforces the classroom rules.	The classroom rules are enforced, the consequence is consistent, or violence / clear supervisor / reference.				
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<b>17. Use of Classroom Space</b> The tutor just stands in the class the whole time walking among students using their presence to the classroom.	The tutor just stands in the class the whole time walking among students using their presence to the classroom.				
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<b>18. Positive Words</b> The tutor makes good use of classroom space and helms walks around the class regularly.	The tutor uses no positive words, only demands and reprimands.				
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### Section II. Teaching Practices (continued)

	1) No evidence / negative	2) Tried, but poorly	3) Good effort	4) Exemplary	Score
<b>13. Connecting to Students' Lives</b> The tutor connects the lesson content and objective to real life uses and uses examples from the student's day-to-day lives—showing the relevance of the lesson outside the classroom.	The tutor never connects material to the students' real-life.	The tutor may use an example (such as an animal or food) from the book/materials, but not all are relevant or helpful does not elaborate or talk about what is specific to the students.	The tutor uses examples the students understand and are from their lives, but only to explain textbook concepts and misses opportunities to link to outside classroom application.	The tutor references things from the students' lives and relates the concepts to real life applications (for example, if the lesson is about the letter "G," asking students what things in their homes start with the letter "G").	

### Section III. Classroom Management and Positive Discipline (continued)

<b>14. Engaging Different Learners</b> The tutor teaches the content in different ways to account for different types of learners. Different teaching techniques include: □ Discussion □ Songs □ Writing/Drawing □ Group work □ Games □ Role Play □ Pair share	Tutor uses only talk and explanation to teach.				
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### Section III. Classroom Management and Positive Discipline

	1) No evidence / negative	2) Tried, but poorly	3) Good effort	4) Perfect	Score
<b>15. Classroom Rules</b> The tutor refers to the co-created classroom rules when disciplining students. □ Classroom rules are co-created □ Classroom rules are hung in the classroom □ Classroom rules have assigned specific positive discipline consequences	There are no classroom rules they were not co-created, the tutor does not refer them.				
<b>16. Discipline Consistency</b> The tutor consistently enforces the classroom rules.	The classroom rules are enforced, the consequence is consistent, or violence / clear supervisor / reference.				
<b>17. Use of Classroom Space</b> The tutor just stands in the class the whole time walking among students using their presence to the classroom.	The tutor just stands in the class the whole time walking among students using their presence to the classroom.				
<b>18. Positive Words</b> The tutor makes good use of classroom space and helms walks around the class regularly.	The tutor uses no positive words, only demands and reprimands.				
<b>19. Calm Tone of Voice</b> A calm tone of voice is a gentle, calm, and friendly way of speaking that creates a nurturing environment in the classroom. The opposite would be a strict or intimidating tone of voice (for which yelling is one example).	The tutor yells or uses an intimidating tone to control the classroom and/or discipline students.	The tutor uses an intimidating or yelling tone, but only when things were very out of control.	The tutor does not yell, but the tone of voice is not particularly friendly or calming.	The tutor uses a calm tone of voice at all times, even when disciplining students.	
<b>20. Promoting Self-Compassion</b> When a student makes a mistake (academic or behavioral) the tutor makes a point to let them know that mistakes are OK and to help students treat themselves with patience.	The tutor shows no patience with mistakes and/or just reprimands students.	The tutor doesn't reprimand, but doesn't explicitly promote self-compassion (for example, briefly says "It's ok" after a student makes a mistake), or promotes self-compassion infrequently.	The tutor promotes self-compassion by complementing efforts, but does not elaborate or explicitly say "making mistakes is OK" or "mistakes are good—that is how we learn."	The tutor frequently promotes self-compassion and tells students mistakes are OK and to treat themselves with patience.	
<b>21. Gender Environmental Scan</b> The tutor is not verbally aggressive. This refers to the use of mean, humiliating, or disrespectful language when speaking to individual students or when referring the group of students collectively. That language may include references to race, ethnicity, religious groups, gender, disability, or sexual orientation.	The tutor calls on one gender more than the others. □ The tutor gives boys and girls different tasks. □ Girls sit mostly in the back of the class, or are given less comfortable seating than boys. □ The tutor makes negative comments about girls, specifically saying things like "You are stupid and will not succeed in life."				
<b>22. Recognizing Perseverance</b> The tutor recognizes students for trying, even when the task becomes challenging.	The tutor never recognizes the students' efforts.	The tutor recognizes efforts only by saying "good job" but not explicitly or only to 1-2 students.	The tutor recognizes students' efforts, but not consistently.	The tutor recognizes students' efforts consistently and to many different students.	
<b>23. Verbal Aggression</b> The tutor uses mean, humiliating, or disrespectful language during the lesson when speaking individual or collectively to students (one example is if the tutor uses an expression like: "You are stupid and will not succeed in life.")	The tutor does not use mean, humiliating, or disrespectful language when speaking to individual students or when referring the group of students collectively. That language may include references to race, ethnicity, religious groups, gender, disability, or sexual orientation.	The tutor does not use mean, humiliating, or disrespectful language when speaking to individual or collectively to students (one example is if the tutor uses an expression like: "You are stupid and will not succeed in life.")	The tutor keeps a cordial tone throughout the lesson and does not use mean, humiliating, or disrespectful language when speaking individually or collectively to students, but does not use a lot of positive words or praise.	The tutor keeps a cordial tone throughout the lesson and does not use mean, humiliating, or disrespectful language when speaking individually or collectively to students. Instead, the tutor uses positive words when addressing students.	
<b>24. Physical Aggression</b> The tutor is not physically aggressive. This refers to the use of physical force to discipline students.	The tutor does not make use of physical force to discipline students but threatens them with doing so (such as raising a notebook or hitting the desk).				
<b>25. Negative Punishment</b> The tutor does not use punishments intended to humiliate children—such as disciplining them in front of their peers, including naming them in front of the class.	The tutor uses punishments intended to humiliate children, such as disciplining children in front of their peers.				

Section III. Score (add up scores) =



# Purpose and Features

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Each section captures one of those evidence-based components necessary for student learning:

- Overview
- Time on Task
- Teaching Practices
- Classroom Management and Positive Disciplines

# Scaling

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Question: **Why use a 4-point scale?**

As a general rule...

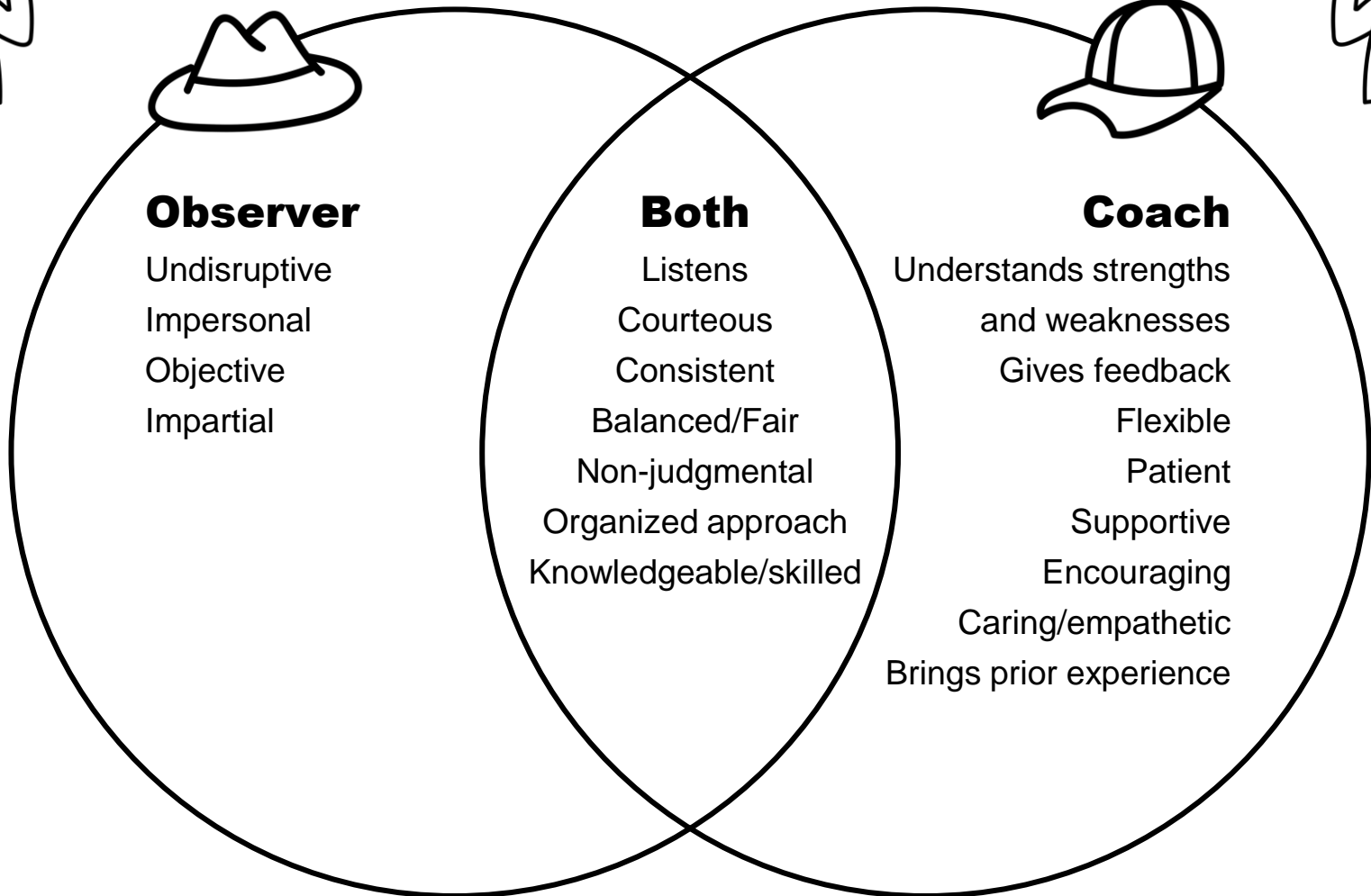
- 1 = No evidence of the behavior
- 2 = Behavior was attempted, but poorly
- 3 = A good effort was made on the behavior
- 4 = The behavior was perfect



# **Session 4**

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## **What Makes a Good Observer?**





**What could keep  
an observer from  
being objective?**

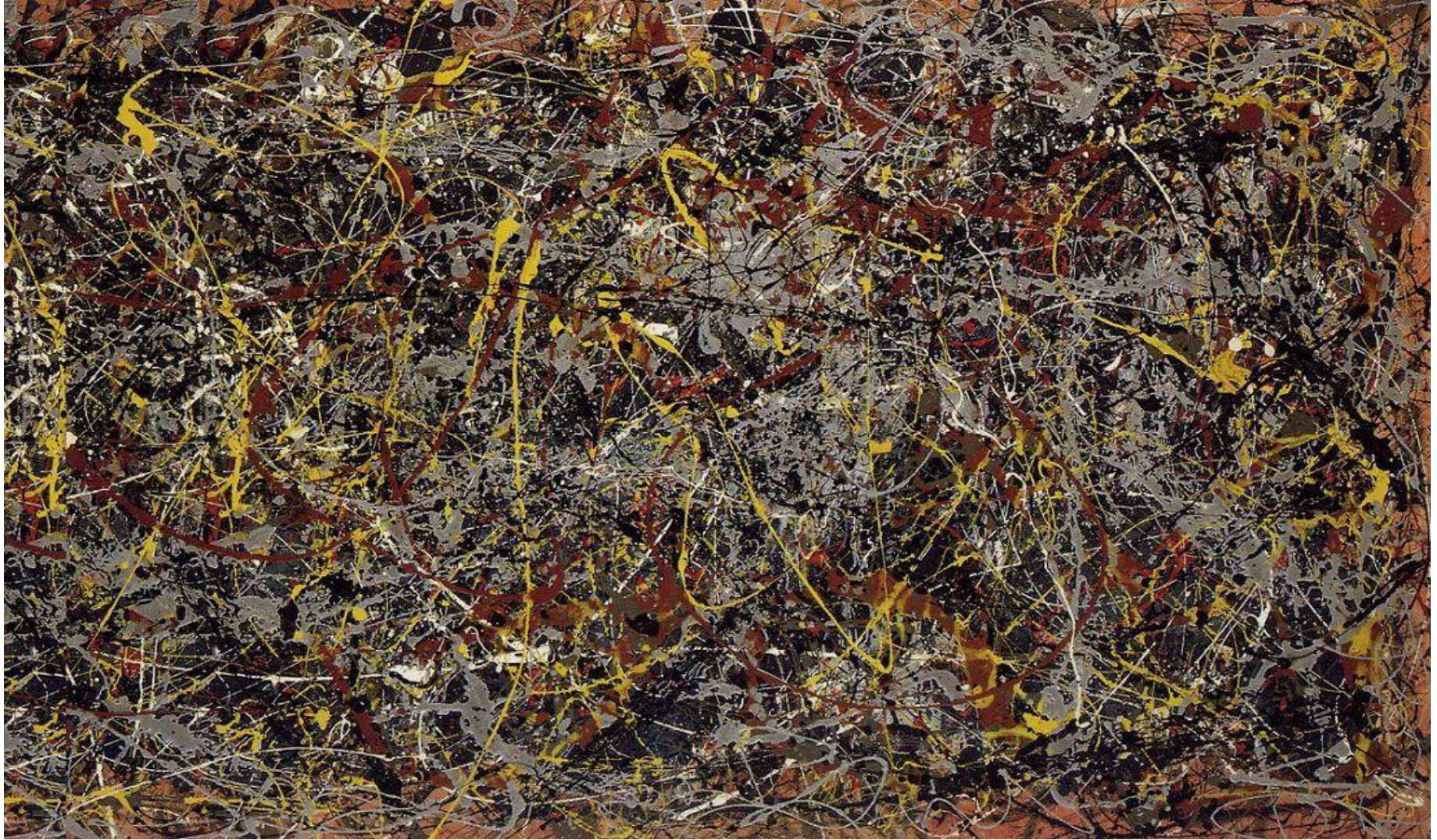


# **Session 5**

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## **Becoming Objective**







# Subjectivity and Cognitive Biases

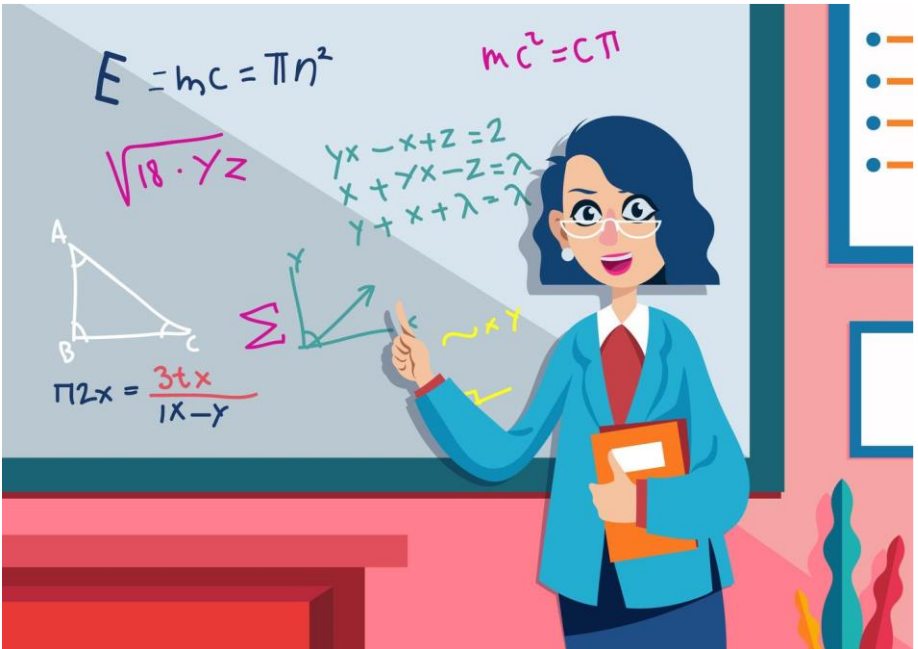
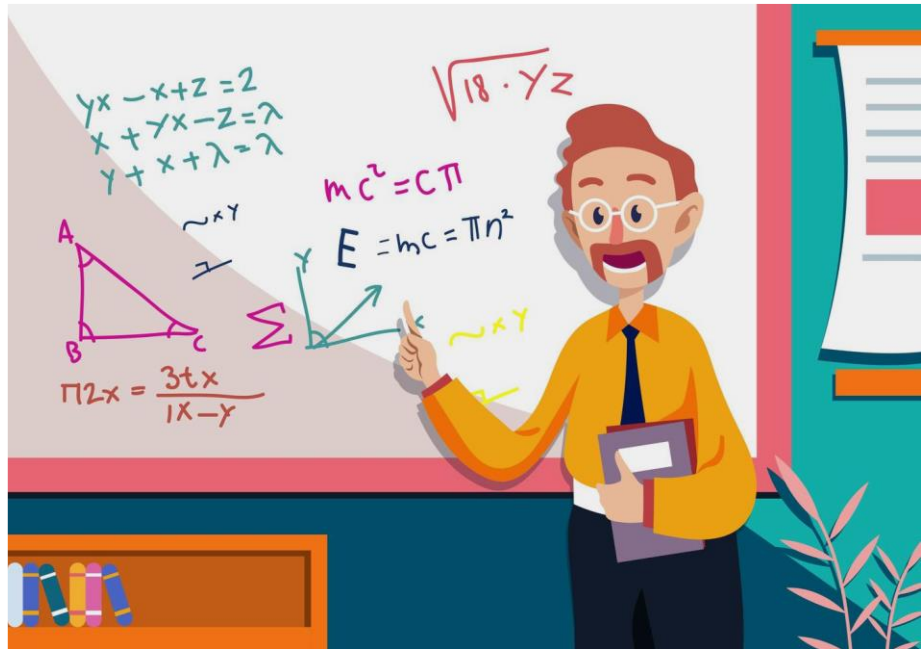
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**Subjectivity:** A subjective perspective is one open to greater interpretation based on personal feeling, emotion, tastes, etc.

Subjectivity is the opposite of Objectivity.

**Cognitive Biases:** The thought processes that cause you to be subjective.







**An intellectual is  
someone whose mind  
watches itself.**

**–Albert Camus**

# Types of Cognitive Biases

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- Anchoring Bias
- Recency Bias
- Confirmation Bias
- Ostrich Effect
- Over-confidence
- Salience
- Selective Perception
- Stereotyping

# Watching your own mind...

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In the first five minutes of class, you realize that this teacher is very weak. They seem confused, disorganized, and unfamiliar with the content. This makes the rest of the scoring easy...



**ANCHORING BIAS**

# Watching your own mind...

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What you see in the **last** 10 minutes of an observation seems to be more important than what happened in the first 10 minutes....



**RECENCY BIAS**

# Watching your own mind...

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You know the teacher and you already have a really good idea of how they teach, so you only **see** what you expect to see... you will see...



**CONFIRMATION BIAS**

# Watching your own mind...

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You know the teacher is trying really hard, so even though they are scoring poorly during the observation you give them the benefit of the doubt and think they did well.



**OSTRICH EFFECT**

# Watching your own mind...

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This is easy for you. You know the teacher and you've done observations before. You quickly go through and if it means you miss a few things.



**OVER-CONFIDENCE**



# Watching your own mind...

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You know a tutor who is usually calm and quiet. She yells once during class, but because it was so surprising, you remember it more and let it influence the rest of the semester.



**SALIENCE BIAS**

# Watching your own mind...

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You really like this teacher. They try really hard and she's a really nice person. Suddenly, you notice all of the mistakes and seem to ignore the negative.



**SELECTIVE PERCEPTION**

# Watching your own mind...

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When you first meet the teacher, he is dressed very sloppily and is late to class. You already know he must be disorganized and that influences your perception of him.



**STEREOTYPING**



# **Session 6**

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## **Using the Tool for Measurement**



# What is inter-rater reliability?



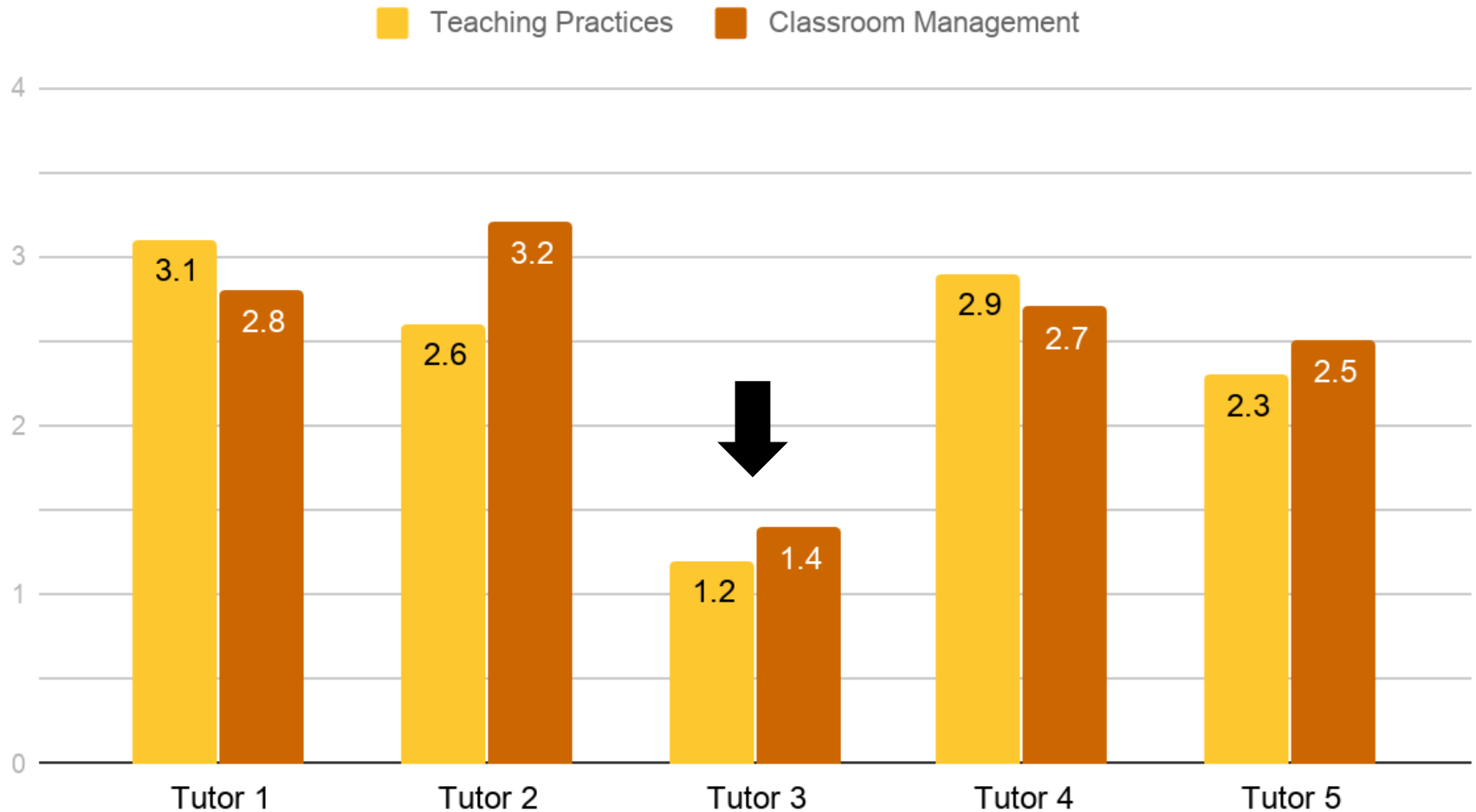
# Inter-Rater Reliability

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Inter-rater reliability is **how much each of the individual observers agree on what score to give the teacher.**

This is essential to research, because if each observer scores teachers differently—we won't know if it is the teachers' performance that is different or if it is the observers different way of seeing what is happening.

# Average TCO Scores by Tutor





# **Session 7**

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## **Scoring Guide Review**



# Group Work

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- Go through the items assigned to your group
- Discuss the different questions and scenarios in your group
- Highlight any confusing scenarios
- Present your scores



# **Session 8**

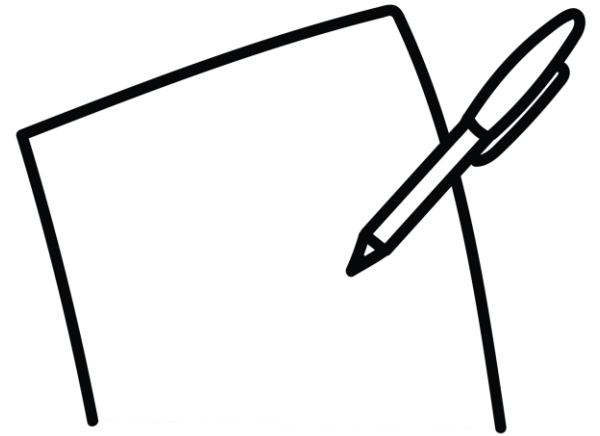
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# **Review Recap**

# Quiz!

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1. What does it mean to be “objective”?
1. True or False: A good observer provides feedback to the teacher
1. Name that bias: Mrs. Adeeb is very young and doesn’t have much teaching experience. She must not be a very good teacher.
1. What is inter-rater reliability? Why is it important?





# **Session 9**

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# **Observation Protocol**

# Practice Using the Tool

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<b>Before the Observation</b>	<ul style="list-style-type: none"><li>- Arrive 10-15 minutes before the class starts so you are sure to be there for the entire class period.</li><li>- Tell the teacher that you are an observer. Say you are there to just observe the class.</li><li>- Sit towards the back of the class.</li></ul>
<b>During the Observation</b>	<ul style="list-style-type: none"><li>- Do not disturb the class. Do not talk to the teacher or students.</li><li>- Observe for 15 minutes and take notes.</li><li>- Do the first score for 10 minutes.</li><li>- Observe the teacher for another 15 minutes.</li><li>- Conduct the 2<sup>nd</sup> score.</li><li>- Take the last 15 minutes to decide on final scores.</li></ul>
<b>After the Observation</b>	<ul style="list-style-type: none"><li>- Thank the teacher for their time.</li></ul>



**Why score 3 times?**



INTERNATIONAL  
**RESCUE**  
COMMITTEE

# **Session 10**

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# **Practice**

# Rules

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- Be an objective observer (like a computer)
- “Watch your mind” and identify your own cognitive biases
- Do not speak to your neighbor
- Do not look at your neighbor’s scoring
- Score 3 times!



# Practice Video 1



Where did you score differently? Why?

# Practice Video 2



Where did you score differently? Why?



# Practice Video 3



Where did you score differently? Why?

**Any  
questions?**

**Conclusion**