Sample Individual Feedback Report

Dear Teacher,

This document provides you with an overview of your teaching practice during your involvement in Visible Classroom. The information presented has been gathered by The University of Melbourne team which has collated the information you gave us about your goals, your transcribed lessons and, finally, the feedback from your pupils.

The graphs in this document provide an overview of patterns identified in your teaching practice and are explained in more detail below. Some next steps are also suggested for you based on your teaching profile as identified through our coding. In addition, the cohort average is provided so you can compare yourself against other teachers that have completed the Visible Classroom program.

We trust that the information provided is informative, meaningful and useful for you. When reflecting on the information in this document, we hope you will not only recognise your strengths, but also consider strategies that may lead to greater pupil engagement.

If you have any further questions regarding the feedback provided in this document, please contact us.

We wish you every success in your future teaching practice.

Kind regards,

Associate Professor Janet Clinton, PhD

On behalf of the research team at the Melbourne Graduate School of Education, The University of Melbourne

For more information, email info@visibleclassroom.com or call 02 8870 7777
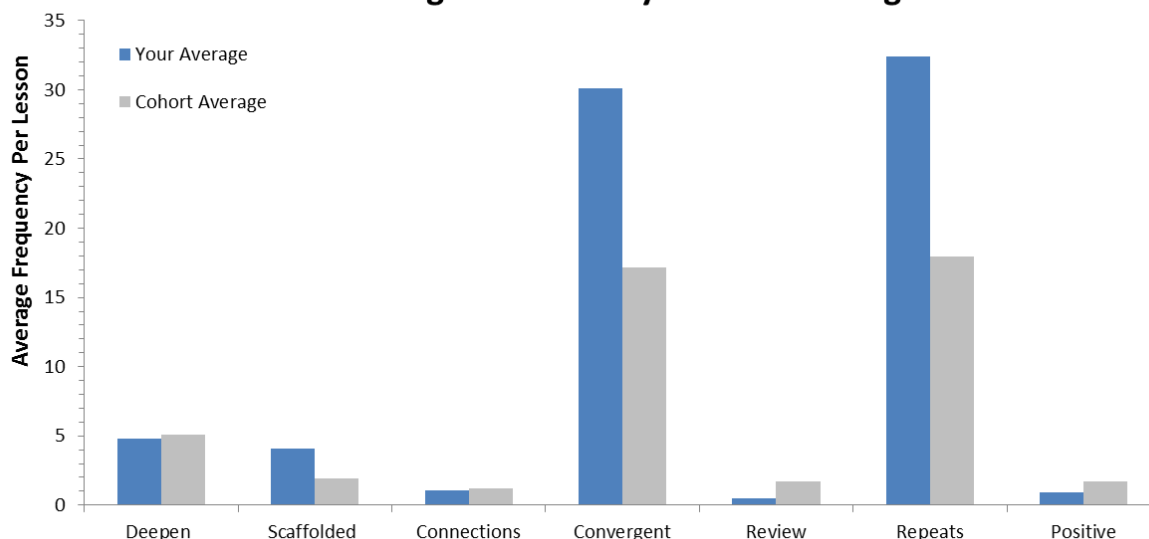
Promoting Critical Understanding and Thinking

This category is about the elements of teaching practice that deepen pupils' understanding to promote critical thinking and conceptual understanding. It encompasses: providing pupils with opportunities to deepen understanding by connecting new knowledge with previously learned concepts and asking divergent questions; scaffolded activities and collaboration with peers; facilitating pupils to make connections between new knowledge and the real world; convergent questioning; reviewing previously learned concepts; repeating comments and questions from pupils; and creating a positive classroom environment that generates an atmosphere of trust, and is welcoming of discussion and feedback. These elements are important because employing a combination of surface level teaching pedagogies, which foster knowledge acquisition, and deep pedagogies, which allow for extended processing and transformation of knowledge, helps to promote pupil engagement and attainment.

This graph displays your performance in the 7 dimensions which comprise this category, which is based on your **10** lessons across the reporting period *June 13th-27th*.

Promoting Critical Analysis and Thinking

Bar chart titled "Promoting Critical Analysis and Thinking" showing Your Average (blue) and Cohort Average (grey) for Average Frequency Per Lesson across dimensions: Deepen, Scaffolded, Connections, Convergent, Review, Repeats, Positive.

	WHAT DOES IT MEAN?	**WHERE TO NEXT?**

WHAT DOES IT MEAN?

You can compare your performance relative to other teachers participating in the Visible Classroom trial by looking at the grey bars in the graph above. There are some aspects of promoting critical analysis/thinking in which you show **strength**, such as asking *convergent questions*, *repeating* student comments, and providing opportunities for *scaffolded* collaborative activities.

There are also some areas that you could **improve**, particularly *reviewing* prior lesson content and creating a *positive* learning environment.

WHERE TO NEXT?

Provide a review of previous learning. Reviewing prior lesson content helps the pupils link what they have already learned to the new information you are planning to teach them. The process activates prior knowledge retrieval from long term memory and develops pupil inference and predictive skills. Review and discuss prior learning before introducing new material to encourage pupils to make connections.
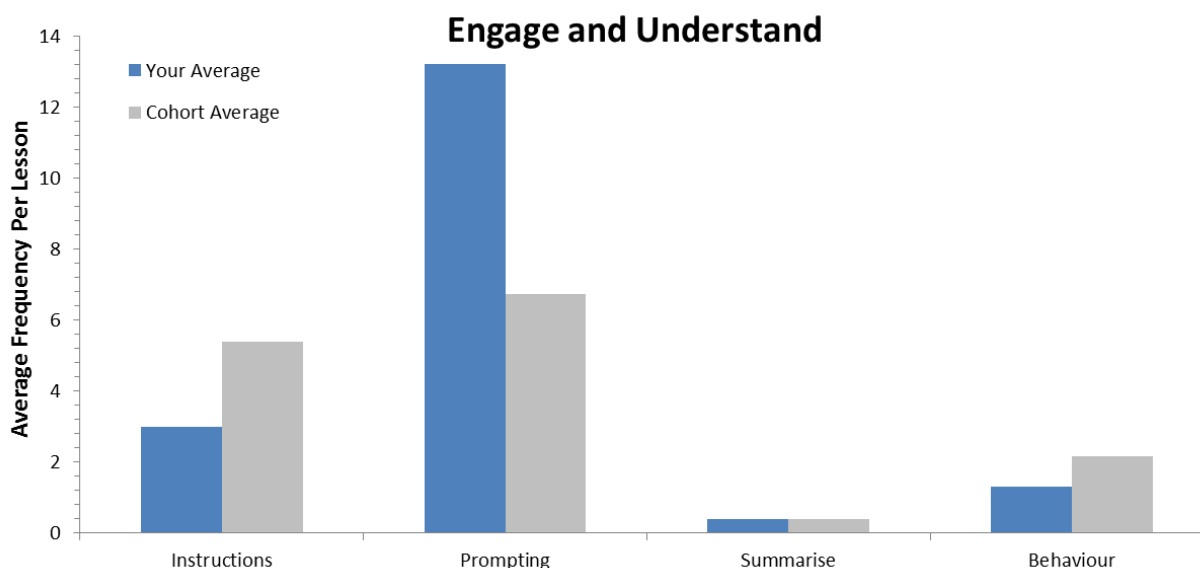
Encourage pupils to ask questions about lesson content. When pupils feel able to freely ask questions, it is an indicator that they feel safe in the classroom environment and engaged or open to learning. Asking questions also helps learners to become cognitively active and provides scaffolding for their learning. You can teach the pupils to monitor their understanding of content so that they can recognise when they need to ask for an explanation, and show them how to ask specific questions for clarification.

Promoting Engagement and Understanding

This category is about the elements of teaching practice that support pupil engagement in learning and consolidate understanding. It encompasses: the frequency and nature of instructions provided to pupils; use of prompting to elicit pupil discussion; summarising at key points throughout the lesson; and setting clear behavioural expectations of pupils and giving behavioural reminders throughout the lesson. These elements are important because they foster pupil engagement and participation with learning in the classroom, which are important precursors of attainment.

This graph displays your performance in the 4 dimensions which comprise this category, which is based on your **10** lessons across the reporting period *June 13th-27th*.

Engage and Understand

Legend: Your Average (blue), Cohort Average (grey)

Y-axis: Average Frequency Per Lesson (0 to 14)

X-axis: Instructions, Prompting, Summarise, Behaviour

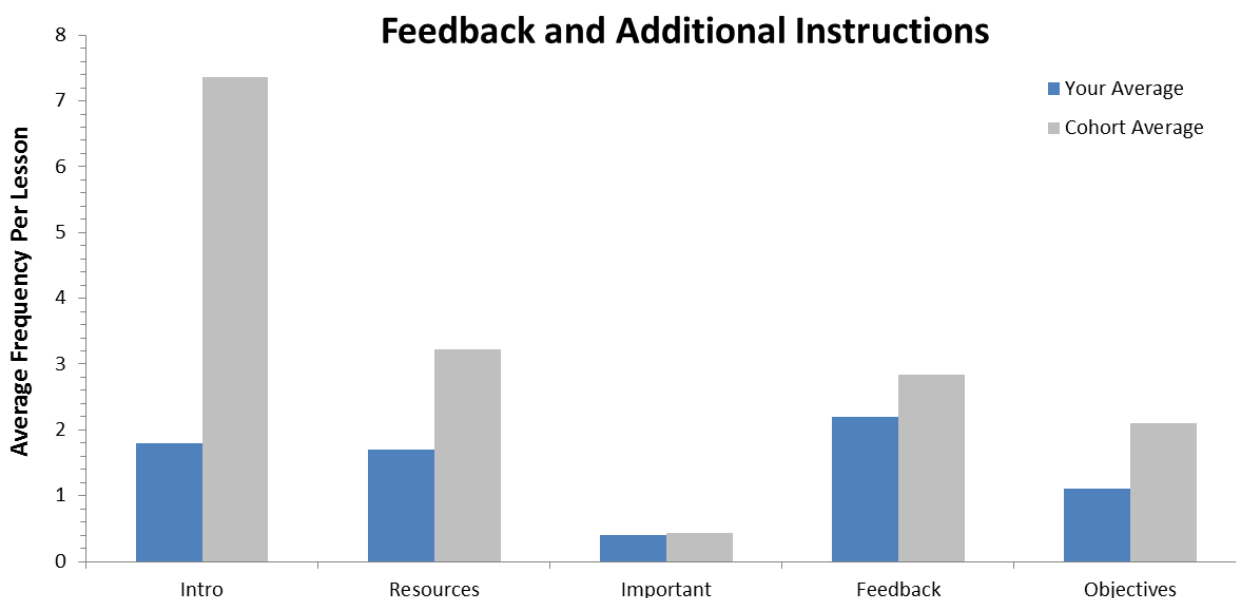| **WHAT DOES IT MEAN?**	**WHERE TO NEXT?**
The graph above shows that there are some aspects of promoting engagement and understanding in which you show **strength**, such as using *prompts*. There are some areas in which you could **improve**, particularly giving step-by-step *instructions* and managing *behaviour* in the classroom.	**Provide systematic, step-by-step instructions.** It is important to provide clear instructions that pupils are able to follow without becoming confused or forgetting steps. Well-planned instructions delivered to a class that is paying attention will be most effective. Inform pupils of the purpose of the activity, emphasise important steps and ensure that pupils have understood your directions before they begin. You can encourage pupils to refer to captions of your instructions to remain on-task. (For more, see: http://www.teachingasleadership.org/sites/default/files/How_To/EE/E-2/E2_Clearly_Articulating_Instructions_0.doc) **Give pupils clear behavioural expectations.** Clear expectations or standards for behaviour create an environment in which it is possible to focus on learning. It is important to establish both rules which prescribe general standards and procedures which set out more specific expectations for behaviour. Provide opportunities for pupils to practice routines, and take time to ensure that pupils understand the rules and procedures. (For more, see chapters 6 and 7 of *The Art and Science of Teaching*, Marzano, 2007)

Providing Feedback and Additional Instruction

This category is about the elements of teaching practice that support pupils' learning progression, by clearly articulating to pupils: a) what is to be achieved (i.e., learning goals) and how success will be measured (i.e., success criteria); b) where they are at in relation to the attainment of goals; and c) what they need to do next to achieve learning goals. It encompasses: <u>introducing and explaining</u> concepts and vocabulary with supporting examples; <u>using multiple resources</u> and learning strategies; <u>emphasising important</u> points; providing <u>feedback</u> to pupils; and clearly expressing the <u>learning objectives and success criteria</u> for the lesson. These elements are important because they provide pupils with the information they need to show progression in learning tasks, and help them to feel supported in their endeavours to make progress.

This graph displays your performance in the 5 dimensions which comprise this category, which is based on your **10** lessons across the reporting period *June 13th-27th*.

Feedback and Additional Instructions

Average Frequency Per Lesson

Legend: ■ Your Average ■ Cohort Average

Dimension	Your Average	Cohort Average
Intro	1.8	7.4
Resources	1.7	3.2
Important	0.4	0.45
Feedback	2.2	2.85
Objectives	1.1	2.1

WHAT DOES IT MEAN?

The graph above shows that there are some aspects of providing feedback and additional instructions in which you show **personal strength**, such as providing *feedback* and emphasising *important points*. There are some areas in which you could **improve**, particularly *introducing* and explaining new concepts, using a variety of *resources* to support your teaching, and clearly expressing the *learning objectives* of the lesson.

WHERE TO NEXT?

Provide concrete examples for abstract concepts. Concrete elaboration on abstract concepts by the use of developmentally appropriate examples serves two essential functions. The examples become the raw material learners use to construct their knowledge, and using examples in the classroom models the process children use to construct knowledge in the natural world which promotes conceptual change. Try to provide high quality examples that include all the information learners need to understand the topic.
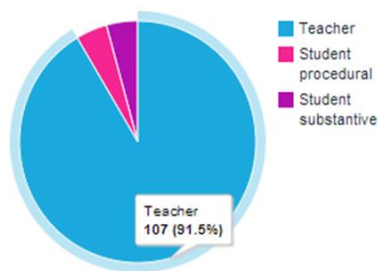
Clearly express the purpose of lesson content. Clear goals enable pupils to understand what they are expected to learn and activate prior knowledge retrieval from long term memory. Introduce activities and tasks by explicitly stating the focus and purpose: what the pupil is supposed to learn and why. Encourage pupils to record their own goals. Goal setting also provides a benchmark against which pupils can be given useful feedback about their progress. (For more, see chapter 1 of *The Art and Science of Teaching*, Marzano, 2007)

Understanding your Analytics

Throughout the course of this project, we hope the analytics section has been a useful tool for reflection. As this program is still in the pilot stage, we greatly appreciate the feedback you have given us with regards to the usefulness of the dashboard. Over the past several weeks, many of you have asked for a more detailed description of some of the items found on the dashboard and these items are discussed in more detail below.

Question types

Looking at your transcripts, there is a range of teacher question types used during your lessons. In addition to student procedural and substantive, teacher questions include procedural and instructional questions non-specific to content, as well as rhetorical, convergent and divergent questions.

Divergent questions, also known as 'open-ended questions', help to deepen your pupils' understanding, encouraging them to think critically in order to answer a posed question, and allowing them to make connections between ideas and build on prior knowledge.

Convergent questions, also known as 'closed-ended' questions, have an expected correct response, and are useful to check recall of and embed knowledge. However, convergent questions are usually used by teachers far more often than divergent questions, which require pupils to extend their knowledge. A more balanced combination of convergent and divergent questions is most effective for learning.
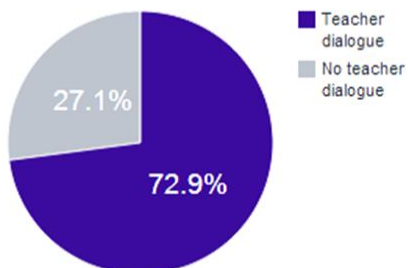
Words per minute

Most adults speak at 160-180wpm. However, for children in primary school, speed should be no faster than 124wpm (Hull, 2008) as talking too fast can inhibit learning. This is especially true for children from non-English speaking backgrounds or those affected by elements of disadvantage. When you slow down your speech, you are able to articulate words and instructions with greater precision, which allows students to comprehend what is being said to a much greater extent.

Teacher Dialogue

Research shows that teachers talk 80% of the time. However, learning is most effective when students are encouraged to participate by discussing their ideas. You can promote student talk time by encouraging student to student discussion, spontaneous dialogue/interaction and facilitating meaningful content focussed tasks.

Next Steps

1. Use the transcripts and dashboard to **reflect** upon your lessons. What did you do well? What could you improve upon?
2. **Share your feedback with your colleagues**. It may be helpful to share your experiences with captioning, as well as discuss the impact on your teaching practice and student learning
3. **Set goals** for future lessons and **monitor progress** towards these goals using the transcripts and dashboard.
4. **Share your ideas and experiences** on the Visible Classroom Google Community page.

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