

“If schools are to maintain high standards or secure improvements, they need a strategy for appraising their own performance which complements the thorough but occasional ‘health check’ provided by inspection. Monitoring and evaluation are essential to effective teaching and learning in the classroom and to good management and governance of the school.”

Quote from HMCI’s ‘Forward to School Evaluation Matters’ 1998

# Role of Subject Leader Mentors in Supporting Improvement in Teacher Performance

MONITOR

ANALYSE

EVALUATE

PLAN

ACT

# Collecting the Evidence on Teacher Performance

- Performance data on students:
  - assessment records, internal tests;
  - external examination data.
- Other documentation:
  - planning, schemes of work;
  - students' work; IEPs.
- Observation:
  - first-hand evidence of the quality of teaching and its impact on pupil progress;
  - informal observations; 'walk the department'.
- Discussion:
  - sharing progress of students with teacher;
  - informal discussion with classroom assistants;
  - managed discussions with students.

# Purpose of Classroom Observation/Evaluation

- To share and extend teacher expertise.
- To identify areas for improvement and professional development.
- To give teachers professional feedback, create an on-going dialogue on effectiveness of teaching skills.
- To improve performance.
- To provide subject leader with an overview of the quality of provision and standards.

# Extracts from Research Matters No. 3 – Effective Teaching Summer (Harris, 1995)

A Synthesis of research presented by Porter and Brophy (1998) suggests much research identified common factors as listed below:

## Effective Teachers:

- are clear about their instructional goals;
- are knowledgeable about their content and the strategies for teaching it;
- communicate to their students what is expected of them – and why;
- make expert use of existing teaching materials in order to devote more time to practices that enrich and clarify the content;
- are knowledgeable about their students, adapting teaching to their needs and anticipating misconceptions in their existing knowledge;
- teach students 'meta-cognitive strategies' and provide opportunities to master them;
- address higher as well as lower level cognitive objectives;
- monitor students' understanding by offering regular, appropriate feedback;
- integrate their teaching with that in other subject areas;
- accept responsibility for student outcomes;
- are thoughtful and reflective about their practice.

*Porter and Brophy 1998 'The Social World of the Primary School' London, Cassell*

HMI (1990) reported teaching as having a range of skills which are consistently important.

It highlighted features which differentiated good lessons from unsatisfactory or poor lessons.

#### **Features of Effective Teaching:**

- Lessons should be purposeful with high expectations conveyed.
- Pupils should be given some opportunities to organise their own work.
- Lessons should elicit and sustain pupils' interest and be perceived by pupils as relevant and challenging.
- The work should be well matched to pupils' abilities and learning needs.
- Pupils' language should be developed and extended.
- A variety of learning activities should be employed.
- Good order and control should be largely based on skilful management of pupils; involvement in the lesson and mutual respect.

HMI (1990) Standards in Education 1988-89 London DES

**"Inspecting Schools"** The Framework 2000 uses the following criteria to judge the effectiveness of teaching.

In determining their judgements, inspectors should consider the extent to which teachers:

- show good subject knowledge and understanding in the way they present and discuss their subject;
- are technically competent in teaching basic skills;
- plan effectively, setting clear objectives that pupils understand;
- challenge and inspire pupils, expecting the most of them, so as to deepen their knowledge and understanding;
- use methods which enable all pupils to learn effectively;
- manage pupils well and insist on high standards of behaviour;
- use time, support staff and other resources, especially information and communications technology, effectively;
- assess pupils' work thoroughly and use assessments to help and encourage pupils to overcome difficulties;
- use homework effectively to reinforce and/or extend what is learned in school; and the extent to which pupils and students;
- acquire new knowledge or skills, develop ideas and increase their understanding;
- apply intellectual, physical or creative effort in their work;
- are productive and work at a good pace;
- show interest in their work, are able to sustain concentration and think and learn for themselves;
- understand what they are doing, how well they have done and how they can improve.

*Source: Handbook for Inspecting Secondary Schools – Ofsted 2000*

# HAY McBER – TEACHING SKILLS (based on research)

June 2000

## HIGH EXPECTATIONS:

Do you:

- encourage high standards of effort, accuracy and presentation?
- tailor lessons appropriately to challenge all pupils in the class?
- vary motivational strategies for different individuals?
- allow students to take responsibility to take responsibility for their own learning?
- draw on pupil experiences or ideas relevant to the lesson?

## PLANNING:

Do you:

- communicate a clear plan and objectives for the lesson at its start?
- have the necessary materials and resources ready for the class?
- link lesson objectives to the national curriculum?
- review what pupils have learned at the end of the lesson?

## METHODS AND STRATEGIES:

Do you:

- involve all pupils in the lesson?
- use a variety of activities/learning methods?
- apply teaching methods appropriate to national curriculum objectives?
- use a variety of questioning techniques to probe pupils' knowledge and understanding?
- encourage pupils to use a variety of problem-solving techniques?
- give clear instructions and explanations?
- ensure practical activity has a clear purpose in improving pupils' understanding or achievement?
- listen and respond to pupils?

## PUPIL MANAGEMENT AND CHARACTERISTICS OF EFFECTIVE TEACHING- DISCIPLINE:

Do you:

- keep the pupils on task (doing the intended exercise) throughout the lesson?
- correct bad behaviour immediately?
- praise good achievement and effort?
- treat different children fairly?
- manage support teachers/staff well?

## TIME AND RESOURCE MANAGEMENT:

Do you:

- structure the lesson to use the time available well?
- ensure the lesson lasts for the planned time?
- use learning resources to enhance pupils' opportunities?
- use an appropriate pace?
- allocate your time fairly among pupils?

## ASSESSMENT

Do you:

- focus on understanding and meaning? factual memory? skills mastery? applications in real life settings?
- use tests and competitions to assess understanding?
- recognise misconceptions and clear them up?
- provide evidence of pupils' written work having been marked or otherwise assessed?
- encourage pupils to do better next time?

## HOMEWORK:

Do you:

- set homework either to consolidate or extend the coverage of the lesson?
- follow up homework in subsequent lessons?
- explain what learning objectives pupils will get from homework?

# Criteria for Judging the Effectiveness of Teacher Performance

Teaching must be judged by the impact it has on learning and attainment.

## TEACHING

- Good subject knowledge and understanding in the way subject is discussed and presented.
- Technically competent.
- Effective planning – clear objectives set.
- Pupils challenged and inspired.
- Appropriate methods used to enable all pupils to work effectively.
- Pupils managed well and teacher insists on high standards of behaviour.
- Time, support staff and other resources, including ICT used effectively.
- Pupils' work assessed thoroughly and assessments used to encourage pupils to overcome difficulties.
- Homework used effectively.

## LEARNING

### Pupils

- Acquire new knowledge or skills, develop ideas and increase understanding;
- Apply intellectual, physical or creative effort in their work;
- Are productive and work at a good pace;
- Show interest in their work, are able to sustain concentration and think and learn for themselves;
- Understand what they are doing, how well they have done and how they can improve.

## ATTAINMENT

- Pupils' attainment meets or exceeds the levels set by the NC and where applicable, the local agreed syllabus for RE.
- How well are different groups of pupils performing? (e.g. minority groups, gender, SEN, able).
- How pupils are responding to the educational demands made on them and whether they are challenged enough.
- What work they have done, and to what standard.

## ATTITUDES AND BEHAVIOUR

### Pupils

- Behave well in lessons, are courteous, trustworthy and show respect;
- Form constructive relationships with one another and with teachers and other adults;
- Work in an atmosphere free from oppressive behaviour;
- Reflect on what they do;
- Respect each other's differences;
- Show initiative and are willing to take responsibility.

## OBSERVATION FORM

<b>Teacher's Name</b>	<b>Class/Year Group</b>
<b>Focus/Context of Observation</b>	<b>Observation Time</b>

<b>Teaching</b>	<b>Teaching – Comments on Strengths/Weaknesses</b>
Subject knowledge	
Planning	
Teacher's technical competence	
Level of challenge	
Methods and strategies	
Pupil management/behaviour	
Use of time, resources, support staff	
Assessment	
Use of homework	

<b>Learning</b>	<b>Learning – Effectiveness/Impact of Teaching</b>
Acquire new skills, knowledge, understanding	
Apply intellectual, physical or creative effort.	
Students productive, work at good pace.	
Show interest, sustain concentration.	
Understand tasks, know what to do to improve.	

Significant Strengths

Area for Development

## TEACHER FEEDBACK SCENARIO – ROLE PLAY EXERCISE

### TEACHER

You have been observed by your head of department and feel that the lesson went well. You were particularly pleased with the range of methods you used and that, although they all did similar tasks, the pupils were on task, well-behaved and making progress. You feel that by delivering a brief introduction on the topic then giving worksheets and textbooks to answer questions has been successful. You circulated around the room to check progress. When the evaluator draws your attention to what they see as weaknesses, you are very defensive as you have 15 years experience of teaching like this. You argue that you are right and there is no better way to do this. After some heated discussion, the evaluator persists and eventually you reluctantly agree to a target to improve by focusing on 'increasing the range of methods of delivery and ensuring tasks are demanding'.

### EVALUATOR

You have observed a colleague teaching and noted that the teacher had good class behaviour management skills and that the students appeared to engage with the tasks set. However, there were obvious weaknesses in the teacher's style of delivery and methods. The teacher talked to the pupils for 10 minutes to introduce the topic but did little teaching. Tasks given to pupils were lacking in challenge, repetitive and required only closed skills of completing a worksheet. The teacher merely circulated around the group giving very little direct support or intervention in learning. You have identified that the teacher needs to increase the variety, the range of methods used for delivery and ensure tasks provide more challenge for learners.

In feedback the teacher is defensive and does not agree with you. You will need to use a range of strategies to persuade the teacher there are weaknesses, giving examples from your feedback. The outcome of the feedback must be getting the teacher to acknowledge the key areas for improvement.

### OBSERVERS X 2

One observes the teacher; one observes the evaluator. Note down the range of tactics and strategies used by the person you are observing.

You will need to summarise to the person what were the features of the feedback exercise, what tactics were used and how did the evaluator or teacher react.

Draw out the effective characteristics of feedback in difficult situations to contribute to group discussion.

# Effective Feedback

- Observed teacher invited to give their view.
- Evaluator gives clear message of strengths, with examples.
- Evaluator identifies key area for improvement.
- Evaluator ensures the difficult message is heard.
- Targets are set for improvement.
- Support for improvement is identified/agreed.
- A written record is given to teacher.
- Agree follow-up observation/action.

# Code of Practice for Observation/Evaluation

## BEFORE

- Plan a timetable of observations.
- Ensure staff know time and length of observation.
- Request appropriate planning from teacher.
- Agree focus for observation.
- Check with teacher the context of the session.
- Agree time and place for feedback.
- Agree confidentiality.

## DURING

- Keep to agreed times and dates.
- Observe as agreed, do not intervene unless agreed in advance.
- Talk to students to check learning.
- Check planning into practice.
- Record evaluation accurately with examples.
- Thank teacher, agree feedback time.

## AFTER

- Ensure record of lesson evaluation is accurate.
- Encourage teacher to give their impression of the lesson and suggest their own areas for improvement.
- Give accurate, evaluative feedback with examples.
- Identify the key area for development and agree what support will be available.
- Negotiate the individual teacher Raising Attainment Plan.
- Ensure teacher has confidential written record of lesson evaluation.

# Purpose of Work Sampling

- To provide crucial evidence of progress over time.
- To provide evidence of how effectively students are working.
- To ensure consistency of expectations across the department.
- To determine match of work to student's attainment.
- To determine progress made by different groups/individuals.
- To assist judgements about the quality of teacher's performance.

# How to Sample Students' Work

- Sit alongside students and discuss work.
- Look at single pieces of work.
- Look at displayed work.
- Sample systematically, e.g. collect sets of books – focus on a year group, less able, average, more able, selection from each class.
- Review homework.

# Sampling Students' Work: What to Focus on

- Marking – helpful, constructive, sets targets for improvement.
- Range of work.
- Evidence of continuity and progression.
- Evidence of teacher expectations.
- Student's presentation.
- Student's response to marking.
- Quality and quantity of work.
- Organisation of work.
- Progress/achievement of different groups/classes.
- Range of homework and response.

Target Area of Improvement		To improve lesson management		RAISING ATTAINMENT PLAN	
<b>SUCCESS CRITERIA</b>		<ul style="list-style-type: none"> <li>• Students on task quickly.</li> <li>• Students engaged in learning and involved in activities</li> <li>• Students clear about expectations and work to time limits</li> <li>• Work more closely matched to ability.</li> </ul>	<b>EVALUATION</b> Subject leader mentor will use observations and scrutiny of planning over 6 week period to measure outcomes against stated success criteria.		
Action	Lead Person	Start/End Date	Monitored by	Method of Monitoring	Resources/Finance /INSET
<ul style="list-style-type: none"> <li>• Resources organised prior to each lesson</li> </ul>	Teacher	With immediate effect	Subject Leader Mentor and teacher	Recorded on planning	Subject Leader Mentor supports lesson planning for 2 weeks.
<ul style="list-style-type: none"> <li>• Clear structure to lesson, introduction, development, plenary</li> </ul>	Teacher	With effect from week 2	Subject Leader Mentor	Scrutiny of planning	Observe Subject Leader Mentor for model lesson structure and introduction of time targets.
<ul style="list-style-type: none"> <li>• Use time targets for students</li> </ul>	Teacher	In every lesson next 6 weeks	Subject Leader Mentor	Scrutiny of planning and observation	
<ul style="list-style-type: none"> <li>• Use a range of differentiated learning tasks and resources</li> </ul>	Teacher	By 3 <sup>rd</sup> week out of 6	Subject Leader Mentor	Class observation x 3	Support/time for development of tasks and resources ½ day.

<b>Target Area of Improvement</b>	<b>RAISING ATTAINMENT PLAN</b>
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<b>SUCCESS CRITERIA</b>	<b>EVALUATION</b>
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Action	Lead Person	Start/End Date	Monitored by	Method of Monitoring/ Resources/Finance	INSET

# Setting Targets/Plans for Improvement – Teacher Scenarios

- A. Teacher's subject expertise is insufficient to develop skills, knowledge and understanding to GCSE examination/course requirements.
- B. Teacher's planning is insufficient – there are no weekly plans with clear learning objectives and learning activities.
- C. The teacher is having difficulty in handling student behaviour and involving a group of pupils in purposeful activities.
- D. The teacher uses a very strongly directive style which does not involve students sufficiently in developing their learning.
- E. The teacher does not motivate the more able students in the group to achieve their best.
- F. The teacher has low expectations of work and behaviour.

# Possible Support Strategies

- Demonstration sessions to share good practice, different approaches.
- 'Buddy' observations – two teachers same focus, observe, feedback, share judgements.
- Team teaching – work alongside the colleague from joint planning.
- Inset/course to tackle subject knowledge or other specific aspect.
- Support for planning learning outcomes.
- Support for increasing the range of, and use of, resources.
- Support for planning a range of learning tasks.

- Support for planning for different ability levels – extension/modification.
- Support with planning and delivery through ‘hands on’ learning.
- Support with using assessment to inform next stage of learning.
- Support for making effective use of teaching assistants.
- Strategies to help behaviour and class management.
- Sharing of ‘good methodology’.
- Departmental sharing of pupils’ work and expected levels of attainment.

# Stages in the Competency Procedures

## Concerns:

- Concerns emerged through direct observation and monitoring.
- Sampling of pupils' work indicates pupil progress is insufficient.
- Parental/other staff complaints.

## Informing SMT:

- Subject leader must discuss concerns with a senior manager (**N.B. the headteacher has the prime responsibility for addressing under-performance of teachers**).
- It is the responsibility of the senior manager to investigate the concern and ensure that the teacher has every opportunity to demonstrate improvement and receive appropriate support.

## Decision Stage:

- A decision will be made by the senior manager to either:
  - set up a programme of structured support
  - move to formal procedures for competency.
- At this stage the Subject Leader Mentor will need to be clear about their role.
  - they must not support and monitor
  - they should offer the support as agreed in consultation with the senior manager
  - the senior manager will ensure the monitoring of progress towards agreed targets and outcomes.