

Observation Protocol (Both Levels)

Guidelines

This Protocol is for use by Mentors and Tutors in the assessment of *Observed Practice*. It is presented in two parts, for ease of use.

Part 1 simply provides information, and does not have to be submitted as part of the assessment.

- ♦ It lists the Headings for assessment (they aren't really "outcomes"), and a series of questions (directed as if to the student) which embody the criteria on which the Observer makes the assessment judgement.
- ♦ Note that the questions are in two columns: not "Cert Ed" and "PGCE" this time, but "Stage 1" and "Stage 2". Only the first column applies to Stage 1 students: Stage 2 students have to address the issues in **both** columns.
- ♦ **The questions are only for Observer and student guidance: they are not assessment items as such.**

Part 1, therefore, is a quick reference guide for the Observer of the things she or he might be looking for under each heading.

Part 2 is the set of actual sheets on which the Observer notes her comments and "signs off" the headings: it does not include the questions.

- ♦ The "Met" column should be used by the observing Tutor or Mentor when evidence has been demonstrated for a particular heading. In order to Claim Credit for the module, each heading should be signed off at least **twice** over the course of the Tutor and Mentor observations.
- ♦ There is one exception: it is sufficient if *either* 8.13 *or* 8.14 is covered. Some students' practice does not involve both headings.
- ♦ Note that evidence for 8.10 is obtained primarily from information provided before the session starts: similarly 8.21 presupposes discussion after the session.
- ♦ Part 2 is primarily a summative assessment document: Observers may well wish to make other notes for formative feedback.

Procedure

- ♦ Each observation should start with a blank Part 2. Completed Part 2s (Parts 2?) are kept by the student.
- ♦ It is the responsibility of the student to prepare a summary protocol on completion of the observations, which shows how all the Outcomes have been met at least twice. This summary should be included with the *originals* (not photocopies) in the Portfolio.
- ♦ Tutors and Mentors are advised to complete Part 2 in coloured ink, so that it is clear that the submission contains originals.

Protocol Part 1: Observation Headings

	Stage 1	Stage 2
8.10	Planning and Preparing the Session	
	<ul style="list-style-type: none"> • Are the objectives of the session clear? • Is the plan of the session clear? • Do you have a clear view of learners' needs and capabilities, or a plan to find out? • Have you made plans to adapt to foreseeable problems? • Are the room and facilities suitably set up, with attention to health and safety considerations as required? 	<ul style="list-style-type: none"> • Do you have a clear and empathic understanding of what students need to know and be able to do, to take advantage of the session? • Do you understand the different motivations and expectations within the group?
8.11	Opening the Session	
	<ul style="list-style-type: none"> • Do you make the objectives of the session clear to the students? • Do you outline the plan of the session? • Do you make links with other sessions, etc. as appropriate? • Do you check the present level of students' knowledge, skills and/or preparation? • Do you deal appropriately with late-comers? • Do you deal appropriately with unprepared students? 	<ul style="list-style-type: none"> • Do you re-negotiate the session if necessary? • Do you make particular efforts to link the session with students' other experiences or interests?
8.12	Selecting methods	
	<ul style="list-style-type: none"> • Are the teaching methods you have chosen appropriate for the students? • Are they appropriate for the subject-matter? • Are you comfortable with them? 	<ul style="list-style-type: none"> • Do the methods promote deep learning? • Do you play to the students' strengths?
8.13	Presenting material	
	<ul style="list-style-type: none"> • Have you structured the material so that it is as easy as possible for the students to follow? • Is the language used appropriate for both subject and students? • Do you emphasise the key points appropriately? • Is the pace of your exposition appropriate? • Do you check that you have been understood? 	<ul style="list-style-type: none"> • Is the trade-off between complexity and comprehensibility managed appropriately (<i>i.e.</i> neither over-simplification nor confusion)?

	Stage 1	Stage 2
8.14	Supporting students individually <ul style="list-style-type: none"> Do you distribute your attention fairly among the students? Is your communication – both verbal and non-verbal – appropriate for the student and the task? Are the tasks set for students working on their own appropriate both for the student and the topic? Do you give the student appropriate feedback and encouragement? Do you respond appropriately to equal opportunities issues? 	<ul style="list-style-type: none"> Are you aware of what is going on elsewhere while working with an individual student? Is your support tuned to promoting student's own problem-solving, and developing confidence? Do you deal with "difficult" students – if any – consistently and effectively?
8.15	Using activities and exercises <ul style="list-style-type: none"> Have you selected activities and exercises appropriately? Do they actively contribute to meeting session objectives? Have you briefed everyone clearly: are all necessary resources available? Have you got the timing right? Did you make appropriate use of the results of the activity? 	<ul style="list-style-type: none"> If groups are used, are they selected to maximise effective working? Is your intervention pitched at the most effective level? Do you make use of the results of the activity to modify the rest of the session?
8.16	Using resources <ul style="list-style-type: none"> Are the resources used appropriately selected? Are they appropriately prepared (quality of handouts, OHTs, etc.)? Is your technique satisfactory (board-writing skills, use of OHP, etc.)? If IT is used, is it integrated into the session to support the objectives? 	<ul style="list-style-type: none"> Do the resources used disadvantage any students (<i>e.g.</i> those with a disability)? Are they appropriate for all cultural groups? How do the resources used affect the dynamics of the class: do they promote student- or teacher centred processes?
8.17	Relating to students <ul style="list-style-type: none"> Is a suitable working culture created and maintained? Do all students get the attention they require? Are all students involved? Do you respond constructively to students' questions and comments? Is your voice both clear and varied for variety and emphasis? Do you communicate interest and even enthusiasm for the subject? 	<ul style="list-style-type: none"> Do you create and maintain an appropriate social distance to suit the student group and the task? How do you respond to students' "off-task" activity? Do you help all students feel that their contributions are valuable and valued?

	Stage 1	Stage 2
8.18	Promoting active learning	
	<ul style="list-style-type: none"> Do you use open questions? Do you ensure that it is not always the same people answering your questions? Do you respond constructively to wrong answers? Do you create opportunities for students to take responsibility for their own learning? Do you create opportunities for students to learn from each other? Do the students seem to feel they have a contribution to make to the learning process? 	<ul style="list-style-type: none"> Do you engage in a dialogue with the students? Given the choice, do you tell them, or get them to find/work it out? Do you ensure that they are learning at the appropriate level (Bloom, etc.)?
8.19	Managing the session	
	<ul style="list-style-type: none"> Does the work fit the time allocated? Do you allocate time according to session priorities? Do you move smoothly between activities? Do the students know where they are and what they should be doing at all times? 	<ul style="list-style-type: none"> Are you able to make good use of unexpected happenings?
8.20	Concluding the session	
	<ul style="list-style-type: none"> Does the session have a clear conclusion? Do either you or the students sum up? Do you assess what has been learned? Do you make links with the next session? If you are setting work between sessions, are your expectations clear? 	<ul style="list-style-type: none"> Do you involve the students –formally or informally – in evaluating the session?

	Stage 1	Stage 2
8.21	Evaluating after the session	
	<ul style="list-style-type: none"> • Can you produce evidence for your assessment of how the session went? • Were the objectives met? How do you know? • What have you done that you ought not have done? • What have you left undone that you ought to have done? • What will you do differently next time? • And what must you be sure to do the same next time? 	<ul style="list-style-type: none"> • Can you see how ideas from the Programme might be used to develop your practice further? • What did the students learn, apart from what you set out to teach them?

Subject-specific points

Summary

Action points

<p>These are points for specific attention to be carried on to the next observation: you should make sure that you have a copy of the previous observation notes for each occasion of being observed (apart from the first one, of course).</p>

Part 2: Assessment Protocol

Name of Student:	Stage 1 / Stage 2
Observer:	Tutor / Mentor
Subject:	Date:
Class size:	Level:
Type of class (lecture, lab, etc.)	
Duration and location	

	Heading	Met
8.10	Planning and Preparing the Session	
<i>Evidence, strengths and areas for development</i>		
8.11	Opening the Session	
<i>Evidence, strengths and areas for development</i>		
8.12	Selecting methods	
<i>Evidence, strengths and areas for development</i>		

	Heading	Met
8.13	Presenting material	
<i>Evidence, strengths and areas for development</i>		
8.14	Supporting students individually	
<i>Evidence, strengths and areas for development</i>		
8.15	Using activities and exercises	
<i>Evidence, strengths and areas for development</i>		
8.16	Using resources	
<i>Evidence, strengths and areas for development</i>		

	Heading	Met
8.17	Relating to students	
<i>Evidence, strengths and areas for development</i>		
8.18	Promoting active learning	
<i>Evidence, strengths and areas for development</i>		
8.19	Managing the session	
<i>Evidence, strengths and areas for development</i>		
8.20	Concluding the session	
<i>Evidence, strengths and areas for development</i>		
8.21	Evaluating after the session	
<i>Evidence, strengths and areas for development</i>		

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Summary

Action points