

Leading Teacher Training from the Back of the Room

Scenarios
for Teacher Development

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Scenarios for Teacher Development

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Introduction

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“You’re only as good as your training.” Maj. R.D. Lewis, British Army, *Atmospherics*

Teacher training is often conducted through contemplative and even passive means. Teachers read books or listen to presentations by experts, and then, perhaps, discuss how they might apply the ideas to their own practice. While these opportunities to step away from the classroom to reflect are very important, what actually happens in teachers’ classrooms, of course, is far different. Students don’t sit still waiting for the teacher to contemplate what to do. The situation moves rapidly requiring instant response. Even better, of course, than properly reacting is being able to anticipate, to develop a sense of ‘situational awareness’ that will guide the teacher to make good decisions before-hand. In addition, then, to contemplation teacher training should also include working through scenarios requiring rapid responses.

To be effective teacher training scenarios should be as realistic as possible and have challenging situations that are dynamic, that is interactive, evolving, and on-going. An additional element of pressure is important, as well, as our performance under pressure readily reveals our weaknesses. Stress can lead to impaired cognitive processing, among other things, and so in order to be able to concentrate on students and student learning, and to have ready access to the widest variety of strategies, it is important that teachers have worked through challenges *before* the situation arises. They will then be more able to rely on thoughtful training and not merely their un-trained habitual or instinctive responses. Live classroom conditions are very difficult to simulate. However, out-of-classroom training can be very useful in recreating situations teachers may likely have to deal with and in giving them time, with other teachers, to work through potential responses.

The following scenario-based teacher training is designed around exercises requiring quick, reactive responses, as well as providing opportunities for reflection and discussion. Exercises vary in length and complexity from one or two sentence scenarios to a more detailed case studies. The objective is to strengthen teachers’ awareness of what is going on around them so that they will recognize and even anticipate potential problems, as well as plan proactively to minimize problems and maximize learning. The conception and much of the details for the mini-lessons in this guide are the work of Chris Schlect. We are grateful for his leadership in this important area of teacher training.

These situations allow teachers to explore together new techniques and methods with the end goal of deepening teacher understanding and skill, which will lead to increased student learning and growth toward wisdom, virtue, and godliness.

In this training booklet seven kinds of scenarios will be presented:

- General Actions
- Quick Response Scenarios
- How Might You Use...? (adapting excellent practices)
- Role-play Situations
- Live Teaching Labs
- Walk-Through Classroom Observations

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- Critical Incidents
- A Case Study

Samples of General Actions

- Write a clear learning target.
- Check for understanding in a manner that is involuntary

Samples of Quick Response Scenarios

- You are collecting the homework you assigned the day before when you realize that only about half of the students have completed it. What will you do?
- As students are handing in their quizzes, you can tell from a quick glance at them that nearly a third of the class failed. What will you do?

Sample of a How Might You Use...? Scenario

At the beginning of each unit, Mrs. Campbell reviews with students the objectives for the unit. She hands out the objectives, as they are written on the unit plan, and reads through them with the students. She frequently chooses some that she thinks students may not understand as written (or items students express some confusion about), and leads students through a rewriting or paraphrasing of the objective into more “student-friendly” language.

Partial Sample of a Walk-Through Classroom Observation Scenario

An Observation of an 11th Grade History Class

Observation Time: 1:00-1:15 PM

- A. As you enter the room, the teacher, Mr. Speel, is at the board writing notes. The students are busily writing in their notebooks, glancing up only to get the next note. Mr. Speel is moving rapidly through the material, erasing the board often to move on to another point. Several students are completing their notes by looking at other students’ notebooks and writing down what they have.

Questions/Reactions/Thoughts: _____

“An exercise should serve as a unit’s internal assessment of the quality of its training and education, not as grading criteria for higher commands. The conclusions should aim to note shortfalls so as to

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address them through future instruction and not penalize poor performance. A unit will never be fully trained. There will always be room for improvement.” (121)

“The first method provides a leader an opportunity to evaluate a subordinate’s ability to perform in a given scenario. This method places students in an area of operations and provides a situation upon which to plan and execute a task—for example, ‘Establish a reverse slope defense.’” (122)

“The second method also places students in an area of operations and provides a situation but gives them a mission order—for example, ‘Prevent enemy movement north of Route 348’”. The aim here is to exercise judgment...This approach encourages students to demonstrate ingenuity and initiative. They have free rein to employ their resources as they see fit to achieve the desired results.” (123)

“Afterwards, students discuss their decisions and are critiqued. The discussion should focus on making a decision in the absence of perfect information or complete intelligence.” (124)

“Exercise should provide realism.” (125)

“A key attribute of decision makers is their ability to reach decisions with clear reasoning. Critiques elicit this reasoning process. Any tactical decision game or tactical exercise should culminate with a critique.

“The standard approach for conducting critiques should promote initiative...Critiques should focus on the students’ rationale for doing what they did. What factors did a student consider, or not consider, in making an estimate of the situation? Were the decisions the student made consistent with this estimate? Were the actions ordered tactically sound? Did they have a reasonable chance of achieving success? How well were the orders communicated to subordinates?...The purpose is to broaden a leader’s analytical powers, experience level, and base of knowledge, thereby increasing the student’s creative ability to devise sound, innovative solutions to difficult problems.” (126)

Scenario Types

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Exercises: Type 1 (general actions)

Exercises: Type 2 (specific objectives):

- Use 'Quick Response (what will you do?)' scenarios
- Use 'How might you use...?' scenarios

Exercises: Type 3 (role-play/live action):

- Use 'Role-play' situations
- Teaching Lab

Exercises: Type 4 (analysis of observed situations):

- Use classroom walkthrough observations

Exercises: Type 5 (extended analysis of longer situations):

- Use 'Critical Incidents'
- Use 'Case Study'

Scenario Critique Questions:

- What will/would you do? Why?
- What would you do differently? What might happen next?
- What factors did the student consider, or not consider, in making an estimate of the situation?
- Were the decisions the student made consistent with this estimate?
- Were the actions taken sound? That is, did they have a reasonable chance of achieving success?
- How well were decisions communicated?
- What critique/suggestions?

Role-play Critique Questions:

- What did you observe?
- How did the teacher handle the situation?
- What went well?
- What could have been done differently?
- What questions would you have like to ask?

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- What more could have been said or done?
- What would you have done?
- What is likely to happen next? How would you respond to that?
- Other comments/suggestions?

Training Applications

-Written or verbal; individual, small group, and/or large group; prepared or spontaneous

-Intersperse with Four Foundations training (e.g '3x5 card, write a general action situation and pass it to someone next to you', use short general or specific scenarios between sessions as warm up, review, mix up direct instruction with involved learning, etc.)

-Scenario Round Robin:

- Small group each write a scenario situation for other groups (make copies for each group)
- Hand to other groups
- Once all scenarios have been done, discuss, critique, etc.

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General Actions Scenarios

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General Action Scenarios

Four Foundations: Planning

- Write a clear learning target.
- Check for understanding following a class activity.
- Share a learning target with your students.
- Write a three-part daily lesson plan.

Four Foundations: Assessment

- Give specific and descriptive feedback to a student
- Check for understanding in a manner that is involuntary
- Check for understanding in a manner that is plenary (all-inclusive)
- Write a learning target and a formative assessment that checks that learning target
- Use sticky notes to check for understanding
- Use think-pair-share to check for understanding
- Adjust teaching based on the results of a formative assessment
- Use hand signals to check for understanding
- Have students self-assess and set goals

Four Foundations: Instruction

- Use I do, We do, You (all) do, You do to introduce a new skill
- Cold call, and then scaffold a uncertain response
- Have students use a rubric to assess other student presentation or work
- Develop a daily lesson plan that uses a grammar method
- Develop a daily lesson plan that uses a logic method
- Develop a daily lesson plan that uses a rhetoric method

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- Develop a plan to use a model of strong and weak work
- Use wait time
- Ask follow-up questions
- Withhold judgment on a student answer (write an exchange between you and a student in which you withhold judgment on the student's answer to your question, requiring the class to continue to consider the question.)
- Require a student to defend his reasoning
- Ask students a question that supports/requires Knowledge in Blooms
- Ask students a question that supports/requires Comprehension in Blooms
- Ask students a question that supports/requires Application in Blooms
- Ask students a question that supports/requires Analysis in Blooms
- Ask students a question that supports/requires Synthesis in Blooms
- Ask students a question that supports/requires Evaluation in Blooms
- Use teacher movement effectively

Four Foundations: Classroom Culture

- Communicate a clear transition
- Communicate a clear expectation
- Prepare entry work for your class
- Give cues for attention
- Give quick, consistent, unemotional reprimand
- Flexibly respond to momentary crisis
- Use praise genuinely and specifically

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Quick Response Scenarios

Quick Response Scenarios

Four Foundations: Planning

1. You have just handed out an assignment, and students are beginning to work on it, when you realize that you haven't explained *why* you're having them do it. What will you do?

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2. You want to be sure that students understand from the beginning the objective for a new lesson. What will you do?

Four Foundations: Assessment

3. You are collecting the homework you assigned the day before when you realize that only about half of the students have completed it. What will you do?

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4. After giving a brief explanation of a new topic you ask students to give a quick thumbs up/ thumbs down on their level of comfort and understanding. Around half give a sideways or down. What will you do?

5. You seem to be two days behind schedule as the current unit is coming to a close, but you want to build in time for student self-assessment. What will you do?

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6. As students are turning in their quizzes, you can tell by a quick glance at them that probably 1/3 of class has failed it. What will you do?

7. In the midst of a class discussion about a new topic, the students begin to ask questions about it that you're not sure you can answer. What will you do?

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8. It is apparent from the questions students are asking that they haven't understood the very detailed explanation you gave at the beginning of the lesson about what they would be doing and why. The class is behind schedule to complete what you had planned this lesson. What will you do?

9. Some of your students, you suspect, are getting very good at merely repeating (with minimal understanding) your language on homework and quizzes. You want them to think more for themselves and use their own words. Considering what is appropriate for your grade level, what will you do?

10. You have just finished an explanation of a new topic, and you're ready to move on before the class period ends. Knowing that you should check for understanding, you ask, "Are there any questions?" No students raise their hands. What will you do?

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11. You realize that you haven't been giving as much frequent, descriptive feedback as you would like. What will you do?

12. As the result of some faculty discussions, a less experienced colleague asks you what is meant by the phrase 'frequent descriptive feedback', and why it is important. What will you say?

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Four Foundations: Instruction

13. You have 15 minutes left in the class period and you expect the assignment you are going to give will take about 45 minutes. You're not sure it would be an appropriate assignment for students to do at home. What will you do?

14. About a third of the class has completed the assigned task, but the others are still working quietly and diligently. What will you do?

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15. About two-thirds of the class has completed the assigned task, but the others seem to be very far from finishing. What will you do?

16. There is a new quarter beginning tomorrow and you want to build in some self-reflection and sharing of learning. What will you do?

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17. You have just collected a short assignment from your class and you want to be sure you give descriptive feedback. What will you do?

18. You are developing a lesson on a new subject and want to be sure students understand what quality work looks like. What will you do?

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19. You have nearly completed a class discussion when you realize that two students haven't been involved at all. What will you do?

20. Part way into an explanation you can see from the drooping eye lids and the vague stares that you are losing the attention of some students. What will you do?

21. You are planning for student presentations that will take most of the class period. You want to be sure that all students are focused and attentive during the presentations. What will you do?

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22. You had suspicions about the lack of quality and ‘meaningfulness’ of a worksheet that you planned to give to students, but you handed it out anyway. Now you are having second thoughts. What will you do?

23. You realize that for the last ten minutes you have been doing all the talking in what is supposed to be a class discussion time. And yet, the students haven’t been making very meaningful comments. What will you do?

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24. You want to make sure that you begin tomorrow's lesson with information that students already know, and you want them to use their own minds discover new information. You want to do these together. What will you do?

25. It's clear from your review of the student writing you recently assigned to the class that there is work to be done. There are so many things to fix! What will you do?

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Four Foundations: Classroom Culture

26. You have just finished a 15-minute explanation of a complex process and are handing out a practice sheet to students when Tom (the usual suspect) asks “Now, how do we do this?” What will you do?

27. You’ve given an assignment and most students are working. You have twice had to remind two boys to stop talking to one another. They are talking again. What will you do?

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28. In the midst of a class discussion of a fairly complex and abstract topic, students begin to ask questions about your family and your past experiences. They seem genuinely interested in what you have to say, and seem more involved than they were earlier. What will you do?

How Might You Use...?

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How Might You Use...?

1. In Mr. Brenner's classroom, the learning objectives for the unit are posted on the wall. Mr. Brenner frequently refers to the objectives to remind students of what they are working to master. In addition, for each new unit Mr. Brenner creates a pretest and puts the relevant objectives at the top of the pretest, and each section of the pretest has an objective at the beginning so that students know how the questions are related to the objectives. Mr. Brenner can then use the data from the pretest to differentiate instruction during the unit. Students keep a list of objectives for each unit, and record the results of their pretests, as well as other work, as evidence of their growing mastery of the objectives and readiness for any summative assessment, as well as a place to set personal learning goals.

2. At the beginning of each unit, Mrs. Campbell reviews with students the objectives for the unit. She hands out the objectives, as they are written on the unit plan, and reads through them with the students. She frequently chooses some that she thinks students may not understand as written (or items students express some confusion about), and leads students through a rewriting or paraphrasing of the objective into more "student-friendly" language.

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3. In presenting a rubric for a new activity to practice or extend a skill, Miss Davis will use the following procedure. She will begin by asking students what they think the characteristics are of the activity they are going to be involved in. (For example, writing an excellent paragraph.) She will record on the board the elements students suggest. Then, she will introduce what she calls the “expert’s list”, and she and the class compare the two lists, looking for items that are similar. Finally, she will hand out the rubric for the activity and review it with students.

4. Mr. Webster periodically checks to see if his students can articulate the learning targets for the activity they are involved in. He will walk around the room while they are working and ask individual students, “Why are you doing this activity?” If he hears responses such as “to finish the assignment,” or “to get a good grade,” he may instead ask “What are we learning?” If students are not able to answer this question, he will assume that the learning target isn’t

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sufficiently clear, and will stop the class in the midst of the activity and re-direct them to the learning target, and review it with them as needed until he is confident they understand it.

5. Mrs. Keating uses the following procedure to be sure students have a clear understanding of what strong and weak work is for new writing activities. She will distribute a strong example and ask students to rank the sample based on the rubric they are using. After they have done this, she will have them discuss with a partner or two where they ranked the piece and why, using language from the rubric. Then, she will discuss with the class as a whole, again emphasizing language on the rubric. She then repeats the process with weak and medium-range pieces.

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6. Mr. Kerr knows that the mere presence of feedback does not improve learning, but that it is quality feedback that is effective. He plans his time so that feedback to students is given during the learning so that there is time to act on it. He avoids phrases such as “excellent” or “keep trying hard”, and, instead, is careful to be very specific in his feedback, drawing the student’s attention to intended learning, using language from rubrics or learning targets and offering specific information to guide improvement. He words the feedback in such a way as to not do the thinking for the student.
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7. In Miss Eugene’s 6th grade class she will often use the following variation on the KWL chart as a self-assessment activity. At the beginning of a new unit of study she will give students a large, blank sheet of paper and ask them to write, diagram and/or sketch (as appropriate) what they already know about the topic, and she will then collect them. Partway through the unit she will return these charts to the students and have them fill in, in a different color, what additional knowledge or understanding they have gained. She will repeat this again at

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the end of the unit. She will sometimes use the result as part of a self-reflection activity for students, as well.

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Role-Play & Live Teaching Lab

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Role-Play Situations

1. Parent-teacher face-to-face conference or call: Jane's Effort

A. Teacher information:

- Jane is doing very well on written work and on tests
- You think Jane could participate more fully in discussions—her contributions are generally of few words and usually factual observations, rather than making connections, asking questions, etc./ You think Jane is capable of doing more full or beautiful or complete work—her answers are frequently very short and factual, with not much attempt to add anything additional
- You hope to get the parent to see the need for Jane to develop her ideas/ participation/thinking, to give her best effort

B. Parent information:

- Jane is doing very well on written work and on tests
- You're fine with this; you think the teacher may be pushing Jane too hard to be more involved in discussions/creative or complete in her work
- You don't see why just doing well on the work and tests isn't enough
- Jane is pretty busy keeping up with the written work—she has tuba lessons in Portland three nights each week

2. Parent-teacher Conference: Nathan's Progress

A. Teacher information:

- Nathan is doing just OK academically; average or sometimes just below
- You see that he seems to be very diligent
- He seems to be a bit slower than average, and can sometimes take significant time to get things completed
- He rarely asks for help
- You have questions about his reading comprehension
- You wonder if perhaps some academic testing or intervention might be in order—or just explored to eliminate that as an issue

B. Parent information:

- Nathan doesn't talk much about school at home
- You seem him working very diligently on his homework
- You're concerned that his academic progress is so average or just below average
- You wonder if maybe he is unhappy in class
- You wonder if maybe he isn't being challenged in class, is bored, and so not doing very well

3. Parent Call or Visit: Mark's Grades

-Equipment: dummy phones; placement: back to back;

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-Leader: make transfer call' from office

[OR- parent(s) visit teacher]

A. Teacher information:

- Mark is a student in your class; it's the third week of school
- Mark has 2 Bs (S) and 1 C (S-) on last three HW assignments
- Grade books scores are/are not correct (scenario leader call)
- Mark has turned in all his HW
- But some of his HW was incomplete
- Class average on these assignments is 93%, 92%, 94% (A-/S+, etc.)

B. Parent information:

- It's the third week of school
- Mark has 2 Bs and 1 Cs (S-) on last 3 HW assignments
- Can't be right b/c he does all his HW
- (Scenario option: GB is correct OR GB is incorrect—call by leader)
- His self-esteem is being hurt
- Thinks (the teacher) doesn't like him
- Assignments too hard or unclear

4. Friday Night Dinner Conversation

(Two additional teachers can play a passive role of 'family members' at the table.)

A. Teacher information.: At a local restaurant on a Friday evening you are having dinner with your family. Teddy's (a student in your class) mom/dad comes up to your table and begins discussing a phone conversation earlier that day about Teddy's behavior in your class. Teddy has been a bit disruptive in class—talking when he should be listening, not always following directions, etc. You are hoping for parent support to help Teddy see why and how he should change his behavior.

B. Parent information.: At a local restaurant on a Friday evening you happen to see your child, Teddy's, teacher having dinner. You'd like to discuss a phone conversation you had earlier that day about Teddy's behavior in class—the teacher says that Teddy has been a bit disruptive in class, talking when he should be listening, not always following directions, etc.

You are (pleasant or pushy or concerned or excusing or apologetic...) but concerned that while Teddy's behavior hasn't been the best, other students may be getting away with similar behaviors. And they may actually be leading Teddy into misbehaving.

5. Zoom Classroom: Models of Strong and Weak Work

-Teachers into two groups of 5-7; One participant will be the classroom teacher, others as students

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-**Group A** develops and presents a poor Zoom lesson (not mainly poor technical mechanics and protocols, but lesson design and presentation)

-**Group B** develops and presents an effective Zoom lesson (again, this is not about the technology but the lesson structure, pacing, engagement, etc.)

-Present live, but as if in Zoom session; 3-5 minutes

6. Parent Email: Jim

You have known Jim and his family for a few years through the school, and now you are Jim's teacher. It's early in the school year, but already Jim has only turned in some of his work. He is missing most assignments from the previous week, and what he has turned in has been incomplete. He's done well participating in class and seems to demonstrate an understanding of the concepts.

Write a brief email to Jim's parents.

Debriefing Role-play

- what did you observe?
- how did the teacher handle the situation?
- what went well?
- what could have been done differently?
- what questions would you have liked to ask?
- what more could have been said or done?
- what would you have done?
- comments/suggestions

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Live Teaching Lab

To be as impactful as possible, teacher training should be as realistic as possible. This can be difficult in our school situation, as we don't have live students with which to practice methods or approaches during group meetings. This would be an interesting exercise, but probably not often practical.

Administrators can use role-plays and analysis of video classrooms, or, even better, live mini-lessons with teachers as the 'class' to make the situations more realistic. Having teachers engage in teaching, even in a short format, will require them to think carefully through the steps of the 'lesson', and the following time for critique and analysis gives valuable feedback to both the teacher and the participants and observers.

First First/Last Five

The opening and closing times of a lesson are often the most impactful, so teachers need to think carefully through having clear and effective beginnings and endings.

For this exercise, teachers will present the first five-eight minutes of an actual or invented lesson to other teachers just as they would to students. (Some assumptions will need to be made, of course, concerning any previous knowledge needed, but since this is a role-play the teacher and the 'students' will simply pretend to have the knowledge and improvise responses accordingly.) The 'class' can vary in size, with some teachers acting as outside observers of the lesson.

Following the presentation, teachers then discuss and apply, offering both 'warm' and 'cool' critique.

This exercise can easily be fit into a monthly or weekly faculty meeting, with one or more lessons being presented.

Twenty-minute Mini-Lesson

A longer version of the above involves teachers preparing and presenting a twenty-minute sample lesson to a class of teachers as students, with discussion to follow. Other teachers can act as observers, assessing the lesson.

For this presentation, teachers prepare actual or hypothetical lesson plans for an entire week. This entails five daily lessons, one lesson for each day, Monday through Friday, one class period per day. (For example, a week's worth of lessons for an 11th-grade humanities course, a course that meets daily in the second period of the school day. Or, a week's worth of 3rd-grade grammar lessons.)

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Lesson Plans should include:

1. A one-page table of the lesson plans for the week. (See example below.)
2. For each of the five lessons, prepare learning targets, a formative assessment, and a brief synopsis of the lesson's activities.
3. Provide a brief description of previous knowledge students have.
4. As an option, teachers could prepare at least one handout that would be distributed to students at some point in the week's lessons. This handout could be a worksheet, guidelines for an assignment or project, etc. The handout may or may not be associated with the lesson to be delivered.
5. Also as an option, teachers could prepare a summative assessment of some form—quiz, writing assignment, etc.—that would be given to students to assess the material from the lessons you planned for the week.

Instructions for lesson delivery:

Teachers select one of the five daily lessons planned and deliver that lesson. Other teachers will role-play the students in the classroom. The presentation should be 20 minutes total.

This is an abridged lesson. Of course an actual lesson fills more than 20 minutes. The point is to display teaching in action—to show how the teacher brings the material and the students together. Teachers should open the lesson as they normally would, launch an activity and carry it through to a point where it gathers momentum, and then 'fast-forward' to demonstrate how they would bring the lesson to a close.

Some of the other teachers act as students, and some as observers. Consider using the observation form below. (See Annotated Teacher Observation Form, pp. 71-75, for more detail.)

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Bryan Lynch Humane Letters 11

This week's unit: Sun Tzu's *The Art of War*

Students will have previously learned the background of Sun Tzu and the historical situation in China at the time of his writing *The Art of War*.

| Monday (this lesson will be presented) | Tuesday | Wednesday | Thursday | Friday |
|---|--|--|---|---|
| TSWBAT explain principles from <i>Art of War</i> | TSWBAT explain and apply principles from <i>Art of War</i> | TSWBAT analyze principles from <i>Art of War</i> | TSWBAT synthesize principles from <i>Art of War</i> | TSWBAT evaluate principles from <i>Art of War</i> |
| CFU: Exit Pass (2 minutes): explain the main idea of today's reading to an absent classmate | CFU: Exit Pass: 3-2-1 Card -3 main points -2 new applications -1 question you still have | CFU: Curated discussion | CFU: RAFT, Pair-share | CFU: Writing |

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| <p>1. Read Chapter 1: Laying Plans independently (5 minutes); In composition books:</p> <ul style="list-style-type: none"> • Three key ideas, restated • Two applications • At least one question <p>2. Triads: agree on top two ideas & one application & one good question (5 minutes) -write each on board under heading</p> <p>3. Full group (8 minutes) -discuss as full group: what are the main ideas? How could you begin to apply them?</p> <p>4. Exit Pass: absent classmate (see above)</p> | <p>1. Read Chapter 2: Waging War aloud (random order and length of reading), discussing as we go: -main ideas -questions -applications</p> <p>2. Exit Pass: 3-2-1 Card (see above)</p> | <p>1. Chapter 5: Organization & Order, read on own.</p> <p>2. After reading, students will work in triads to diagram the main points</p> <p>3. Draw this diagram on large poster paper and post</p> <p>4. Curated discussion to follow</p> | <p>1. Chapter 6: Weak Points and Strong</p> <p>2. RAFT: Rewrite the ten most important paragraphs of Ch. 6 as a handbook of advice to high school students (turn in EOP)</p> <p>3. Pair-share: prepare to discuss your top two pieces of advice</p> | <p>1. Write three paragraphs in which you assess the principles in <i>Art of War</i> from the biblical perspective. What, if anything, is True, Good, and Beautiful? What is your reasoned, biblical response to Sun Tzu?</p> |
|--|---|---|--|---|

Teacher Observed: _____ Class and Subject _____

Date: _____ Observer: _____ Lesson/Topic: _____

Summary: Observer's general notes and feedback (to be completed following lesson observation):

| Notes, observations, & feedback: WEAKNESSES | LESSON PLANS (prior to observation) | Notes, observations, & feedback: STRENGTHS |
|---|--|--|
| | <p>1. Objective/Learning Target is designed to teach specific student-learning objective</p> <p><i>weak/absent</i> <i>basic</i></p> <p><i>proficient</i></p> | |

Scenarios for Teacher Development

Notes, observations, &
feedback: WEAKNESSES

| |
|---|
| 2. Assessment/Checking for Understanding <i>weak/absent</i> <i>basic</i> <i>proficient</i> |
| 3. Design of Activities: lesson activities are... ...coherent, feasible, appropriate <i>weak/absent</i> <i>basic</i> <i>proficient</i> tailored to objective or learning target |
| 4. Preparation of materials, resources, handouts <i>weak/absent</i> <i>basic</i> <i>proficient</i> |
| LESSON DELIVERY--CLARITY |
| 5. Teacher introduces a clear vision of the objective or learning target. Teacher posts targets for student reference. <i>weak/absent</i> <i>basic</i> <i>proficient</i> |
| 6. Teacher opens and closes the lesson with clarity. (Clear on-ramp and off-ramp to lesson.) <i>weak/absent</i> <i>basic</i> |
| 7. Teacher makes clear what students should be doing, and where they are headed, at each step of the lesson. Students are never lost. <i>weak/absent</i> <i>basic</i> |
| LESSON DELIVERY—STRATEGIES |
| 8. Checking for Understanding (CFU): Teacher practices <u>frequent</u> and <u>involuntary</u> assessment of all students. <i>weak/absent</i> <i>basic</i> <i>proficient</i> |
| 9. Adaptation: Teacher and students act upon the CFU during the lesson. <i>weak/absent</i> <i>basic</i> <i>proficient</i> |

Leading Teacher Training from the Back of the Room

Scenarios for Teacher Development

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|---|
| <i>proficient</i> |
| 10. Student Engagement: Students are engaged in meaningful activities; students are required to do most of the thinking. |
| 11. Cohort Engagement: Students meaningfully engage one another. <i>weak/absent</i> <i>basic</i> |
| 12. Are <u>all</u> students actively engaged? Y/N |

Annotated Teacher Observation Form

Teacher Observed: _____ Class and Subject _____

Date: _____ Observer: _____ Lesson/Topic: _____

Summary: Observer's general notes and feedback (to be completed following lesson observation):

| | | |
|---|--|--|
| Notes, observations, & feedback: WEAKNESSES | LESSON PLANS (prior to observation) | Notes, observations, & feedback: STRENGTHS |
|---|--|--|

Scenarios for Teacher Development

| | | |
|---|--|--|
| <p><i>Strong objectives/learning targets are assessable (though not necessarily measurable), and specific. So, ‘define’ is strong, and ‘think about’ is weak. ‘Explain’ is strong, ‘appreciate’ is weak. Consider how the teacher will know, and, more importantly, how the student will know when the learning target has been reached.</i></p> <p><i>As mentioned below, effective formative assessments must be <u>involuntary</u> and <u>all-inclusive</u>. Merely calling on students who raise their hands in response to a general question does not give the teacher—or the students—reliable information about whether students are actually learning.</i></p> <p><i>If a teacher is having difficulty figuring out how to assess the learning of an activity, that is likely a sign that either the learning target is unclear (requiring a re-thinking of #1 above) or that the activity, however much it may seem worthy, or is even a teacher or student favorite, may not be appropriate for this lesson.</i></p> | <p>1. Objective/Learning Target is designed to teach specific student-learning objective</p> | <p><i>Daily lesson objectives (learning targets) should be planned before activities. The objectives/learning targets focus on what students learn not on the topic, student activity, or teacher activity. The objective or learning target guides assessment and activity, as they are developed to help students toward achieving the objective/learning target.</i></p> <p><i>“Learning is thinking into one’s own understanding a new idea or truth... the learner must reproduce in his own mind the truth to be acquired.”(John Milton Gregory, The Seven Laws of Teaching)</i></p> |
| | <p>2. Assessment/Checking for Understanding</p> | <p><i>Formative assessments should be planned in advance to check for student understanding of the learning shaped by the objective/learning target.</i></p> <p><i>Formative assessments can range from simple hand signals and white boards to harkness/socratic discussions. These are planned prior to activities.</i></p> <p><i>Teachers should develop the habit of planning frequent formative assessments.</i></p> |
| | <p>3. Design of Activities: lesson activities are... ...coherent, feasible, appropriate</p> <p>...tailored to objective or learning target</p> | <p><i>Lesson activities are designed to move students toward the learning target. Every teacher has (or will have over time) file drawers full of effective or favorite activities. Keeping the learning target front and center of thinking about planning will give clarity as to which of those activities is best for students at the time of the lesson.</i></p> |
| | <p>4. Preparation of materials, resources</p> | |

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Teachers should make a habit of sharing the objectives/learning targets with students, so that students will begin to understand that the learning is their work, thus shifting the responsibility for learning to the student. The objective/learning target should not be a mystery that the teacher hides or fails to reveal, but a clear goal for the lesson. This doesn't mean, however, that the teacher may not choose in some lessons to take a more inductive approach in which students come to discover the purpose of the learning during the lesson. But the objective should

**materials, resources,
handouts**

Has the teacher prepared materials in advance?

LESSON DELIVERY-- CLARITY

5. **Teacher introduces a clear vision of the objective or learning target. Teacher posts targets for student reference.**

Objectives/learning targets should be provide a clear vision to students of what the desired learning is for the lesson. Teachers should share these with students, either by posting them, or having them on student materials.

6. **Teacher opens and closes the lesson**

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The final few minutes are equally important as the first, as the teacher directs a clear wrap up of the learning and connects it to upcoming lessons. Formative assessment of some kind is common toward the end of the lesson.

closes the lesson with clarity. (Clear on-ramp and off-ramp to lesson.)

Effective classrooms are characterized by students knowing what they are to do each step of the way and doing it with a minimum of talk and effort. In poorly prepared classrooms the questions “what am I supposed to do?” or “what do we do with this?” may be frequently heard.

- 7. Teacher makes clear what students should be doing, and where they are headed, at each step of the lesson. Students are never lost.**

Scenarios for Teacher Development

It is not enough to ask the class, “Are there any questions?” or, “Does everyone understand?”. Teachers must verify that learning is happening and not take students’ word for it. Students themselves may not know if they understand or not.

Formative assessments are ungraded opportunities to assess progress toward the objectives/ learning targets. We want students to focus on learning and not grades, to develop a ‘growth mindset’ and to take more responsibility for their own learning. By building in ungraded practice we reinforce these attitudes and habits.

LESSON DELIVERY— STRATEGIES

8. Checking for Understanding (CFU):
Teacher practices frequent and involuntary assessment of all students.

9. Adaptation: Teacher and students act upon the CFU during the lesson.

10. Student Engagement:
Students are engaged in

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*Teachers should plan activities that avoid 'batting practice, where a few students are engaged and others merely observing. Also important is to watch the **ratio** of teacher talk to student talk. "...a too talkative teacher is rarely a good teacher" (Gregory)*

Students are engaged in meaningful activities; students are required to do most of the thinking.

11. Cohort Engagement: Students meaningfully engage one another.

12. Are all students actively engaged? Y/N

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Scenarios for Teacher Development

Walk-Through Classroom Observations

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Walk-Through Classroom Observations

An Observation of an 11th Grade History Class

1. Read the following brief account of a classroom observation, responding to the situation as you read.
2. Offer suggestions and comments for improving the lesson.
3. Complete a Walk Through form based on the lesson, as you are able.

Observation Time: 1:00-1:15 PM

- A. As you enter the room, the teacher, Mr. Speel, is at the board writing notes. The students are busily writing in their notebooks, glancing up only to get the next note. Mr. Speel is moving rapidly through the material, erasing the board often to move on to another point. Several students are completing their notes by looking at other students' notebooks and writing down what they have.

Questions/ Reactions/ Thoughts: _____

- B. After ten minutes, a student raises a hand to ask a question. Mr. Speel answers the question and then continues. As you leave the teacher is still writing notes on the board and students are copying quickly.

Questions/ Reactions/ Thoughts: _____

Summary suggestions and comments:

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Scenarios for Teacher Development

Further suggestions and comments based on the Walk Through form:

An Observation of a 12th Grade Science Class

1. Read the following brief account of a classroom observation, responding to the situation *as you read*
2. Offer suggestions and comments for improving the lesson.
3. Complete Walk Through form based on the lesson, as you are able.

Observation Time: 9:40AM-9:49AM

A. At 9:40 you enter the classroom. A student has apparently just begun a presentation on centrifugal and centripetal forces. Mrs. Charles, the science teacher, is seated near the back of the room with a clipboard, evidently scoring the presentation.

Questions/ Reactions/ Thoughts: _____

B. The other students are listening quietly, some with arms folded, others resting their chins in their hands. The presenter, speaking rather quickly but deliberately continues until 9:48. Mrs. Charles thanks him, the other students applaud, and he sits down.

Questions/ Reactions/ Thoughts: _____

C. Mrs. Charles then asks the students to take out their texts, and turn to page 137, to continue where they left off yesterday. When all students have done so, Mrs. Charles asks them to read from page 137 to page 139. Students begin reading, and you leave the classroom at 9:49.

Questions/ Reactions/ Thoughts: _____

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Scenarios for Teacher Development

Summary suggestions and comments:

Further suggestions and comments based on the Walk Through form:

An Observation of an 11th Grade Humanities Class

1. Read the following brief account of a classroom observation, responding to the situation *as you read*
2. Offer suggestions and comments for improving the lesson.
3. Complete Walk Through form based on the lesson, as you are able.

Observation Time: 2:05-2:16 PM

A. At 2:05 PM you enter the classroom. Mr. Storm is handing out a slip of paper and saying, “This is your feedback form from the most recent two Harkness discussions. It includes areas that you are doing well in and areas where you can make improvements. I have circled some of these, and on most of your forms I have included some written feedback, as well.”

Questions/Reactions/Thoughts: _____

B. Students also have on their desks a Feedback Tracking Sheet. Mr. Storm then says, “Please fill in your tracking sheet with this feedback. When you get to the column asking you to ‘set goals for next time’, please write at least two things that you will concentrate on doing in our next discussion, based on the feedback you received today. Please be very specific, using the language from the feedback form, or if you prefer to use your own words, please be sure they carry the same meaning, and, again, are very specific. Let’s take about three minutes to do this.”

Questions/Reactions/Thoughts: _____

C. Students write on their tracking sheets, while the teacher answers two questions from students from their feedback forms. After three minutes Mr. Storm says, “Now, please turn to a partner and, taking only a minute or so, take turns telling one another what your goals are for the next Harkness discussion. Again, be very specific: how will you know when you’ve met your goals?”

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Questions/ Reactions/ Thoughts: _____

D. After 45 seconds Mr. Storm gives a warning to finish up. When the minute is up, the teacher then asks for volunteers to share one of their goals. Three students volunteer and each read one of their goals. Mr. Storm then asks a student who did not raise her hand if she would mind sharing one of her goals. She seems reluctant and hesitates, so he tells her to not worry about it, and asks another student, who readily reads one of her goals.

Questions/ Reactions/ Thoughts: _____

E. Students are then instructed to put these away and take out their novels to continue with reading and preparation for tomorrow's Harkness discussion. It is 2:16 PM and you leave the classroom.

Questions/ Reactions/ Thoughts: _____

Summary suggestions and comments:

Further suggestions and comments based on the Walk Through form:

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An Observation of a 10th Grade Rhetoric Class

1. Read the following brief account of a classroom observation, responding to the situation *as you read*
2. Offer suggestions and comments for improving the lesson.
3. Complete Walk Through form based on the lesson, as you are able.

Observation Time: 10:05-10:15

A. You enter the classroom at 10:05. Mr. Quinn says “I will be handing back the brief quiz that you all took yesterday on applying the six parts of an oration. I would like you to look at the places I have marked with a check—these are places where you have not quite applied the concepts correctly. I will hand these back and then give further directions.”

Questions/ Reactions/ Thoughts: _____

B. The teacher hands back the papers, while students read over them. Then Mr. Quinn says, “I would like you to take a few minutes to make corrections to your quiz. Please take out the six parts of an oration handout that I gave you last week. Using it, you should be able to make corrections to the places marked on your quizzes.”

Questions/ Reactions/ Thoughts: _____

C. Students all take out their six parts handout. Mr. Quinn then says, “Before you work on this, let’s do one together so you get the idea of how to make the correction.” At this point, he puts on the overhead a sample (teacher created) quiz with errors. The teacher asks students to look at point three, where there is an error, and to read what is written, and to think about what suggestions they would make for correction, and to write at least one suggestion in their notebooks. After two minutes, Mr. Quinn then asks for suggestions. Three students raise their hands. Mr. Quinn calls on one of them, and the student gives his idea. The teacher then asks another student, whose hand was not up, to add to what the previous student said. A two-minute discussion ensues. Seven of the sixteen students are involved in some way.

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Questions/Reactions/Thoughts: _____

D. It's now 10:12. The teacher then instructs the students to take eight minutes to look over their quizzes and make any corrections needed. If they finish early, they are to choose one short passage in the sample oration and rewrite it in other words. They are told that if they need help, to raise their hands. Students begin working. One student has a brief question, which is quickly answered by Mr. Quinn. You leave the classroom at 10:15.

Questions/Reactions/Thoughts: _____

Summary suggestions and comments:

Further suggestions and comments based on the Walk Through form:

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Scenarios for Teacher Development

An Observation of a 9th Grade Literature Class

1. Read the following brief account of a classroom observation, responding to the situation *as you read*
2. Offer suggestions and comments for improving the lesson.
3. Complete Walk Through form based on the lesson, as you are able.

Observation Time: Entire Period

A. Mr. Sidney, the literature teacher, begins the period by handing out a writing assignment that asks students to compare or contrast a character from the current novel they are reading with a character from a previous novel. There are fairly specific instructions as to what must be included. Mr. Sidney gives about a two minute explanation of the task.

Questions/ Reactions/ Thoughts: _____

B. The next ten minutes of class students are working on writing. Several have stopped working and have their hands up for help. Mr. Sidney moves quickly around the room answering student questions about the assignment—frequently the same question, you notice.

Questions/ Reactions/ Thoughts: _____

C. About fifteen minutes into the period, Mr. Sidney stops the class and addresses a couple of questions for the entire class. Students continue working. There are fewer hands up for help. You ask two students why they are doing what they're doing. The students are unable to answer the question, although they have nearly finished the assignment and haven't needed any help.

Questions/ Reactions/ Thoughts: _____

D. Twenty minutes into the period Mr. Sidney stops the class and displays on the overhead an example of a completed writing assignment (not from the current class). Mr. Sidney reviews the elements of the assignment and points out in the sample where these have or have not been met.

Questions/ Reactions/ Thoughts: _____

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E. Thirty minutes into the class period most students continue to write. Some have finished and are talking quietly.

Questions/Reactions/Thoughts: _____

F. After thirty-five minutes of class Mr. Sidney stops the writing activity and asks students to put away their writing. Mr. Sidney then assigns a reading assignment that is a follow-up to the previous day's reading. The class ends with a quick reminder from Mr. Sidney of homework due the next day.

Questions/Reactions/Thoughts: _____

Summary suggestions and comments:

Further suggestions and comments based on the Walk Through form:

Developing Professional Judgment through Critical Incidents

Scenarios for Teacher Development

The goal of spending time in critical analysis of classroom situations is the further improvement of the professional judgment of teachers. What makes the situations we've looked at 'critical' is not the seriousness of them but, as David Tripp explains below, the very act of the analysis. Most teachers instinctively make practical ("is this working?") and reflective ("is this good?") judgments frequently, but self-conscious and deliberative diagnostic ("what made this happen?") and critical ("What is this an example of?") are less common. Critical incidents can be very mundane, but through diagnostic and critical examine they can reveal important information about what and why teachers and students are doing what they're doing, and the implications of those actions.

Included in this packet are some key quotations from Tripp's *Critical Incidents in Teaching* that give more background on the process, a modified chart of questions to guide discussions, and a set of incidents, most based on actual situations from Veritas classrooms.

From *Critical Incidents in Teaching*, David Tripp

"...critical incidents are produced by the way we look at a situation; a critical incident is an interpretation of the significance of the event. To take something as a critical incident is a value judgement we make, and the basis of that judgement is the significance we attach to the meaning of the incident." Tripp, pg. 8

"Reflecting on what we do is essential to the development of professional judgement, but unless our reflection involves some form of challenge to and critique of ourselves and our professional values, we tend to simply reinforce existing patterns and tendencies." Tripp, pg. 12

"...I want to look at our professional awareness in two different ways: one has to do with the things we do actually notice about our practice and which we are therefore aware of; the other is an underlying structure which both limits and facilitates what we consciously and unconsciously choose to attend to. To distinguish the two, I shall refer to the former as awareness, and the latter as problematic." Tripp, pg. 13

"...I believe [it is] essential to a professional performance always to be consciously focusing our awareness on some aspect of practice, and so to become aware of as many aspects as possible over time." Tripp, pg. 13

"Problematic has to do with the kind of things which are seen to be problems and the kind of information sought to provide the kind of answers which are accepted as reasonable solutions to them...Problematics the noun...is the theoretical structure which causes the phenomenon in question to be seen as a problem." Tripp, pg. 14

"It is problematics which...produce in us a disposition not to see that there is a regular pattern to the hiding of what is hidden." Tripp, pg. 15

"In practical term, what comes out of all of this is that if we do not control our professional awareness and problematic, then they control us." Tripp, pg. 15

"The practical problematic is powerful precisely because whether something works or not is the ultimate test of a strategy or routine. But in making something work our awareness is turned away from questioning the terms in which it is said to 'work'. A professional working within the practical problematic is one whose awareness is exclusively turned to setting out to find a way to get something done without considering, for

Scenarios for Teacher Development

instance, in whose interests it ought to be done, or even what has produced the circumstances in and about which action is required.” Tripp, pg. 16

“However, most teachers recognize that just because a routine works it is not necessarily a good routine: there are many other factors to be considered in determining its value. We all need to justify our routines on other grounds, and it is here that theories come into play once again.” Tripp, pp. 16-17

“The vast majority of critical incidents, however, are not at all dramatic or obvious: they are mostly straightforward accounts of very commonplace events that occur in routine professional practice which are critical in the rather different sense that they are indicative of underlying trends, motives and structures. These incidents appear to be ‘typical’ rather than ‘critical’ at first sight, but are rendered critical through analysis.” Tripp, pg. 25

“There are thus two stages to the creation of a critical incident: first, some phenomenon is observed and noted, which produces a description of what happened. This could be called the production of an incident, which can then be explained (so we have ‘what’ and ‘why’). The critical incident is created by seeing the incident as an example of a category in a wider, usually social, context.” Tripp, pg. 25

“To be critical, it had to be shown to have a more general meaning and to indicate something else of importance in a wider context. Thus one can see that critical incidents are not simply observed, they are literally created.” Tripp, pg. 27

“The point is that everything that happens is a potential critical incident: we just have to analyze it critically to make it one.” Tripp, pg. 28

“People sometimes ask what teachers get from the analysis of critical incidents, to which the broad answer is **‘improved professional judgement’.**” Tripp, pg. 124

“In short, teachers need to take a diagnostic approach to teaching, which means that they have to understand what happens in classrooms and why, using that knowledge both to choose what actions to take, and to justify and learn from their actions and its outcomes.” Tripp, 128

“These, then, are two kinds of knowledge and expertise necessary to practice in a profession: the practical is that which is fundamental to expert performance of relatively routine technical tasks, and is primarily acquired through learning from practical experience. It involves noticing a situation and responding appropriately to it, which, commonplace as it sounds, is the basis of professional teaching. Diagnosis is another set of skills and knowledge necessary to understand, explain and be able to justify the practical judgement. It explains the practical action taken, and so is more discursive, academic and theoretical, though they are both forms of interpretation. All good teachers have acquired the former, very few the latter.” Tripp, pg. 129

“Thus far I have illustrated three kinds of professional judgement in teaching. The first is an instant and practical kind by which experienced and skillful teachers make the majority of their teaching decisions. The second, diagnosis, produces an explanation of the first, and leads to a conscious understanding of the nature and effects of the practical decisions made. These first two I have termed practical judgement for doing and diagnostic judgement for understanding. The outcome of the third kind of judgement, termed ‘reflective’, is rather different, however. It involves a more subjective evaluation of the incident and is most common when

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the teacher knows there are no obvious ‘right answers’ about how to act. I have suggested that all teachers who learn from experience become expert at practical judgement; that those who are also concerned and feeling people naturally reflect; but that very few teachers perform the kind of analysis necessary for a diagnostic judgement.

I now want to move on to a fourth kind of professional judgement which involves both a reflective critical attitude and the gathering of diagnostic information about professional practices through more formal and interventional research strategies.” Tripp, pg. 137

“To summarise the substantive issue of this chapter, I have suggested that four kinds of judgement are necessary to professional teaching:

1. *Practical judgement* which is the basis of every action taken in the conduct of teaching, and the majority of which is made instantly.
2. *Diagnostic judgement* which involves using profession-specific knowledge and academic expertise to recognize, describe, understand and explain and interpret practical judgements.
3. *Reflective judgement* which concerns more personal and moral judgements involving the identification, description, exploration and justification of the judgements made and values implicit and espoused in practical (teaching) decisions and their explanations.
4. *Critical judgement*, which, through formal investigation, involves challenge to and evaluation of the judgements and values revealed by reflection.

Contrary to the logic of the way in which I have presented them, personal experience suggests that these kinds of judgement are not necessarily successively dependent, though I think they ought to be. The majority of teachers I have encountered who do think about their practice, do not work much, if at all, through analysis, especially diagnosis; rather they tend to make practical and reflective judgements. It would seem important, however, that each kind of judgement should be deployed upon the judgement produced by the previous form: in particular, the outcomes of reflection on practice greatly depend upon how the practice is explained and interpreted. So it seems to me that these forms should be sequentially employed.

This must not be taken to mean that these kinds of judgements are hierarchical in terms of their importance. Although critical judgement may, in some senses, be regarded as a further professional activity to practical, it is also the antithesis of experience and routine, and as such it inhibits the normal transactions essential to effective teaching. One can become too critically minded to be of any practical use. Mastery and use of the methods of analysis for all four kinds of judgement are therefore essential to professional teaching.” Tripp, pg. 140

“I have suggested that, though most teachers expertly make practical judgements and are frequently reflective, they generally are not able to make either diagnostic or critical judgements.” Tripp, pg. 140

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Critical Incident Analysis Chart

| Kind of Judgment | Kinds of Analysis | | |
|-------------------|---|--|---------------------------------|
| | Information Required | Questions Asked | People Involved |
| Practical | Procedural | What can I do and how best can I do it? When? Where? | For and/or with whom? |
| Reflective | Personal Evaluative Justificatory | What should I do and why ought I to do it? Do I like it? Is it a good thing? Why? | Do others like it? For whom? |
| Diagnostic | Descriptive | What happened? | Who was involved? |
| | Causal | What made it happen? | Who acted? |
| | Effectual | What does it do? | For whom? |
| | Affectual | What does it feel like? | For whom? |
| | Semantic | What does it mean? | To whom? |
| | Explanatory | Why did (does) it occur? | With whom? |
| | Classificatory | What is it an example of? (e.g. practice, action, etc.) What additional data is needed? | Whose classification? |

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| Critical (+self-critical) | Biblical/Social | Does it contribute to the mission? Does it support the POG? Is it classical? Is it Christian? Is it true? Is it just? What does it model or shape? | Does it fit the model? For whom? |
|--------------------------------------|-----------------|---|---|

Based on chart in *Critical Incidents in Teaching*, David Tripp (1993)

Incident 1: The Students with a Concern

A small group of high school students respectfully approached the Headmaster with a concern. They said that one of their teachers was addressing what they considered minor problems (e.g. students arriving late to class) in what felt to them to be a public way, thus setting a negative tone for the class as a whole. They wondered what could be done about this situation.

| | | | Incident Discussion Comments and Questions |
|-------------------|-------------|---------------------------------|---|
| Diagnostic | Descriptive | What happened? | |
| | Causal | What made it happen? | |
| | Effectual | What does it do? | |
| | Affectual | What does it feel like? | |
| | Semantic | What does it mean? | |
| | Explanatory | Why did (does) it occur? | |

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| | | | |
|--------------------------------------|-----------------|---|--|
| Critical (+self-critical) | Classificatory | What is it an example of? (e.g. practice, action, etc.) What additional data is needed? | |
| | Biblical/Social | Does it contribute to the mission? Does it support the POG? Is it classical? Is it Christian? Is it true? Is it just? What does it model or shape? | |

Critical Incident Discussion: Sample comments and questions included

Critical Incident 1: The Students with a Concern

A small group of high school students respectfully approached the Headmaster with a concern. They said that one of their teachers was addressing what they considered minor problems (e.g. students arriving late to class) in what felt to them to be a public way, thus setting a negative tone for the class as a whole. They wondered what could be done about this situation.

| | | | Incident Discussion Comments and Questions |
|-------------------|-------------|--------------------------------|--|
| Diagnostic | Descriptive | What happened? | <i>-students not parents came to Head w/ issue—why? -which students? Same as ‘offenders’?</i> |
| | Causal | What made it happen? | <i>-had they discussed with teachers? -are standards clear? procedures clear?</i> |
| | Effectual | What does it do? | |
| | Affectual | What does it feel like? | <i>- our motivations? Irritations? Staying objective =supportive? -how ‘respectful’ were they? -how do they arrive late?</i> |
| | Semantic | What does it mean? | <i>-they think ‘minor’—do they understand the importance of these situations?</i> |

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| | | | |
|----------------------------------|-----------------|---|---|
| | Explanatory | Why did (does) it occur? | <i>-is there something in the school that causes this?</i> <i>-expectations clear?</i> |
| Critical (+self-critical) | Classificatory | What is it an example of? (e.g. practice, action, etc.) What additional data is needed? | <i>-follow up actions?</i> <i>-is it only certain students being called?</i> <i>-how often?</i> |
| | Biblical/Social | Does it contribute to the mission? Does it support the POG? Is it classical? Is it Christian? Is it true? Is it just? What does it model or shape? | <i>-was this 'initiate respectful dialog (POG language) or complaining?</i> <i>-what was the tone?</i> <i>-what result?</i> |

Critical Incident 2: Off-task

Students were working quietly in class. Tessa asked to be excused to use the restroom. As soon as she left the room, Mark, who was sitting directly in front of her, turned around, clicked extra lead out of Tessa's mechanical pencil and stuck it in her eraser. I was watching him since he is frequently off-task in these kinds of situations. I immediately asked him to move to a seat in the front of the room, and told him that that would be his permanent seat for the time being. When class was over (ten minutes or so later) I had him apologize to Tessa, then I asked him why he did what he did. He said that he really didn't analyze it ahead of time, and he supposed he could see why someone might think it was a problem, but he really didn't see what the big deal was. He said he and Tessa had been doing things like this to each other all day. I talked to him about his frequent off-task behavior, expressing my concern about it--he didn't seem to be aware of his engaging in distracting or off-task behavior. He seemed put out that I was making an issue of it.

| | | | Incident Discussion Comments and Questions |
|-------------------|-------------|-----------------------------|---|
| Diagnostic | Descriptive | What happened? | |
| | Causal | What made it happen? | |
| | Effectual | What does it do? | |

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| | | | |
|----------------------------------|-----------------|---|--|
| Diagnostic | Affectual | What does it feel like? | |
| | Semantic | What does it mean? | |
| | Explanatory | Why did (does) it occur? | |
| Critical (+self-critical) | Classificatory | What is it an example of? (e.g. practice, action, etc.) What additional data is needed? | |
| | Biblical/Social | Does it contribute to the mission? Does it support the POG? Is it classical? Is it Christian? Is it true? Is it just? What does it model or shape? | |

Critical Incident 3: The Boy Who Was Bored

First-year Humane Letters teacher Jan Murray was trying to start a discussion of Northern and Southern attitudes toward post-Civil War Reconstruction. She called on a couple of students and received halting replies. She was trying to remember the name of a student who previously had said he was bored so she could call on him, when he looked straight at her and said, “This is boring.” Flustered, Jan passed over him to call on other students; she managed to finish the lesson, but without looking over again to the boy’s side of the room. She wondered if he was defying her, and whether she should have insisted that he participate and what he might do the next time she tried to call on him.

| | | | Incident Discussion Comments and Questions |
|-------------------|-------------|--------------------------------|---|
| Diagnostic | Descriptive | What happened? | |
| | Causal | What made it happen? | |
| | Effectual | What does it do? | |
| | Affectual | What does it feel like? | |

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| | | | |
|--|-----------------|--|--|
| | Semantic | What does it mean? | |
| | Explanatory | Why did (does) it occur? | |
| Critical (+self-critical) | Classificatory | What is it an example of? (e.g. practice, action, etc.) What additional data is needed? | |
| | Biblical/Social | Does it contribute to the mission? Does it support the POG? Is it classical? Is it Christian? Is it true? Is it just? | |

Critical Incident 4: The Teacher Who Made a Mistake

Mr. Feynman teaches Geometry at Veritas. On most days his class is well-behaved, takes notes on the material he presents and asks few questions. Most students are also doing pretty well on the unit tests. One day, Mr. Feynman made a mistake in working through a homework problem. One student challenged him and another defended Mr. Feynman's method, saying she had done it that way herself. The students engaged in a dynamic debate while Mr. Feynman tried to figure out what he had done wrong. After he corrected the mistake, the class quieted down and continued with the daily work. At the time, Mr. Feynman was flustered by his mistake, but later, as he considered the incident, he began to wonder...

| | | | Incident Discussion Comments and Questions |
|-------------------|-------------|-----------------------------|---|
| Diagnostic | Descriptive | What happened? | |
| | Causal | What made it happen? | |
| | Effectual | What does it do? | |

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| | | | |
|----------------------------------|-----------------|---|--|
| Diagnostic | Affectual | What does it feel like? | |
| | Semantic | What does it mean? | |
| | Explanatory | Why did (does) it occur? | |
| Critical (+self-critical) | Classificatory | What is it an example of? (e.g. practice, action, etc.) What additional data is needed? | |
| | Biblical/Social | Does it contribute to the mission? Does it support the POG? Is it classical? Is it Christian? Is it true? Is it just? What does it model or shape? | |

Critical Incident 5: When Checking for Understanding Reveals Confusion

During a check for understanding in Mr. Newton's Astronomy class, most students were unable to apply an important concept. Mr. Newton then reworded the explanation and illustrated with an example. Students asked questions, and some shared where they were having difficulties. Through discussion and further explanation, some of the class expressed that they understood it, and they shared with the class how they saw it. After a few minutes, when Mr. Newton asked if they could use the concept correctly, all the students nodded in affirmation.

The next day, a student who had been absent expressed confusion on the same concept. Mr. Newton responded to the student, using the most convincing student explanations from the previous class. They went back and forth until the student expressed that he understood the concept.

| | | | Incident Discussion Comments and Questions |
|--|-------------|----------------------|---|
| | Descriptive | What happened? | |
| | Causal | What made it happen? | |

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| | | | |
|--------------------------------------|-----------------|---|--|
| Diagnostic | Effectual | What does it do? | |
| | Affectual | What does it feel like? | |
| | Semantic | What does it mean? | |
| | Explanatory | Why did (does) it occur? | |
| Critical (+self-critical) | Classificatory | What is it an example of? (e.g. practice, action, etc.) What additional data is needed? | |
| | Biblical/Social | Does it contribute to the mission? Does it support the POG? Is it classical? Is it Christian? Is it true? Is it just? What does it model or shape? | |

Critical Incident 6: The Student Who Failed a Quiz

Of the fourteen students in Miss Austen's Literature class twelve received As (and perfect scores) on a recent quiz, one student earned an A-, and one student failed. Miss Austen reviewed the failing student's quiz and found that one particular part (a chart) accounted for the failing grade. She met with the student after class to discuss. The student said that he had studied for the quiz, had all correct information in his composition book, and thought he knew the answers. Miss Austen then requested that the student develop a mnemonic by the next week to help him memorize the information.

| | | | Incident Discussion Comments and Questions |
|--|-------------|-----------------------|---|
| | Descriptive | What happened? | |

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| | | | |
|--------------------------------------|-----------------|---|--|
| Diagnostic | Causal | What made it happen? | |
| | Effectual | What does it do? | |
| | Affectual | What does it feel like? | |
| | Semantic | What does it mean? | |
| | Explanatory | Why did (does) it occur? | |
| Critical (+self-critical) | Classificatory | What is it an example of? (e.g. practice, action, etc.) What additional data is needed? | |
| | Biblical/Social | Does it contribute to the mission? Does it support the POG? Is it classical? Is it Christian? Is it true? Is it just? What does it model or shape? | |

Critical Incident 7: The Class Who Keeps Asking Questions

During a recent class review for a Humane Letters semester final, several of the 11th grade students repeatedly asked detailed, follow-up questions regarding the format of the test, how many points each part would be worth, what choices, if any, they would have on certain types of questions, etc. The teacher noticed a similar pattern during preparation with these same students for a Rhetoric test. Even during the tests many students asked specific, almost irrelevant, questions about how they should answer the questions, if what they were doing was fine, etc. The class as a whole did well on both tests. The teacher commented later to a colleague that the students asked far more of these kinds of questions than any class he'd ever had.

| | |
|--|---|
| | Incident Discussion Comments |
|--|---|

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| | | | |
|--------------------------------------|-----------------|---|--|
| Diagnostic | Descriptive | What happened? | |
| | Causal | What made it happen? | |
| | Effectual | What does it do? | |
| | Affectual | What does it feel like? | |
| | Semantic | What does it mean? | |
| | Explanatory | Why did (does) it occur? | |
| Critical (+self-critical) | Classificatory | What is it an example of? (e.g. practice, action, etc.) What additional data is needed? | |
| | Biblical/Social | Does it contribute to the mission? Does it support the POG? Is it classical? Is it Christian? Is it true? Is it just? What does it model or shape? | |

Case Study: Mr. Gregory and the French Revolution

The Situation

John Gregory, Providence Academy's new 11th grade Humane Letters teacher, isn't too pleased by the results of a recent multiple choice test over the French Revolution. Several students received much lower grades than he expected, and he thinks students just didn't study hard enough for the test. "They should have reviewed their notes better," he tells a fellow teacher over lunch. Mr. Gregory, in previous meetings with his mentor teacher has expressed some frustration with his

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students, that they aren't as engaged as they should be and that they aren't always as prepared for class as he would like them to be.

In this particular unit, the class has spent one full week on the French Revolution. The Humane Letters course typically takes an integrated approach, with students reading literature that corresponds to the history period. This particular week was devoted to the historical elements of the French Revolution, with the literature reading (*A Tale of Two Cities*) to follow beginning the next week. With the end of the semester quickly approaching, bringing with it semester final exams, Mr. Gregory is feeling the time crunch. He feels that he needs to get on with the literature reading and doesn't feel he has much time to go back over what he considers the basics of the French Revolution. In addition, there were some students who did quite well and he doesn't think it would be fair to them to make them cover the same things all over again.

The Teacher

John Gregory is in his first year of teaching at Providence Academy and his second year over-all. He earned a B.A. in history from Hillside College, graduating Summa Cum Laude, and was a member of the history honors society. His first year of teaching was at Hillside Prep, a college-preparatory academy, teaching A.P. European and A.P. US History courses. It was while at Hillside Prep that he discovered classical education, and became interested in teaching in a classical, Christian school. He applied for an open position at Providence, and with excellent recommendations from his former professors and his current administrator, he was hired during the summer to teach Humane Letters to 10th and 11th graders. He has fit in well with the school and its faculty, and the students generally like him.

The School

Providence Academy is a K-12 classical school with 85 high school students. The classical teaching methods embraced by the school emphasize the 'rhetoric' tools of learning in its high school classes. These tools include training students to speak and write effectively and persuasively, to discuss and debate ideas, and to apply their Christian worldview to the subjects they are studying. Over the past four years the secondary faculty has focused on implementing much more Socratic discussion, particularly in the humanities classes.

The Students

The 11th grade at Providence Academy consists of seventeen students, eight boys and nine girls. Several of them have been at Providence since elementary school, although a few are new in high school. Three of the students will likely qualify for the National Merit program. While the average PSAT scores were in the 85th percentile, there were a few students who scored between the 50th and 60th percentiles.

Mr. Gregory's 11th grade Humane Letters class French Revolution test results:
(70% is passing at Providence Academy)

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| | <u>Test Scores</u> | <u>Current Semester Grade</u> |
|-----|--------------------|-------------------------------|
| JA: | 76% | B |
| AB: | 81% | B+ |
| JD: | 57% | C |
| PD: | 77% | C |
| CF: | 76% | C |
| BL: | 96% | A |
| GL: | 98% | A |
| KL: | 82% | A- |
| VM: | 72% | C+ |
| LN: | 61% | C- |
| SN: | 60% | B |
| KP: | 88% | A- |
| RR: | 79% | B |
| JS: | 102% | A |
| WS: | 58% | C |
| TT: | 67% | B |
| LY: | 80% | B+ |

Mr. Gregory's 11th Grade Humane Letters Weekly Lesson Plans, December 5-9

Objectives for the week:

Monday

Present causes of the French Revolution; Worksheet on the causes

Tuesday

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Read in text on causes of French Revolution

Wednesday

Present effects of French Revolution

Thursday

Review for test on French Revolution

Friday

Test

Procedures for the week:

Monday

1. Teacher lecture on the causes of the French Revolution
2. Students take notes
3. Hand out worksheet 1 on the causes of the French Revolution
4. Students work silently
5. Homework: finish worksheet

Tuesday

1. Hand in worksheet 1
2. Students read in textbook, 'causes of the French Revolution'
3. Students complete section review questions at end of chapter
4. Homework: finish section review questions

Wednesday

1. Teacher hands back graded worksheet
2. Students turn in section review questions
3. Teacher lecture on effects of French Revolution
4. Students take notes

Thursday

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1. Teacher hands back graded section review questions
2. Students work on chapter review questions, preparing for test day tomorrow
3. Teacher lead class review on concepts for the week
4. Students spend the rest of the period in silent review for the test

Friday

1. Students take French Revolution test
2. Students turn in test, then begin reading *A Tale of Two Cities*.

Providence Academy Peer Observation Form

Class: 11th grade Humane Letters

Teacher: John Gregory

Observer: Jan Merriam

Date/Time: Monday, December 5, 2nd period (9:30-10:25)

Observations:

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(Observer arrives at 9:29)

9:31

-Mr. G arrives to class—apologizes for being late—had to make copies

-students are asked to take out paper for notes

-most students are doing so—(2 boys in back row don't seem to have paper, they borrow from girls next to them)

9:40

-Mr G turns lights off, and turns on the projector. On the screen is 'Eight Causes of the French Revolution'

-Mr G: "Today I'm going to talk about the causes of the French Revolution. Would you please write these items down?"

-students begin writing down notes from screen while Mr G talks about them

9:44

-most students have completed writing down the causes from the screen

-six students have closed their notebooks

9:46

-Mr G stops to tell students with notebooks closed that they should have them open to add notes where appropriate

9:55

-Mr G is on cause number seven

-two students have their eyes closed

-five students are adding notes to their list of causes

10:09

-Mr G finishes talking about causes and says: "Are there any questions? No? Great!—go ahead and put away your notes, then."

10:10

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-Mr G hands out worksheet on 'Causes of the French Revolution'

-Mr G says: "This worksheet will be due at the beginning of the period tomorrow. Please be sure to let me know if you have any questions. Oh, and you can work together on this, if you wish."

-Students pass out WS; a few discuss briefly among themselves what they are to do. Mr. G answers questions from two students in the front row.

10:14

-Most students are filling in WS; two students are doing French; Mr. G is at his desk, grading papers and typing on the keyboard.

10:16

-All students seem to have completed the worksheet, or are no longer working on it, and are either talking quietly or are working on other classes.

10:24

-Students are beginning to pack up to go

-Mr. G: "Looks like it's time to go—anyone have any questions about anything we've covered today?" (No questions from students.) "Are you sure? OK—thanks for being such a great class today—see you tomorrow."

10:25

-Students leaving class

-a few stop to talk with Mr G, one student asks about when the WS is due; Mr G tells him it is due the next day

Providence Academy Walk Through 'Look For's

Teacher John Gregory

Class Humane Letters 11

Date 11-17

Time 9:30-9:50

4- Consistently; 3-Frequently; 2-Sometimes; 1-Seldom; N/O-Not Observed

| Walk Through Item | | 4 | 3 | 2 | 1 | N/O |
|--|---|---|---|---|---|-----|
| 1. Bloom's Taxonomy: Activities appear to be consciously designed to teach <u>specific student learning objectives</u> . | 1 | | X | | | |
| 2. Student Involvement: <u>All students were involved</u> in meaningful activities. | 2 | | X | | | |
| 3. Checking for Understanding: There was evidence of <u>on-going assessment</u> of <u>all students</u> . | 3 | | | X | | |

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| | | | | | | |
|--|----|---|---|---|--|---|
| 4. Trivium: Students were engaged in appropriate ' <u>trivium level</u> ' activities. | 4 | X | | | | |
| 5. Seven Laws: The teacher demonstrated a thorough knowledge of the material presented | 5 | X | | | | |
| 6. Seven Laws: The teacher <u>maintained the interest</u> of the students during the lesson. | 6 | | | X | | |
| 7. Seven Laws: The teacher used <u>language that was common</u> to the student. | 7 | X | | | | |
| 8. Seven Laws: The teacher <u>began the lesson with information that the students already knew</u> . | 8 | | X | | | |
| 9. Seven Laws: The teacher <u>caused the students to use their own minds</u> to discover new information. | 9 | | | X | | |
| 10. Seven Laws: The students were required to <u>demonstrate learning by reproducing the lesson in their own language</u> . | 10 | | | X | | |
| 11. Seven Laws: Some <u>time was devoted to review</u> as part of the lesson. | 11 | | | | | X |
| 12. Seven Strategies: Students were provided with a <u>clear vision of the learning target</u> . | 12 | | | | | X |
| 13. Seven Strategies: Examples and <u>models of strong and weak work</u> were provided. | 13 | | | | | X |
| 14. Seven Strategies: The teacher offered <u>frequent descriptive feedback</u> . | 14 | | | | | X |
| 15. Seven Strategies: Students had <u>opportunities to self-assess</u> and set goals. | 15 | | | | | X |
| 16. Seven Strategies: Students were engaged in <u>focused revision</u> . | 16 | | | | | X |
| 17. Seven Strategies: Students were engaged in <u>self-reflection, and in tracking and sharing their learning</u> . | 17 | | | | | X |
| 18. The teacher attempted to show the <u>integration of subject matter</u> . | 18 | X | | | | |
| 19. Routines and maintenance <u>procedures were simple but adequate</u> . | 19 | X | | | | |
| 20. The teacher provided an <u>orderly teaching environment</u> by consistently enforcing class and school discipline policies in a way that shows the teacher is "on their side". | 20 | | X | | | |
| 21. The teacher maintains a <u>clean, attractive, well-ordered classroom</u> . | 21 | X | | | | |
| 22. The teacher used <u>acceptable English</u> in written and oral communication, and speaks with clear articulation. | 22 | X | | | | |
| 23. The teacher develops and maintains rapport with students, promoting a <u>learning atmosphere that is predictable and supportive</u> . | 23 | X | | | | |

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Eight Causes of the French Revolution of 1789

Long Range Causes

1. Enlightenment philosophy
2. English Civil War
3. Glorious Revolution in England
4. American War for Independence

Immediate Causes

1. Social injustices of the Old Regime
2. Rise of the bourgeoisie
3. Financial crisis in France
4. Estates General summoned; National Assembly formed

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Causes of the French Revolution of 1789 Worksheet

1. One of the long-range causes of the French Revolution was the philosophy of _____.
2. The Civil War in _____ also was a long-range cause.
3. The Glorious Revolution in England is seen as a _____ cause of the French Revolution.
4. What other country's War for Independence was a cause? _____
5. The social injustices of the _____ contributed to the French Revolution.
6. The rise of the _____ was an _____ cause of the French Revolution.
7. A _____ crisis was another cause.
8. The _____ and _____
_____ were also causes.

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Teaching Notes for “The Case of Mr. Gregory and the French Revolution”

Mr. Gregory has forgotten that old saying that “if the student hasn’t learned, the teacher hasn’t taught”, and he has evidently fallen into the habit of blaming his students for what seem to be his failures. Mr. Gregory appears to be unprepared to teach in a classical school. His idea of lesson planning seems to involve mainly one-way telling and low-interest activities that require little thought.

Most teachers will recognize that Mr. Gregory has some serious deficiencies in designing and implementing his lessons. His lesson plans don’t have clear, specific student learning targets. Instead, he has named as objectives actions like ‘present’ or ‘worksheet’. Some items are student actions (‘read’) but most describe teacher actions rather than what students will do. His assignments, moreover, are not appropriate for 11th graders in a classical school. Taking notes, filling in a worksheet, completing section review questions, etc., may have their place in a limited way, but there is nothing in his weekly lesson plan that indicates student activity, discussion, writing, or involvement. The students are doing some things, but for the most part these tasks are very simplistic, or the students are passive spectators. A test consisting only of multiple-choice items is, again, not appropriate for the age level. Students ought to be required to think through issues and write on them, in some way.

There is virtually no attempt to check for understanding during the lessons, or to offer specific descriptive feedback. Worksheet and section review questions are graded and returned. No time is scheduled in class to review or discuss these assignments. There is some time scheduled for review on Thursday, but it appears to be minimal.

There are several specific areas of concern that are revealed in this case, among them are:

-What preparation in the classical philosophy, or even in Socratic discussion, did Mr. Gregory have before the school year began?

-What on-going training and/or mentoring is he receiving in the following areas of pedagogy:

- Writing student objectives
- Designing lessons that provide clear learning targets
- Designing lessons for student involvement
- Using formative assessments (checking for understanding)
- Designing appropriate assignments

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-Designing appropriate summative assessment

Possible Procedure

1. Read through the case material provided, making observations.
2. Divide into small groups: What observations did you have? What questions or concerns do you have, if any?
3. Is there additional information you may want to have?
4. Based on this, what steps would you recommend? What priority would you put on the various steps? What things can be done immediately and what can or should be done later? How?

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Implementing Scenario-Based Teacher Training

1. Pull name at random, give QRS. Teacher responds. Others respond, discussion of best approaches. Invite refinements of the scenario and responses. Encourage ‘what if?’ questions.
2. After reading the scenario, give teachers time to reflect and make notes in the space below the scenarios. During discussions, teachers can add additional ideas.
3. Invite a volunteer to answer the QRS, then discuss as a group. Invite refinements of the scenario and responses. Encourage ‘what if?’ question.
4. Break group into groups of three. Read QRS and give them time to discuss, perhaps writing their response down first. Then discuss as a larger group. . Invite refinements of the scenario and responses. Encourage ‘what if?’ questions.
5. Hand out Walk Throughs one piece at a time. Read through the paragraphs and have teachers write their questions/reactions. Discuss as small group/large group. Then move on to the next paragraph. (Or, hand out the entire scenario and read through one paragraph at a time for discussion. Or, teachers complete entirely on their own first, then discuss. Walk Through forms can be included, as well.) Try to maintain a *dynamic*, on-going process. Invite refinements of the scenario and responses. Encourage ‘what if?’ questions.
6. Walk Through items can be read aloud point by point, with discussion at each point in small groups or whole group. Then, each teacher completes an individual write up.
7. Teachers may need reminders to apply both the Seven Strategies of Assessment for Learning and the Seven Laws of Teaching to these situations.
8. Consider letting teachers know in advance which scenarios will be discussed. .

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9. Reinforce that there may be more than one correct way to proceed in scenarios. Discussion may be about the acceptable options as well as best practice.

10. Stress and pressure can be increased by adding a timer (such as an egg timer, or worse, a timer from Scattergories!) and/or by video-recording responses using a flip camera or phone—anything that puts the teacher under additional pressure. The pressure of time, being under observation, and the fear of making a mistake in public all add to stress.

Walk Through Observation Form

| Teacher | Class | Date | Time |
|--|-------|------|------|
| Content Planning | | | |
| 1. Objectives: Activities appear to be consciously designed to teach <u>specific student learning objectives</u> . ____ Distinguished ____ Proficient ____ Basic ____ Unsatisfactory ____ Not observed | | | |
| 2. Seven Laws: The teacher demonstrates a <u>thorough knowledge</u> of the material presented ____ Distinguished ____ Proficient ____ Basic ____ Unsatisfactory ____ Not observed | | | |
| 3. Seven Laws: The teacher <u>began the lesson with information that the students already knew</u> . ____ Distinguished ____ Proficient ____ Basic ____ Unsatisfactory ____ Not observed | | | |
| 4. Trivium: Students are engaged in <u>appropriate 'trivium level'</u> activities. ____ Distinguished ____ Proficient ____ Basic ____ Unsatisfactory ____ Not observed | | | |
| 5. Seven Strategies: Students were provided with a <u>clear vision of the learning target</u> . Targets are posted for student reference. ____ Distinguished ____ Proficient ____ Basic ____ Unsatisfactory ____ Not observed | | | |
| Assessment for Learning | | | |
| 6. Checking for Understanding: There is evidence of <u>frequent, on-going and involuntary assessment</u> of all students. ____ Distinguished ____ Proficient ____ Basic ____ Unsatisfactory ____ Not observed | | | |
| 7. Teacher and students <u>act on the CFU information</u> during the class period ____ Distinguished ____ Proficient ____ Basic ____ Unsatisfactory ____ Not observed | | | |

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| |
|---|
| <p>8. Seven Strategies: The teacher offered <u>frequent descriptive feedback</u>. <input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Not observed</p> |
| <p>9. Seven Strategies: Students had <u>opportunities to self-assess and set goals</u>. <input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Not observed</p> |
| <p>10. Seven Strategies: Students were engaged in <u>focused revision</u>. <input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Not observed</p> |
| <p>11. Seven Strategies: Students were engaged in <u>self-reflection, and in tracking and sharing their learning</u>. <input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Not observed</p> |
| <p>Instruction</p> |
| <p>12. Student Involvement: <u>All students are involved</u> in meaningful activities. <input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Not observed</p> |
| <p>13. The teacher attempts to show the <u>integration</u> of subject matter. <input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Not observed</p> |
| <p>14. Seven Strategies: Examples and <u>models of strong and weak work</u> were provided. <input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Not observed</p> |
| <p>15. Seven Laws: The teacher <u>maintains the interest</u> of the students during the lesson. <input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Not observed</p> |
| <p>16. Seven Laws: The teacher uses <u>analogies, illustrations, examples or narratives</u> to help students understand and remember <input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Not observed</p> |
| <p>17. Seven Laws: The teacher uses <u>language that is common</u> to the student. <input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Not observed</p> |
| <p>18. Seven Laws: <u>Students are required to do most of the thinking</u> during the lesson <input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Not observed</p> |
| <p>19. Seven Laws: The students were required to <u>demonstrate learning by reproducing the lesson</u> in their own language. <input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Not observed</p> |
| <p>20. Seven Laws: Some time was devoted to <u>review</u> as part of the lesson. <input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Not observed</p> |

Leading Teacher Training from the Back of the Room

Scenarios for Teacher Development

| Classroom Management |
|--|
| 21. Routines and maintenance procedures are <u>simple but adequate</u> . ____ Distinguished ____ Proficient ____ Basic ____ Unsatisfactory ____ Not observed |
| 22. The teacher provided an orderly teaching environment by <u>consistently enforcing class and school discipline policies in a way that shows the teacher is “on their side”</u> . ____ Distinguished ____ Proficient ____ Basic ____ Unsatisfactory ____ Not observed |
| 23. The teacher uses <u>acceptable English</u> in written and oral communication, and speaks with clear articulation. ____ Distinguished ____ Proficient ____ Basic ____ Unsatisfactory ____ Not observed |
| 24. The teacher develops and maintains rapport with students, promoting a learning atmosphere that is <u>predictable and supportive</u> . ____ Distinguished ____ Proficient ____ Basic ____ Unsatisfactory ____ Not observed |
| 25. The teacher maintains a <u>clean, attractive, well-ordered classroom</u> . ____ Distinguished ____ Proficient ____ Basic ____ Unsatisfactory ____ Not observed |

Walkthrough Labels

Distinguished: Consistently present, leading to high degree of student learning

Proficient: Generally present, supporting student learning

Basic: Sometimes present, occasionally supporting students learning

Unsatisfactory: Not present or only in a limited way

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Scenarios for Teacher Development