Forging a new path for instructional development: Trailblazing for high-impact teaching using peer observation and coaching

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What would you do?

We have an awesome way you can improve your instruction, but you must invite another librarian into the classroom with you to observe.

1. There is NO WAY I would do this.
2. I would CONSIDER doing this, but I'd need more information
3. I MIGHT do this if it is someone I trusted.
4. I would DEFINITELY do this.

Teaching Practices Inventory - Info Lit Instruction

★ Inventory of items a librarian might include in their information literacy sessions

★ Helps librarian see what practices they're currently using and what high-impact practices they could incorporate into their teaching

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Think about a class you recently taught and complete the Teaching Practices Inventory (handout or visit: http://bit.ly/loex-TPI-ILI)

Q: What did you discover about your recent teaching experience?

Teaching Squares

★ Non-evaluative peer observation program that establishes a community of practice & fosters reflective practice.

★ Three to four members per Square

★ Members set teaching goal - "what they hope to gain from the 'Square'" - and share the goals with one another.

★ A Teaching Square Handbook is provided to members for guidance

★ Members observe each other teach and complete a double-entry observation form, documenting what's happening and their reflection:

Time	Description of what's happening	Personal reflections
11:25	AH greets Ss as they come in. One S asks a question about the library database – AH says she'll address that in class. An agenda has already been written up on the board. AH closes door and says "kahoot quiz!" – Ss put away books and get out phones.	I like the easy rapport with students – seems organized with agenda already on board. Impressed that she held off on answering Ss question – I think I sometimes jump in too quickly with an answer.
11:30	AH goes through 5 questions, waits about 60 seconds between each. Invites Ss to suggest "bonus" question – S7 speaks up immediately. Ss laugh.	Ss seem to know what's coming – this must be a regular thing. Interesting to let the Ss help write the quiz – what happens if someone suggests a bad question? But they sure like it.

★ Each member completes personal reflection on their instruction and Square Self-Reflection ahead of final "Square Share" meeting

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Cheering Activity:

In groups, identify whose name comes first alphabetically. They'll go first in this activity. I'm going to provide a task, and the person you just identified is going to respond to it. As they list their answers, cheer them on by counting off "1 - 2 - 3," once they finish celebrate!

Classroom Observation Protocol for Info Lit

★ Observer documents what the librarian and the students are doing in the classroom in 2 minute intervals.

★ Visualizes what exactly is happening in the classroom, and graphs the type of activities that tooks place (presenting, guiding, working, etc)

COPIL Observation Codesheet

Observation codes

1. Students are Doing

L	Listening to instructor/taking notes, etc.
Ind	Individual thinking/problem solving. Only mark when an instructor explicitly asks students to think or write about question or another question/problem on their own.
CG	Discussing an instructor question in groups of 2 or more students
WG	Working in groups on an instructor assigned activity (i.e. worksheet, computer, jigsaw activity, etc.)
AnQ	Student answering a question posed by the instructor with rest of class listening
SQ	Student asks question
WC	Engaged in whole class discussion by offering explanations, opinion, judgment, etc. to whole class, often facilitated by instructor
Prd	Making a prediction about the outcome of demo or experiment
SP	Presentation or demonstration by student(s)
TQ	Test or quiz - unlikely
W	Waiting (instructor late, working on fixing AV problems, instructor otherwise occupied, etc.)
IA	Working individually on instructor assigned activity (i.e. students search on own computers, work on handout, etc)
O	Other – explain in comments (i.e., have students passing things, collect things, moving stations)

2. Instructor is Doing

Lec	Lecturing (presenting content, including PowerPoint, review pre-class assignment, etc.) [often checked along D/V]
D/V	Showing or conducting a demo, experiment, simulation, video, or animation
RtW	Real-time writing on board, doc. projector, etc. [often checked off along with Lec]
FUp	Follow-up/feedback on clicker question or activity to entire class
PQ	Posing question to students (non-rhetorical)
CQ	Asking a (survey, multiple choice, polling, etc) question where everyone has to respond [mark the entire time the instructor is using question, not just when first asked]
AnQ	Listening to and answering student questions with entire class listening
MG	Moving through class guiding ongoing student work during active learning task
1o1	One-on-one extended discussion with one or a few individuals, not paying attention to the rest of the class (can be along with MG or AnQ)
Adm	Administration (assign homework, return tests, passing out handouts, explaining/setting up activity, logistics, etc.)
RB	Rapport building with students prior to class, or throughout class
W	Waiting when there is an opportunity for an instructor to be interacting with or observing/listening to student or group activities and the instructor is not doing so – no doing something and could be
P	Pausing to wait for students to think, understand the assignment, getting to work and on task, think/catch up, etc.
O	Other – explain in comments

3. Student Engagement (optional)

L	Small fraction (10-20%) obviously engaged.
M	Substantial fractions both clearly engaged and clearly not engaged.
H	Large fraction of students (80+%) clearly engaged in class activity or listening to instructor.

Student engagement alternatives:

(1) Just mark when engagement is obviously high or obviously low.

(2) Count "N" students near you (~10) and assess how many appear engaged at every 2 minute interval. Enter value for all engaged instead of L/M/H. NOTE what your value of N was.

What would you do?

Based on the information provided in this presentation, which tool would you be most interested in exploring further?

1. TPI-ILI
2. Teaching Squares
3. COPIL
4. All of them

All of the materials on these tools are at: http://bit.ly/loex-peer-observation

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