

Observation Categories for Motivational Support Rubric

Category	0	1	2	3
<p>Support for Belongingness: <i>Teacher creates an environment where the Feeling of mutual respect (Teacher-student) exists in classroom</i></p>	Teacher is disrespectful to students	Teacher gives lip service to mutual respect but his/her behavior does not reflect it	Teacher is respectful, most, but not all of the time	Teacher is always kind and respectful
<p>Support for Collaboration: <i>Teacher groups students in order to create a student-centered & focused classroom</i></p>	Teacher did not put students into groups	Students were put into groups, but did individual work, not consulting one another	Students worked well together, but not all group members appeared engaged	Student groups appeared engaged in the activity most of the time
<p>Support for Competence: <i>Teacher gives the opportunity for students to focus on improvement and self evaluation</i></p>	No formative assessment, or teacher does not have student reflect on progress (may need to follow up with teacher in interview)	Teacher attempts formative assessment that is not informational, no student reflection: <i>Teacher check in with the students by asking the class to give a thumbs up if they understand the concept. 2/3 of the class says they do, so the teachers says "good "and moves on to the next topic.</i>	Teacher emphasizes student progress somewhat successfully or uses formative assessments somewhat successfully: <i>Teacher gives an exit ticket that asks students to construct a thesis statement that addresses the essential question of the class.</i>	Teacher successfully uses formative assessments to provide feedback: <i>Teacher gives an exit ticket that asks students to construct a thesis statement that addresses the essential question of the class. The teacher tells the students that according to data collected from last class (using the argumentative writing rubric) the students still need to improve in the thesis statement category of the rubric</i>
<p>Support with challenging work and student effort: <i>Teacher creates lessons that are rigorous, and requires students to be actively challenged</i></p>	Work is not challenging, effort is not mentioned	Work provides very little challenge, importance of effort is mentioned but no teacher follow through	Work is somewhat challenging with appropriate level of support, importance of effort is emphasized at times during the lesson	Work is challenging with appropriate level support, importance of effort is emphasized through the activity setting in the teacher's words and actions

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<p>Support for autonomy: <i>Teacher gives the opportunity for students to make their own decisions, and have multiple interpretations of a subject.</i></p>	Not observed	Observed once	Observed 2-4 times	Observed 5 or more times
<p>Support for Meaningfulness: <i>Teacher fosters an environment where student knowledge is constructed through inquiry; focused on deep understanding; elaborated response required</i></p>	Teacher does not attempt to make work meaningful. (blames external reasons: test)	Teacher makes shallow connections, may be “fun” but no connection to content	Knowledge has the potential to be valued, the teacher gets into “why” but does not push learning to high conceptual level	Teacher maintains instruction at high conceptual level, events are meaningful, and connected to “big ideas.”

Quotes or examples from the lesson:

Protocol:

- Teachers will be informed of their being observed. “First” observers going into the class will inform the teacher 1-2 days in advance of the observation.
- Two observers will enter the classroom and use the rubric above.
- Observers may walk around the room, but will not speak with students.
- Observers will collect any hand-outs/documents from the class.
- With ten minutes remaining, observers will distribute student surveys.
- Students who experience difficulty will be encouraged to answer to the best of their ability.
- While students respond to the survey, observers will then meet to review how each observer scored the lesson.
- Observers will make note of any discrepancies within scoring and come up with ONE final rating.

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Directions:

Name:

Please write your name at the top right of this rubric. Please circle the category that describes you **in this class**. We would appreciate your honest response. This paper will not be shared with your teacher; however, the research team may want to ask you some questions at a later date.

Level	1	2	3	4	5
Participation Level	"I refuse to participate in this class."	"I would rather be doing something else than be in this class."	"I participate in this class without complaining."	"I participate in this class because my parents and teachers expect it."	"This activities in this class are awesome! I didn't want this class to end!"
Behavioral: <i>"This is how I act in this class."</i>	I am late to this class; I do not come to class; I am disrespectful to students and adults in this class; I do not participate with others in group work.	In this class, I frequently leave the room; I tune into my electronic devices; I am doing work for other classes; I am talking to other people not in my group.	In this class, I am on task, prepared, on time; I complete work in class, but not necessarily outside of class; I meet the teacher's minimum standard and expectations; I am silent in group activities.	In this class, I complete my work both in and out of class; I often ask about grades; I actively collaborate with peers to meet teacher expectations or to complete a task.	Outside of this class, I complete extra work to enrich or enhance my learning; I actively engage other students in the collaborative process.
Emotional: <i>"This is how I feel in this class."</i>	I feel anger or frustration in this class.	I feel disconnected from this class.	I feel some emotional connection to this class; I go through the motions.	I am seeking approval from this teacher and parents; I feel competitive with others in this class.	I am personally interested in and enthusiastic about this class; I am not afraid to take risks in this class; I feel self-motivated in this class.
Cognitive: <i>"This is what I think in this class."</i>	I do not understand what is going on in class.	I sometimes do not do the work given to me by this teacher; I am often incorrect or off-topic in my responses.	I do only what is required by this teacher, nothing more; I complete the assignments, but do not make any connections to	I am more worried about the grade in this class than learning itself; I can easily connect units of study within the course.	I make connections across classes and I ask questions and seek to find to the answers; I am curious to know more; I see the relevance of this class to the outside world.

			previous units of study.		
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Protocol:

We will give this to all of the students ten minutes before the end of the class period, after the lesson we are observing is complete. Using the results of the data that is collected, we will identify students that we want to interview further. Selection of students to interview will be based upon extreme cases of engagement or if there is discordance between what was observed and what the students identified.

TEACHER LEARNING COMMUNITY TRAINING PLAN

Meeting Time: Block 6

Duty Term: 2 Years (2 members will remain for an additional year)

Primary Responsibility: School-wide PD

Secondary Responsibility: Action Research

Methods of Communication: Blog, PD Plan, Data Display to Faculty, Faculty meeting presentation

STAGE ONE: Setting Protocols and Clarifying Focus

Meeting 1

1. Trust Exercise
 - a. Why did you become a teacher?
 - b. What has been your most challenging task as a teacher?
2. Personalities
 - a. Myers-Briggs analysis of personality
3. Establish Norms of Group
 - a. summary of the meeting at every meeting
 - b. everyone contributes
 - c. disagreement in council; uniformity in action
 - d. Meet for at least 10 minutes every duty period
 - e. Begin 10 minutes after the start of the period
 - f. No work outside duty period
 - g. Take minutes every meeting (responsibility will rotate)

Meeting 2

Read: CH1 & 2

Meeting 3

1. Last Word Protocol: Sharer has two minutes to share one significant finding from the reading. Group members have 1 minute to respond. Sharer has 1 minute to respond to all group members.
2. Designing our mission
3. The Ideal TLC Member
 - a. identified ideal characteristics of a TLC individual and Team
 - b. using Myers Briggs: How will your personality support the team and what weaknesses will you have to work on in order to insure you meet the qualities of the ideal TLC member?

Meeting 4

Read: CH 4 & 5

STAGE TWO: Defining a Focus

Meeting 5

1. Reflective writing (p. 17)
 - a. What went well last year? Where do we need to improve as a school?
 - b. Practiced coding and aligning codes.

Meeting 6

Read: CH 6

Meeting 7

1. Devil's Advocate Protocol: Purpose is to a) identify unintended outcomes brought up by the literature/findings and b) get the group to consider multiple perspectives on a single issue.
 - a. Share an article and summarize significance
 - b. Group members summarize concerns brought up by the article
 - c. Sharer takes a final position on the article, considering the concerns shared by the group
2. Pattern Variables
 - a. Use codes from previous exercise to identify categories of codes

Meeting 8

Read: CH 7

Meeting 9

1. Identify Problem of Practice
 - a. Share the TLC's perspective of "what needs to be improved"
 - b. Develop teacher inventory (What does the rest of BA feel needs to be improved?)
 - i. Share samples of question stems.
2. Plan which pairs will run meeting 14, 15, & 16
3. How will we share our progress?
 - a. Principal's Weekly Update
 - b. Email to staff
 - c. Speak at Faculty Meetings

Meeting 10

Read: Surveys

Meeting 11

1. Refine the Focus: What should we seek to improve?
 - a. Analyze results of teacher inventories
 - i. code
 - ii. pattern code
 - iii. articulate problem of practice

Meeting 12

1. Gather the Literature
 - a. What sources can the TLC use?
2. How will we share our findings from the literature?
 - a. Literature Review summaries (handout from p.19 of Alberta's Action Research Guide)
3. Literature Review: What does the literature say in regard to "what success looks like?"

Meeting 13

Plan your Meeting (Meeting 14, 15, & 16 will be run by members of the TLC)

1. *Review norms*
2. *Assign minute writer*
3. *Conclude each meeting with a review of the meeting*

Meeting 14

1. Identify achievement targets (p. 18 & 19)
2. Develop Success Criteria (p. 44)

Meeting 15

1. Develop Priority Pie (p. 64)

Meeting 16

1. Develop Theory of Action (p. 74)

Meeting 17

1. Develop Research Questions & Methodology

Meeting 18

1. Collect Data & Share Findings (Members of the TLC will begin to take over responsibility for running meetings. I will attend the meetings, but will only support through the data analysis procedure. I will then re-emerge to help them report findings to the staff)