אבני ראשה

המכון הישראלי למנהיגות בית ספרית
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School Snapshot Mapping Tool
Of teaching and learning processes

Based on THEMA by Tidhar Guttman, Researcher at Avney Rosha, The Israeli Institute for School Leadership

The mapping tool consists of four components:

Classroom lessons

Teacher staff meetings

Students' attitudes and perceptions about teaching and learning

Teacher attitudes and perceptions about teaching and learning

Data collection methods include:

Classroom lessons - observation of lessons	Teacher Team Meetings - Viewing Meetings
Teacher attitudes and perceptions about teaching and learning - teacher questionnaires	Student attitudes and perceptions about teaching and learning - focus groups for students

- Observe the conduct of different arenas, as defined in the mapping tool (classroom lessons, staff meetings, etc.); Teacher questionnaires and student focus groups (there are guidelines for each component). Process the findings using the tools attached below.

- Get a school snapshot and extract meaning from the image of the school.

Background

Classes are the main arena in which teaching and learning activities take place at school. This is the site where pedagogy manifests itself in its clearest form. It is therefore essential that the pedagogical mapping process provide a snapshot of how the lessons are conducted.

The dimensions by which lessons will be assessed are derived from studies of effective learning, especially in the classroom discourse and high-order thinking development, and the relations between these two areas. Classroom discourse is the area that describes how teachers and students talk to each other during class. Speech discourse is of great importance to the teaching and learning processes in the classroom. In fact, speech is the main instrument of mediation through which the teaching is performed (Alexander, 2001; 2004). Research identifies that classroom discourse is characterized primarily by questions the teacher asks, answers students answer, and instant feedback that the teacher gives to students' answers, (Mills, 1998; Cazden, 1998) It is also clear that modes of speech that occur in the classroom shape and reflect the effectiveness of teaching and learning (Wolf, Crosson, & Resnick, 2000). With the help of classroom discourse analysis, one can also identify and understand the classroom act. Developing high-order thinking is the practical area where students make diverse uses and performance of the information and knowledge they have acquired, process knowledge and understand it within a rich meaning of context. Comparison, inference, explanation, argument and analysis are examples of high thinking skills expressed in effective learning processes. The key elements to be mapped out in

lessons are: • Conduct of the lesson • Involvement and student participation • Feedback and evaluation • Developing high-order thinking

Instructions for use

Step 1: Prepare for observation

It is desirable that the observations be "scattered" and made in a variety of subjects and classes. Of course, if you want to focus the mapping on a particular subject matter or in a particular class it can be done, but it should be taken into account that it would not be enough to provide the principal with a full profile of the school.

It is important to coordinate the observation with the teacher and clarify its purpose. The purpose of the observation is first and foremost to obtain information to create a school pedagogical mapping. However, principals who would like to feedback teachers using the *pedagogic discourse technique* can do so after observation, however feedback of any type is a secondary goal, and it is important that observers know this and that there is a foundation of trust and confidence between the observer and the teacher observed.

Step 2: Read the observation results

Before observing a lesson, it is important to read the observation tables (below) to know what actions and events in the lesson one should pay attention to. It is especially important to read the explanations for filling the observation table in the attached lesson at the end of the attached table.

This documentation is not expected to meet research standards, but it does provide a good image of the quality of teaching and learning in the lesson observed.

Step 3: Get a school image

To get a school image of teaching and learning activity in classes, all items listed in the observation tables and lesson observations should be weighted (use weighted table - school lesson image). The percentages for all properties A and B (see weighted table).

Part 1

Lesson observation

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Details and general characteristics

Date …………………… Grade/class ………………….

Teacher …………………………. Subject …………………

Actual beginning time …………. Actual ending time …………………

For each point mark Yes/no

Component	Mark	Clarification	Comments and examples
Lesson begins on time	Yes / No	note in minutes	
Lesson ends on time	Yes / No	note in minutes	
Lesson opens in a summary of previous lessons	Yes / No		
Most of the lesson time is utilized for teaching and learning activities	Yes / No		
Lesson includes assignments for self-learning	Yes / No		
Lesson includes assignments for self-learning	Yes / No		
Principal choice	Yes / No		
Principal choice	Yes / No		

Part II: Lesson Characteristics

For each **component** of the lesson (column 1) select one of the four appropriate attributes
(To a small extent or not at all; To some extent; To a larger extent; Very much).

component	A	B	C	D	Clarification	Comments and examples
	to a small extent or not at all	to some extent	to a larger extent	very much		

Amount of questions asked by teacher					In a range of 15 to 120 questions In a lesson	
Questions are open and /or provoking thinking					Open Questions: Questions that have more than one possible answer and are not known to students in advance.	
Teacher gives ample time before taking student answers					on a range of one second or less to seven seconds or more	
Students hold conversations on subject matter						
Teacher gives feedback on student answers or assignments						
Teacher feedback is judgmental					Judgmental feedback: The teacher expresses an opinion, positive or negative, as to the quality of the student's answer. Using terms like: "good", "right", "beautiful", "wrong", "not listening" "confused" and so on	
Most students take part in class discussions						

Teaching takes place in a lecturing style					
Questions and answers follow the IRF model					IRF: teacher initiate, student respond, teacher gives feedback Vs. ESRU: teacher Elicit, Student responds, teacher Recognises the answer, teacher makes Use of the answer for elaboration or new question	
Teacher clearly explain learning expectation					
Teacher urge students for learning and success					
Learning assignments incorporate higher order thinking skills					High-order thinking: Activities for cultivating thinking skills such as: sorting, explaining, drawing conclusions, arguing, identifying the main point etc.	
The teacher demonstrates how to perform high-order thinking skills					Teacher performs thinking skills to students and explains how to do them.	
Students present					

learning outcomes					
Principal choice					
Principal choice					

Part 2

Teacher Team Meetings - Viewing Meetings
Professional-pedagogical forums for teachers

Many studies in the field of organizational learning indicate that organizations that create learning opportunities for their people manage to demonstrate high effectiveness and improvement over time (Yeung et al; 1999, Stata, 1989) Focus is given especially on creating situations that enables talking about and sharing new ideas for implementation, problem solving, acquisition and deepening professional knowledge as well as reflection and learning from doing and experimenting. (Nonaka, 1991; Michelman, 2005)

In the field of educational research, this activity was examined under the concept of teacher learning communities, and was found to be significant in achieving school goals (Birnbaum 2009; Sergiovani, 2002; McLaughlin & Talbert, 2006) Effective teacher community is one that deals with pedagogy - in teaching, learning and assessment processes at school, based on data.

This section of the mapping tool is designed to assess the manner and extent to which staff meetings held at your school deal with managing the learning, teaching and assessment processes (pedagogy) at school.

This section will examine the following questions:

- How focused are staff meetings on teaching and learning?

- How does the team address key issues in pedagogy management?

- To what extent do the meetings include elements that contribute to teacher development and to improve the level of teaching and learning in the school?

Observation and processing of a team meeting

date:……………………………………….. type of meeting: ……………………………………….

Beginning time: .... End time:......................... No. of Participants: ………….

Key activities and topics in the meeting

Mark when the activities listed below occur. In order to get a good quality image it is recommended to write down the number of activities and not just mark the category (so you can see exactly the layout of common and rare activities in the various staff meetings).

Category	Meeting activities (high probability)	Documentation and examples
Learning content	1. Review subject of the curriculum, topics in learning, materials (books, workbooks)	
	2. A joint study discussion of the curriculum, joint disciplinary learning	

	3. Discussion of external requirements and guidelines (From the Ministry of Education, exams, etc.)	
Pedagogy – teaching, learning, evaluation	4. Joint planning of teaching activities, writing materials and teaching materials	
	5. Raising ideas or learning new ideas in the field of teaching	
	6. Case discussion or pedagogical dilemma raised by one of the teachers	
	7. Evaluate the success or the effectiveness of previous teaching and learning activities	
Support and emotional coping	8. Discussion about teachers' personal feelings that arise during teacing or personal problems etc.	
Facing discipline problems	9. Case Discussion of a disciplinary case in terms of values	
Administration and organization	10. Discussion of organizational issues: time, task load etc.	

Guidelines for observing a subject area teacher meeting

Before observing any meeting, it is recommended to read this chapter in full. Become familiar with the observation tool, the concepts and questions that comprise it. When observing a meeting you need to do it from beginning to end. You should not be involved in the observation. At the beginning of the meeting tell participants that the purpose of the observation is to better know them and their team work. (If necessary - respond or answer very briefly to questions addressed to you and then it is desirable to return to the observer role. While observing, use the observation page and follow its settings: It includes three main questions. Two of them require monitoring during the session and marking activities and / or events that occur at the meeting, and the latter requires reflecting back at the meeting. At the end of the observation, make sure to immediately organize a numerical summary of the two observation questions - according to the settings on the observation page.

Using sources of information or knowledge during the meeting, Check for each of times the above source of information or knowledge was used.

At the end of the session, evaluate the use of any source of information or knowledge using the following scale:

0 - Not used at all (default - No need to mark)

1 - The source of the information / knowledge was mentioned or used briefly

2 - The source of information / knowledge was used and significantly affected the meeting and its insights and decisions

At the end of the session - try to estimate the percentage of meeting time spent for each of the categories.

Source of information or knowledge	Documentation during the meeting		
Subject matter materials (textbooks, etc.)		1	2
Documents and curriculum guidelines		1	2
Theoretical Materials on Teaching and Pedagogy (Articles, Lectures etc.)		1	2
Tools or templates for teaching planning or teaching assessment		1	2
Ready-made or written lesson plans		1	2
Students outcomes		1	2
Student exams or work sheets		1	2
Exams data or other sources of data like PISA/TIMSS results		1	2
Other		1	2

the meeting

As soon as the meeting is over - evaluate the type or types of discussion that took place at the meeting:

	Was not done at all	Took place only for a short time	Took place for a significant amount of time	Was the main focal point of the meeting
Topic presentation/ discussion of knowledge or information				
Presenting a case or cases				
Open discussion				
Planning/writing				

	Was not done at all	Took place only for a short time	Took place for a significant amount of time	Was the main focal point of the meeting
Other:				

In addition, evaluate the extent to which the following activities took place during the meeting:

	Was not done at all	Took place only for a short time	Took place for a significant amount of time	Was the main focal point of the meeting
Defining a problem or setting a goal in the area of teaching and learning				
Diverse ideas for action or solution were discussed				
Establishing decisions and / or ideas in teaching and learning using the various sources of information and knowledge				
Other:				

Component 3: Teacher Questionnaire

Dear teacher,

This questionnaire is one of the components of a mapping tool designed to help the school administration to get a picture of the teaching and learning processes at school. The questionnaire is intended to reflect your perspective on key school and teaching issues, some can only be assessed with your help.

The questionnaire is anonymous, and the picture presented to the school leader includes the processing of all questionnaires filled out at school.

1. Below is a list of activities that characterize your work as a teacher. For any activity please value -How many hours a week (in practice) do you dedicate to this activity. For the amount you specified please mark if you like to extend that, to reduce it, or to leave it at the same time. Please mark "+" to expand, "-" to reduce, "=" to leave existing scope

	Activity	Several hours a week at school and at home	I am interested in (+) to expand (-) to reduce (=) leave the same
1	Teaching		

2	Independent design of lessons and related teaching and learning materials		
3	Planning and preparation of teaching activities - in collaboration with other teachers		
4	Checking student work and tests		
5	administrative-organizational team meetings		
6	Talking to students		
7	Work related discussions with School officials (principal, Counsellor, Coordinators etc')		
8	professional staff meetings		
9	School duties		
10	Participating in learning and professional development within the school		
11	Participating in learning and professional development outside the school		
12	Individual work with students		
13	Talking to parents		
14	Leading processes and actions in a formal / non formal activities such as special projects		
15	Other:		

2. Please divided your teaching hours (the hours you are in class with the students) and other activities.

Reply by percentage. The total should amount to 100%

	Activity	Percent
1	Administrative tasks (attendance, testing, giving out information, etc.)	
2	Keeping order in class (Discipline problems, rules, etc.	
3	Teaching and learning	

The type and characteristics of the discussion that took place at

3. For each activity in the left-hand column of the table, mark the number in the column that reflects your opinion on its prevalence classroom lessons:

	Activity	Rarely or never	About a quarter of the lessons	About half of the lessons	In most lessons	In all classes
1	I lecture before class to impart knowledge	1	2	3	4	5
2	I check homework in class with the students	1	2	3	4	5

3	Students work in small groups to find a solution to the problem I presented	1	2	3	4	5
4	I give separate assignments to students, depending on their ability and pace of learning	1	2	3	4	5
5	I the beginning of the lesson I summarize materials learned in previous lessons	1	2	3	4	5
6	Students work on tasks and projects that take at least a week to complete	1	2	3	4	5
7	I work with students personally during class	1	2	3	4	5
8	Students appreciate their work and reflect on it	1	2	3	4	5
9	I have a feedback conversation with students about tests, assignments and learning styles	1	2	3	4	5
10	Students work in groups divided according to their abilities	1	2	3	4	5
11	Students are working on preparing some product (work, game, poster, etc.) that can later be shown or used by other people	1	2	3	4	5
12	Students work independently on a work page or textbook to practice and internalize material that is learned	1	2	3	4	5
13	Students discuss and raise arguments on various issues	1	2	3	4	5
14	Other:	1	2	3	4	5

4. In the following table there are descriptions of components in the daily life teacher's work, please mark each one by the degree of prevalence in the work of teachers in the school according to the scale below:

0- Don't known or irrelevant, 1- Not present at all, 2- Existing to a small extent, 3- Existing moderately, 4- Existing largely

	Component	Don't known or irrelevant	Not present at all	Existing to a small extent	Existing moderately	Existing largely	I am interested in: (+) expand (-) reduce (=) leave

							the same
1	Holding Discussion with peer teachers on various assessment findings						
2	Planning lessons in collaboration with another teacher or staff member						
3	Building tests jointly with another teacher or peer teachers						
4	Analysis of student learning outcomes, with peer teachers						
5	Discussion and analysis with peer teachers teaching issues that occurred in the classroom						
6	Use of teaching materials developed by peer teachers						
7	Building new teaching materials with peer teachers						
8	Observing another teacher in teaching a class						
9	Receive feedback from peers following a lesson observation						
10	Instruction of teachers						

5. In the following table there are school-related work processes. Mark next to each one how relevant these statements for your school.

		Don't known	Wrong	true to a small extent	Moderately correct	Largely true
1	Teachers receive (from the principal and colleagues) feedback on their teaching, and thus progress in their work.	0	1	2	3	4
2	School teachers are involved in making important school decisions.	0	1	2	3	4

3	The principal encourages and appoints teachers for roles in school.	0	1	2	3	4
4	School culture is characterized by professional collaboration between teachers.	0	1	2	3	4
5	In teachers' meetings, school vision and school goals are usually addressed.	0	1	2	3	4
6	The principal encourages and supports teachers' initiatives.	0	1	2	3	4
7	Many teachers have management and leadership roles in the school.	0	1	2	3	4
8	The school's educational and pedagogical goals are known to the staff.	0	1	2	3	4
9	Teaching is considered open and transparent, so lessons are constantly observed.	0	1	2	3	4
10	The principal is involved in the planning and implementation of professional development processes among teachers within the school.	0	1	2	3	4

Component 4: Student focus groups

Sharing school improvement processes with students are based on several levels: The basic level is characterized by receiving information from students and consulting with them by holding genuine conversations with students to hear their opinion and listen to their perspective on school issues.

A higher level is characterized by participatory practices in which students have an active role in school studies and decisions about school policy.

It is important to emphasize that dialogues and consultation with students about learning and teaching are significant and effective as long as there is authentic interest in their opinions, and that "Authenticity" is evident in the motives for such discourses.

It is crucial to openly hear different ideas, and give out the message that they become part of the school discourse and are included in the school decision making processes. Emphasizing the perception that student perspectives are important sometimes requires prior preparation for entering conversations with them.

Focus group

A focus group is a method of collecting data based on a small group-led discussion (6 to 12 people). The discussion encourages the participants to freely express their views and have an open dialogue. Often the special dynamics in the focus group help to produce more information than it does in personal interview. The facilitator can examine different perspectives from one another as well as the reasons and feelings behind the individual differences.

Focus groups are a very flexible data collection method. They allow for process changes; For example, following problems that come up in the first focus group, allow for the guiding questions to be changed for the following focus groups.

The purpose of the focus groups for students is to learn about learning and teaching directly from students and their perspective. A school mapping of learning and teaching processes at the school should see students as a vital source of information and seek to examine their way of thinking about learning and teaching and about themselves as learners: How do students set learning goals for themselves? What are their criteria for good learning, what do they consider a good teacher, or a good lesson? What helps them learn, and what tools would they like to help them improve their learning? The purpose of the focus groups is to give the school staff data on these questions from the student's perspective of the school.

The focus groups are designed to assist in mapping several learning and teaching arenas:

• Learning and teaching in general

• Learning and teaching in a particular classroom, or in a particular class, a curriculum or in a specific subject

• A certain curriculum

Here we will deal with the learning-teaching arena in the school in general, therefore questions are representative only for the first category.

Instructions for use

Step 1: Prepare.

Step 2: Student focus group meetings.

The sessions are documented:

A. By writing or typing in the students' statements - into an arranged document according to the questions asked at the focus group meeting (see below)

B. By the group facilitator, filled in immediately after the meeting (see below)

Guidance

The focus group facilitator will be the school principal, deputy principal or tier coordinator, school assessment coordinator, or pedagogical coordinator. It is important to choose a suitable facilitator. He must know the goals of the focus group, the background and the

school characteristics. It is also important to have guiding skills, listening ability and open discourse management as well as the ability to "extract" from the participants feelings and deliberations and encourage each participant to express his or her opinion. The facilitator should have a listening ability. He must be non-judgmental and able to change the course of the discussion according to the interaction of the group.

Documentation

- A documenter must be selected for the meeting. The meeting facilitator cannot be the one taking notes.
- The documenter will fill in the enclosed table titled "Focus Group: Documentation at the Meeting"
- The table classifies the findings into categories based on the questions asked at the meeting.
- As soon as the meeting ends, the group facilitator will fill out the "Focus Group Guidance" page - relaying on his memory he will write the highlights and his initial insights from the meeting.

Student Focus Group Guide

opening

1. A short introductory round - each participant presents himself briefly

2. Present the purpose of the meeting and the course of the meeting

The following is a possible wording of the purpose of the meeting:

The purpose of the meeting is to learn about school learning and teaching from your perspective. Our assumption is that "things that you see from far are not the same as you see from here". If we want to know more about school learning, you, the students, will be an important source of information. In this conversation, you are invited to tell us about school learning and teaching from your perspective. There is no "right" and "wrong" answers: it is important for us to hear different and varied voices.

3. Explain the rules for managing the group conversation:

- It is important to respect the opinions of others.
- Private discussions should be avoided during the discussion.
- The meeting is intended to obtain a general image of teaching and learning, so it is important to avoid personal reference to teachers or other students. On the other hand, you can discuss subject matter.

The course of the discussion

• Each question will be discussed separately; The facilitator will manage the time and decide to end a discussion on one question and move on to another. It is important to give time for thought and to make it easier for students.

• Adjust the questions and methodology to the age of the students in the focus group.

• It is important to use interaction within the group as a resource; It is desirable to allow and even encourage discussion, dialogue and group exchange, to gain the knowledge that develops during a group discussion.

Guiding questions for discussion

Opening: Describe a good learning experience you experienced at school. Try to explain what was good about this experience.

Another suggestion for the first question (by moderator's choice):

• Draw a picture that describes an experience of good learning.

• After the drawing activity, each person will describe and explain the image he has drawn.

Here is a selection of questions from which you can choose and plan the group discussion:

• Tell us about an unsuccessful learning experience

• What learning methods do you prefer or feel that contributes to your learning?

• What ways of learning make it difficult for you?

• Who do you think is a good student?

• Who is a good teacher? (not by name but by character)

• What can teachers do to make learning interesting and fun?

• What motivates you to learn? What is important to you in your studies?

• What bothers you about learning? What makes it more difficult for you?

• What turns a lesson into a good lesson? What can teachers do to make learning more interesting or successful?

• What are the important or salient things you learned in the past week? in the last month? in the last year?

• If you could organize and decide how to attend school (assuming that the goals remain the same) - what would you suggest to do?

• Do you also study learning tools in your school (learn how to learn better)?

• You may choose to add your own questions about the topics of teaching and learning that interest you, or express a unique purpose for the school.

Summary

At this point, each participant will make a short summary (A sentence in which he can repeat something he has already said and would like to emphasize; he can bring up another thing that matters to him, give a brief reference to the whole meeting, and so on.

At the conclusion, the facilitator will thank the students for participating in the discussion.

Focus group: documentation at the time of the meeting

Date: ………………………………………… Place: ……………………………….

Meeting facilitator: ……………………………………………. Meeting Documenter: ………………………….

Number of students participating: ……………………

Participant characteristics (grades, ages, gender distribution, background characteristics):

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A. Cite students' words as accurately as possible, don't mention names for privacy reasons.

B. In each category, negative statements should also be brought, for example, what is a bad lesson; when asked what is a good lesson?

Question	Statements
Describe a good learning experience you experienced at school	
What helps you learn and what makes it difficult for you to learn?	
What can teachers do to make learning interesting and fun?	
What turns a lesson into a good lesson?	
What makes a good teacher?	
What are your goals in learning / Why do you study?	

What makes a good student?	
Do you only study content or do you also get independent learning tools?	
What can the school do to deal with student differences?	
Is the school organization of learning right for you?	
Another question	

Focus Group: Summary

To be filled immediately after the meeting

Date: .... Place: ....

Meeting facilitator: ……………………………… Meeting documenter: ....

Number of students participating: ……………………………………….

Participant characteristics (grades, ages, gender distribution, background characteristics):

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What did you learn from the session about how students perceive learning, lessons, school teachers?

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What did you learn about students' difficulties in learning?

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What is the image that comes from the encounter about the motivation and interest the students have regarding school learning?

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What is the picture of the diversity or uniformity of school teaching and learning?

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To what extent did students express ability for conversation and comfort about their learning?

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Indicate student ideas that were interesting, challenging, thought-provoking:

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What surprised you?

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