Back to Basics

Ask yourself the following questions in evaluating teaching and learning:

Is the atmosphere in the classroom orderly and quiet?

Are inputs and discussions controlled?

Is homework properly organised and planned?

The homework tasks have a clear purpose?

Do teachers monitor and evaluate tasks set?

Do teachers have high expectations of learners?

Are the goals of lessons made clear at the beginning?

Does the teacher emphasise basic skills and cognitive learning?

Is the content taught organised so that there is a build up of knowledge and skills?

Are lessons planned?

Does the teacher manage the lesson?

Are task instructions clear?

Does the teacher use both high and low order questioning?

Does the learner have the opportunity to practice what they have learnt immediately after content is presented?

Are the assessment tasks linked the outcomes?

Are the results of tasks recorded and used to track learner progress?

Classroom management

Homework provision

High expectations of learner achievement

Clear goal setting

Good content structuring

Clear presentation

Variety of questioning techniques

Practice after presentations

Assessment

Teaching tough topics

Identification of tough teaching topics – that is areas that are challenging, difficult to teach or have been shown through data analysis of assessment results to be tough – is an important component of improvement.

Answer the following questions:	
1. We have identified the 'tough topics' within the grade / phase / subject / learning area	
2. We have set up peer support, collaboration and team work to improve teaching and learning in these areas?	
3. These professional learning communities are made up of 5 – 6 educators?	
4. These professional learning communities members are drawn from schools with similar contexts to our school?	
5. These professional learning communities meet on a regular basis to provide support?	
6. These professional learning communities meetings are not 'gripe and complain' sessions and focus on improvement	
7. I provide support to these professional learning communities?	
8. I monitor the progress of these professional learning communities (e.g. attend sessions to provide support, they are an item on the agenda of grade / phase / subject / learning area meetings)?	
9. I monitor whether improvements have taken place in the areas that were considered 'tough topics' and provide feedback on this to members.	

Using Bloom's Taxonomy
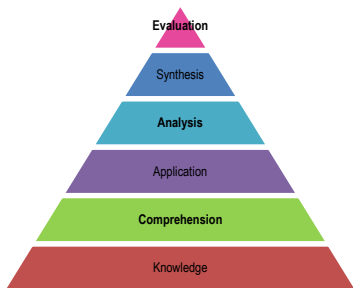
During observations evaluate what happens during teaching and learning, using Bloom's Taxonomy. This will help you establish whether a range of cognitive levels have been covered

Level	What will learners be doing?	
Knowledge	Listing	
	Doing timelines	
	Reciting	
Comprehension	Making	
	Retelling	
	Summarising (main ideas)	
	Showing / Demonstrating	

Level	What will learners be doing?	
Application	Building / Constructing	
	Making	
Analysis	Designing	
	Putting on a play	
	Writing	
	Preparing a report	
	Conducting (an investigation)	
	Making	
	Arranging /organising	
Synthesis	Reviewing	
	Designing	
	Creating	
	Writing	
	Composing (something new)	
Evaluation	Preparing criteria	
	Debating	
	Panel discussion(s)	
	Advising	
	Reporting	
	Preparing a case	