PROTOCOL FOR DEVELOPMENTAL OBSERVATION OF ONLINE TEACHING – (DOOT)

Observation Guide

For all guides and forms of the DOOT Protocol, refer to https://flora.education/doot.

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Audience: This guide is created with the person who observes the teaching – you – in mind. You may be an educational developer, a peer observer, a teaching mentor, or in other roles that aim to facilitate development of online teaching expertise of the educator you observe.

Terms and Definitions

CoI: Community of Inquiry (CoI) is a theoretical framework for online and other educational settings. It is based on social constructivism, where "a group of individuals collaboratively engage in purposeful critical discourse and reflection to construct personal meaning and confirm mutual understanding" (Athabasca University, n.d.). It entails three interconnected main elements of social presence, cognitive presence, and teaching presence.

Within the DOOT Protocol, the CoI is used to define what can be observed as online teaching. Based on different dimensions of teaching presence (i.e. design and organization, facilitating discourse, and direct instruction) and their relevant indicators, a list of categories for teaching practices of an online educator is generated. These lists of categories are included in the DOOT Observation Guide and Forms.

Educator: For the purposes of this document, educator is anyone who teaches. The DOOT protocol is designed for post-secondary educators. Depending on their organizational culture and their rank and level of experience, they may be called professor, lecturer, educator, etc.

Educational developer: Educational developers are a group of professionals in higher education who provide a variety of services, such as training and support for educators and curriculum development, aimed at enhancing the quality of education for the learners (McDonald & Stockley, 2008; Shay, 2012). Given the right tools and expertise, a peer educator could take on the role of educational developers.

LMS: A Learning Management System (LMS) comprises of a set of tools to enable sharing of content, discussion and discourse among student, submission of student work and communication among students as well as with the teacher.

Observation Overview

To start the observation, with the educator, you need to have achieved the pre-observation objectives of agreeing on which of the teaching functional areas this observation will focus on, and identifying the specific course and learning activities that you would observe. The three focus areas are: Course Organization and Guidance, Assessment and Feedback, and Discussion Facilitation. The DOOT Pre-Observation Guide provides more details on the importance and steps to achieve these objectives.

Three Observation Forms are developed to accommodate observation of each of the functional focus areas of online teaching. By providing possible indicators of teaching in online courses, Observation Forms are intended to guide you on what you could look for. You need to observe (i.e. review components of the course within the selected focus area) and record (i.e. take notes) your observation in the relevant Form. Since this is not an evaluative observation, you do not need to rate any of the educator's teaching practices; rather, notes can be brief, and it is important that they are statements of what you observed, without interpretation, evaluative judgment, or advice. It is helpful to think of, and note down, relevant question(s) you want to ask the educator.

Your conversation with the educator during the post-observation meeting will be based on the notes you take during the observation, with the intention of facilitating their reflection. For example, a note could say: "in assignment 1, 8 out of 20 learners submitted their work after the due date". In the post-observation meeting you could refer to this note with a question such as: "I noticed 8 of your learners submitted their assignments after the due date. Do you know why that is? Or how does that impact your workload with grading and feedback?"

OBSERVE WITH A CURIOSITY LENSE, ASKING "WHY ..."
NOT AN EXPERT LENS, COMMANDING CHANGE.
The DOOT.

Studying the DOOT Post-Observation Guide on how to facilitate critical reflection will help you in asking the right type of questions. You will provide the educator with a copy of the completed Observation Form at the end of the post-observation meeting.

Following sections of this Guide provide guidelines and considerations for completing the Observation Forms for each of the Course Organization and Guidance, Assessment and Feedback, and Discussion Facilitation focus areas, respectively. Refer to the section relevant to the focus area you are observing for details.

Scope and Timeline

- Ensure that you complete the observation within seven days from the pre-observation meeting.

- Pick a learning activity that is already completed, so you can conduct the observation in one or two sittings and do not have to wait as students gradually complete the activity.

- Do not try to observe every detail of the course or every detail of the selected learning activity. Your observation should take 1-3 hours. During a one-hour post-observation meeting you will have enough time to facilitate reflection on a few areas, so choose the most important areas to focus that conversation on.

Observing Course Organization and Guidance

Observation of this functional area focuses on the preparations that go into different areas of a course at its onset as well as modifications and possible reorganization of a course based on the progress of learners and turn of events. This area also includes observation of ongoing communication with learners, within the course environment, to engage, inspire and guide them through learning activities over the duration of the course.

Some schools provide a checklist of course organization activities that online educator need to complete prior to the start of the term and learners' engagement with the course. Examples of such actions are setting due dates for assignments and ensuring they are scheduled in the course calendar, or creating/updating a welcome message in their course. While observation of this focus area covers most of those expectations, it goes beyond the initial organization steps and delves into adjusting and readjusting course organization based on the learner needs throughout the term.

Here, it is important to distinguish between the course design and course organization. "Design emphasizes the structural decisions made before the process [of learning in a class] begins while organization refers to similar decisions that are made to adjust to changes during the educational transaction (in situ design)" (Garrison, 2017, p. 72). In some institutions, a curriculum team handles the design and educators get to teach a course that is already designed; therefore, course design is deemed outside of the scope of online teaching and its observation. On the other hand, design that cannot be adjusted with reasonable modifications to be conducive to creating a community of inquiry would hinder the effectiveness of teaching and learning, and as such may be discussed at the post-observation meeting, and improvements to the course design may be part of the Observation Follow up Plan.

Another area that is not within the scope of observation is one-on-one communication between the educators and learners through mediums such as email. Logistically and ethically, it is not possible to provide you with access to educators' e-mailboxes. Therefore, if an educator wished to discuss email communication with learners during post-observation meeting, they need to make that particular correspondence available to you by forwarding the digital message or providing a hard copy.

Where to Observe

The Course Organization and Guidance focus area entails all components of a course. For observation of this focus area, you need to be familiar with the organization of courses on the LMS, and know the answer to questions such as: where and how learners can access content, where formative and summative assessment activities are set up, what are the communication channels between educator and learners, how these areas connect to each other. You also need to be able to investigate the settings of each area, for example the due dates and what is visible to learners during what period.

What to Observe

For this focus area, seven categories of teaching practices are identified. To devise these categories, the indicators of teaching presence as defined in the CoI framework are grouped and renamed to reflect the specifics of an educator's role in organizing a course and guiding learners. The Observation Form – Course Organization and Guidance lists the categories and provides space to record your relevant observations.

Use guidelines and considerations provided in this section when completing the Observation Form. Categories of teaching practices discussed here match the table provided in the Form. ~~Keep in mind that the examples and considerations are just starting points and are not comprehensive. You may come across other practices that educators employ to fulfill a category of roles.~~

Building Community

This category of teaching practices includes establishing of social presence from the CoI theoretical framework.

Educator can build community in an online class by creating a space in the course where learners can socially express themselves and get to know each other. For example, a common practice is creating discussion forums dedicated to introductions where learners come to know each other and find common grounds in their personal or professional lives or in their goals for being part of that particular learning community.

The educator can allocate an ongoing discussion area where learners can discuss non-academic matters throughout the term. This would sustain learners' social interactions without de-railing the academic discussions.

The educator is an important member of the learning community – the leader in a sense. As such they need to initiate and model activities that help in establishing the community, such as having a clear profile picture and introducing themselves to the learners at the beginning of the course and specifying how learners may reach them.

Course Organization

This category of teaching practices includes the following indicators of teaching presence from the CoI framework:

- Setting curriculum

- Establishing time parameters

- Designing methods

- Making macro-level comments about course content

You need to be familiar with the layout of courses on the LMS and settings of each area of a course in order to find this information efficiently.

When observing for course organization you need to review any area of the course that contains learning activities; however, you are looking for key setup requirements and do not need to note every detail of a course component. You need to observe the overall organization of content, the dates and timelines of learning activities, instructions provided for guiding the learners through the course, the tone, topic and frequency of class announcements.

During observation, check that:

- There is an overall plan and schedule of the course available to the learners. This may be available in the course information documents such as course outline, syllabus, or schedule. Course calendar on the LMS may be used to reflect important dates, such as assignment due dates.

- Content and learning activities are set to be available to learners as and when required. Out of date content or assignments are not visible to the learners. Time-bound activities are set to be available during the relevant time.

- Organization of course content follows a consistent structure and language; e.g. use of folders and sub-folders with consistent naming convention to organize and categorize content by topic, type, chronologically, etc..

- Content segments include an overview (preferably at the beginning) that outlines the objectives of that segment and what is expected of the learners and what they will gain from engaging with it.

- Class announcements are used to provide or re-emphasize an overview of the upcoming content segment. Announcements can also be used to send reminders of the upcoming important dates, and activities that need to be completed at that point of time in the course.

Use of Technology

This category of teaching practices includes the following indicators of teaching presence from the CoI framework:

- Utilizing medium effectively

You need to be familiar with the possible functionality of different tools on the LMS and layout of courses in order to observe educator's effective use of technology.

Check that the educator uses technology (LMS tools or other tools) as they are intended, to enable learners' access, engagement and presentation of their learning, and reduce and streamline administrative tasks of teaching online. For example, Announcement is used to make announcement to all or a group of learners in the class, while Discussions is used when interaction and sharing among learners is required. Other tools to consider are Groups, assignments, quizzes, grades, rubrics, content, and synchronous communication tools.

Not every tool is required in every course. For example a course may not include group work. Make note of instances when a tool is not used, which otherwise would have improved the teaching practice/presence.
For example, note when due dates of learning activities are not entered in the course calendar

Presenting Content

This category of teaching practices includes the following indicators of teaching presence from the CoI framework:

- Present content/questions

- Inject knowledge from diverse sources

- Focus the attention of learners on specific issues

Through announcements, educator can highlight existing content in the course, as is time for learners to engage with it, or introduce new resources related to the existing content. This can be in response to a challenge or learner misconception that is diagnosed in an assessment activity or review of the class progress. It could also be a way of providing up to date examples related to an ongoing topic in the course. For instance, a link to a recent news release about a family court case that fits with the topic(s) covered in the Family Law course.

Modelling Netiquette

This category of teaching practices includes the following indicators of teaching presence from the CoI framework:

- Establishing Netiquette

This category of teaching practices includes educator's communication with learners. Common forms of such communication are:

- Class announcements
- Post in the non-academic discussion forums, such as an introduction forum or a forum dedicated to learners' questions.
- Email communications, though you cannot observe them, they may come up in post-observation discussion.

During the observation check that:

- Educator's tone of language in their communication consistently reflects their teaching persona and where they want to be on the spectrum of "Friendly <-> Formal" relationship with their learners.

- Educator's messages are clear and at the level of understanding of their learners.

- There are no grammar or spelling errors in the educators' communications.

- Educator sites their sources and provides references for the content that they present in their announcements.

Encouraging Learners

This category of teaching practices includes the following indicators of teaching presence from the CoI framework:

- Encouraging learner contribution

- Setting climate for learning

- Drawing in participation

Educators may use announcements to draw the entire class into a learning activity; for example, to encourage learners to participate in a discussion activity.

A more specific way of encouraging learners is to discuss their progress with them confidentially via email or other one-to-one channels of communication. Such communication is not observable as they either happen between the educator and learner outside the areas that are accessible to you, such as email or phone conversations, or they do not happen at all. Depending on what you observe, and the issues you choose to discuss during the post-observation meeting, you may need to ask clarifying questions to ascertain educator's practice.

To identify whether there is ground for probing into guidance related matters, review class progress and note down any points of concern; for example it would be concerning if it was after the mid-term exams and you noticed that many of the learners have visited less than 20% of the course content. Another example of a concerning matter is if learners are required to complete a review quiz at the end of each learning module and the class progress shows a handful of learners who have not attempted any review quiz when they are expected to have completed at least four learning modules.

Responding to Questions

This category of teaching practices includes the following indicators of teaching presence from the CoI framework:

- Respond to technical questions

Check that the educator has created a channel, through which learners can ask questions and get answers. For example, the channel could be a Question & Answer forum created in discussions area; this would allow the learners to see and respond to other learners' questions, which in turn strengthens the sense of community among them.

Educators can use announcements to address technical instructions (e.g., how learners can access assignment feedback on the LMS) or challenges (e.g. a broken hyperlink in the course content) experienced by many learners in a course. Similarly, common questions about completion of learning activities can be explained using class announcements.

The educator can also direct the learners to email their questions. You cannot observe their emails, and may need to ask clarifying questions at the post-observation meeting to establish if this is the case.

More important than the method and channel that the educator chooses to respond to questions, is that learners are aware of it and are able to use that channel consistently throughout the course.

Observing Assessment and Feedback

Assessment activities can be formative, for the purpose of assessing learners' comprehension and academic progress during the course, or summative for evaluation of learners at the end, or critical points of a course. Administering these activities will require educators' intentional planning and organization of activities' method, timing, and scope. After learners complete assessment activities, educators provide them with feedback that they can improve upon, and if applicable assign grades.

Though grades may be assigned to discussion topics in a course to measure learner participation, discussions are a platform for learner engagement and creation of common and individual understandings. Educators require a different approach to, and skillset for administering and facilitating discussions; therefore, discussions are not within the scope of this observation focus area.

Where to Observe

Observation of this functional area focuses on what educators need to do in the areas of a course that are mainly used for the administration of assessments and providing feedback. Within the context of online courses on an LMS, most of such activities are designed and organized in the form of assignments or quizzes, though the terms used for them may vary in different systems or setups. Rubrics can be used to outline expected criteria for successful completion of these activities, and Grades can be used as an alternative and consistent channel of communicating grades and feedback to learners.

What to Observe

For this focus area, four categories of teaching practices are identified. To devise these categories, the indicators of teaching presence as defined in the CoI framework are grouped and renamed to reflect the specifics of an educator's role in administering assessments and providing feedback to learners. The Observation Form – Assessment and Feedback lists the categories and provides space to record your relevant observations.

Use guidelines and considerations provided in this section when completing the Observation Form. Categories of teaching practices discussed here match the table provided in the Form. Keep in mind that the examples and considerations are just starting points and are not comprehensive. You may come across other practices that educators employ to fulfill a category of roles.
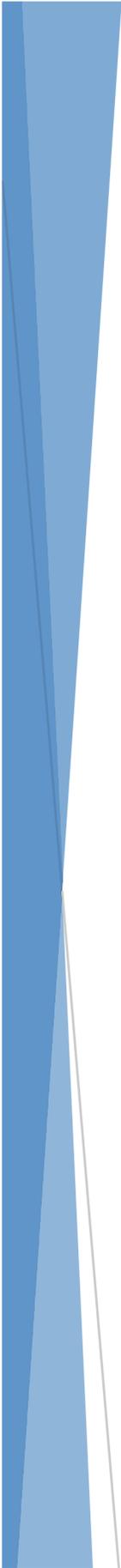
Assessment Organization

This category of teaching practices includes the following indicators of teaching presence from the CoI framework:

- Setting curriculum

- Establishing time parameters

- Designing methods

Assessment activities should include an introduction that sets the objective of the assessment and its link to the learning module(s) and other activities. During observation check that:

- The assessment activity type and requirements are aligned with the learning objectives/outcomes. For example, a multiple choice quiz may be an effective way of assessing learners' comprehension of an assigned reading on a topic; however, it may not be effective in assessing learners' application of that topic to solving a real world problem.

- Instruction for completing the assessment activity is clear and complete.

- Timeline for completing the assessment activity is clear and communicated to learners. Also, due dates are set in the Course Calendar as applicable.

- Criteria for successful completion of the assessment activity (whether exam or assignment) are shared with the learners prior to its start. Upon completion of the activity, all learners are assessed, and receive feedback on those same criteria.

- When assessment activities are in the form of assignments or essay exams, rubrics are used to achieve consistency and transparency in setting and communicating success criteria, and fairly assessing and providing feedback to learners on those criteria.

- In the case of team projects, instructions on forming teams and expectations of team performance are included.

Assessment Organization – Cont.

Note that some of these elements need to be considered at the time of the design of the course and the educator may not be able to modify them as course organization changes. For example, there may be a course that is not created by the educator and they are not allowed to change its components due to contextual factors. In such a situation, if assessment activities do not align with the learning objectives/outcomes, the observation follow-up plan should include a request for revision of the design of assessment activities.

On the other hand are modifications that fit within the course organization changes and the educator should be aware of them. An educator may be able to, or willing to learn how to make the changes; or they may want to seek support that is available to make the changes for them. Examples of such changes are: creating an existing rubric in the LMS, so that it can be used for grading; or linking assessment activities to the grades page, so that the grades can be transferred automatically.

Use of Technology

This category of teaching practices includes the following indicators of teaching presence from the CoI framework:

- Utilizing medium effectively

During observation, check that:

- The educator uses technology (LMS tools or other tools) as they are intended, to enable learners' access, engagement and presentation of their knowledge; and to maintain integrity of assessment activities, and to add efficiency to providing effective feedback to learners. Examples of such use are:
  - o Linking assessment and feedback to grade book,
  - o Setting assessment dates and linking them to the course calendar
  - o Using rubrics for setting assessment expectations, and as a grading tool.
  - o Using consistent and descriptive names across the related activities, grades, and rubrics

- Features of the LMS are used as applicable in developing exams, such as different question types, random sections, and grouping of question.

- Applicable features of the LMS are used in setting of the assignments, such as enabling similarity reports for written assignments, creating group structures for group assignments, and using rubrics.

- Grades page is setup to reflect the progress of learners through the assessment activities.

Use of every tool is not required in every course. Make note of instances when a tool is not used, which otherwise would have improved the teaching presence; for example, when an assignment requires a comprehensive rubric, but the rubric is not built into the LMS.

Modeling Netiquette

This category of teaching practices includes the following indicator of teaching presence from the CoI framework:

- Establishing netiquette

During observation check that:

- Language used in providing instructions for assessment activities is clear and at the level of understanding of the learners.

- Professional words of the discipline of the course are used as applicable in the design of assessments, rubrics and the feedback provided.

- Educator's use of language in the feedback, consistently, reflects their teaching persona and where they want to be on the spectrum of "Friendly <-> Formal" relationship with their learners.

- There are no grammar or spelling errors in the educator's feedback.

- Feedback is provided within the timeframe that has been agreed on with the learners, e.g. within five working days from submission of learner work.

Providing Feedback

This category of teaching practices includes the following indicators of teaching presence from the CoI framework:

- Acknowledge learner contribution

- Confirm understanding through assessment and explanatory feedback

- Diagnose misconceptions

- Focus the attention of learners on specific issues

You can observe the feedback that educator has provided, but you may not be able to observe whether the learners are aware of the feedback and access it.

During observation, check that:

- Educator provides detailed feedback on how successful a learner has been in achieving each specific requirement of an assignment. Using rubrics is an efficient, transparent and fair method for providing such detailed feedback.

- Educator provides general feedback to all learners based on the review of their submission to the assessment activity. Feedback should include:
  o Acknowledging learner's submission
  o Learner's overall achievement of the learning objectives/outcomes
  o Areas they have missed or misunderstood

- Where applicable, educator provides in-text comments on written assignments to make their feedback clearly linked to specific parts of learner submission.

- Where applicable, educator uses the question feedback boxes in a quiz to provide feedback on individual questions or a quiz attempt as a whole.

- When integrity of an exam is not an issue, educator sets up quiz(es) so that learners can review their results, especially where they made mistakes.

During the post-observation meeting, ask clarifying questions to find out if educator is aware of any challenges learners face in accessing their feedback. For example you could follow a line of prompts similar to this: "I noticed you provided feedback on the overall performance of each learner in Quiz #2; why do you do it?" ... "Do you know if they read your feedback?" ... "Would they know where to find your feedback?" ... "How would you make sure they are aware of your feedback and access it?"

Observing Discussion Facilitation

Discussion activities may be loosely identified as formative assessments as they demonstrate learners' thought process and understanding of the topic being discussed. However, in Community of Inquiry theory of online education, discussions are the place where discourse happens and through dialogue, learners build personal understanding around a topic and contribute to group learning. While at the end of a discussion grades may be assigned to learners' effective participation, the main feedback and guiding of the dialogue must happen during the course of the discussion.

In facilitating discussions, educator's role is navigating the learners through different stages of inquiry (Garrison, Anderson, & Archer, 2000), by
- Posing a question/topic or problem for inquiry,
- Exploring the topic/problem through researching and sharing existing knowledge, information and resources on the topic,
- Synthesizing and integrating the information and applying it to the problem at hand, and
- Coming to a consensus on the resolution of the problem/question.

Where to Observe

You can observe discussion facilitation of an educator in the Discussions page within the LMS. When there are multiple topics or problems that learners engage with, you may need to narrow down your observation to one or two discussion topics to stay within the time allocated to the observation and post-observation meeting. Furthermore, as much as possible observe discussions that are concluded (i.e. their end date is past) in order to see a complete cycle of facilitation from beginning to the end. Within a discussion topic, you need to specifically look at the commentaries that the educator posts in response to learners or guiding statements addressed to all participants.

Discussions area is the only area in the course where learners can converse and see each other's work and comments. Therefore, educators or course designers may use this tool for a variety of purposes, such as a forum for introductions where learners get to know each other, a forum for learners responding to each others' technical questions, or a forum where learners can have none academic, side conversations. While such forums are important in creating a community of learning, they do not serve the purpose of discourse and are not included in the observation of this functional area.

What to observe

For this focus area, four categories of teaching practices are identified. To devise these categories, the indicators of teaching presence as defined in the CoI framework are grouped and renamed to reflect the specifics of an educator's role in facilitating discussion and guiding discourse. The Observation Form – Discussion Facilitation lists the categories and provides space to record your relevant observations.

Use guidelines and considerations provided in this section when completing the Observation Form. Categories of teaching practices discussed here match the table provided in the Form. Keep in mind that the examples and considerations are just starting points and are not comprehensive. You may come across other practices that educators employ to fulfill a category of roles.

Discussions are where discourse and conversation that result in construction of knowledge should happen. Many educators may issue grades for discussion participation based on the number or length of posts, missing out on the nature of, and opportunity for, inquiry based learning and collective knowledge building. Most resources on CoI focus on this area of facilitating online education; seek out other resources for better understanding of facilitating discussions effectively and how critical it in in the process of learning. In *E-Learning in the 21st Century*, pages 73, 75, and 76, Garrison (2017) provides example phrases that can indicate educator's attempt at organizing the discussion, guiding learners, facilitating discourse, and direct instruction.

Discussion Organization

This category of teaching practices includes the following indicators of teaching presence from the CoI framework:

- Setting curriculum

- Establishing time parameters

- Designing methods

- Making macro-level comments about course content

Guiding Learners

This category of teaching practices includes the following indicators of teaching presence from the CoI framework:

- Utilizing medium effectively

- Establishing Netiquette

During observation, check that:

- The purpose of the discussion and its link to the learning objectives/outcomes are clear.

- Any required process or method for participating in the discussion is clear; for example instructions for using audio or video tools, accessing group discussions, forming groups, etc..

- Timeline for participating in the discussion, i.e. discussion start and end dates, are set and clear to the learners.

Educator can include these parameters in the instructions for, or introduction to the discussion; or they can post comments throughout the discussion for clarification, as reminder, or reinforcement of these settings.

During observation check that:

- Educator makes timely comments in response to the learners' posts on what is expected of the learners to move the process of discourse forward.

- The educator sets the expectations for a quality contribution to the discussion to mitigate posts that are too short and trivial (e.g. "I agree") or too long and meandering. A rubric may be used to achieve this.

- When applicable, expectations for accuracy of grammar and spelling, citing sources that are mentioned, and use of discipline specific language are articulated in a rubric or introduction of the discussion.

- Educator's posts are models of quality contribution and adhere to the expectations set for learners.

Facilitating Discourse

This category of teaching practices includes the following indicators of teaching presence from the CoI framework:

- Setting climate for learning

- Drawing in participation

- Encouraging, acknowledging or reinforcing learner contribution

- Assess the efficacy of the process

- Identifying areas of agreement/ disagreement

- Seeking to reach consensus/ understanding

In the discussion you are observing, has the instructor posted comments that can indicate their attempt at facilitating discourse?

Educator needs to facilitate discourse throughout the time that a discussion is open for participation with the goal that by the time the discussion is set to end the learning community reaches a resolution to the initial problem or some form of conclusion to the topic of discussion. They do this by encouraging a conversational dialogue focused on the topic/problem of discussion. They can do this through:

- Encouraging all learners to contribute and drawing them into the discussion,
- Keeping the discussion focused
- Prompting the learners to transition from one stage of discourse to the other; for example when they see that enough information on the topic have been presented by the learners, they can prompt them to synthesize and integrate the information and discuss how they can be used to solve the problem at hand.

It is important to emphasize that educators play a key role in ushering the learners through different stages of a practical inquiry in a discussion setting, especially from exploration to integration of ideas and then to resolution of the original problem/challenge.

Direct Instruction

This category of teaching practices includes the following indicators of teaching presence from the CoI framework:

- Present content/questions

- Inject knowledge from diverse sources, e.g. text books, articles, internet, personal experiences (includes pointers to resources)

- Focus the discussion on specific issues

- Confirm understanding through assessment and explanatory feedback

- Diagnose misconceptions

- Summarize the discussion

All indicators of direct instruction within a discussion as defined by the CoI theory apply to the discussion facilitation, even though you may not observe all of them in a single discussion forum. The educator not only requires content area knowledge to provide this type of direct instruction, but also facilitation skills to choose the right point in the conversation to interject.

In the discussion you are observing, which of educator's posts resonate with direct instruction comments such as the above?

Summary

Your roles and responsibilities at this step of the process:

• Read the section of this Guide that corresponds to the focus area you are observing, in conjunction with the relevant Observation Form.

• Conduct the observation as per this Guide and complete the relevant Observation Form within one week from the pre-observation meeting.

• Arrange an appointment to meet the educator for a post-observation reflection session if you have not set a time during the pre-observation meeting.

References

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