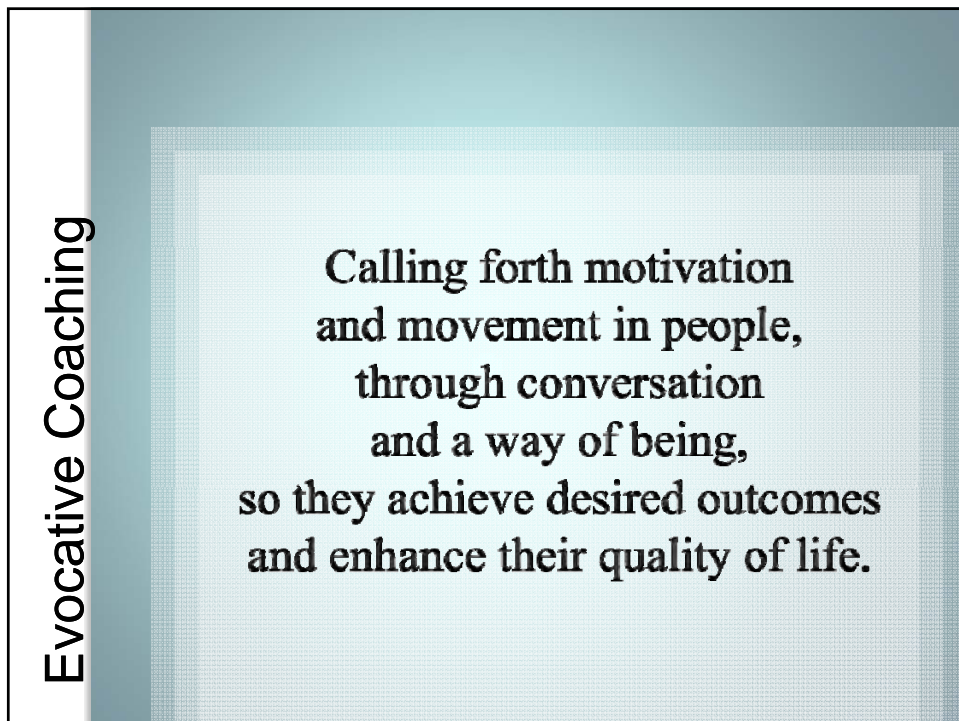


**Observing Vitality**  
Building on Teacher Strengths

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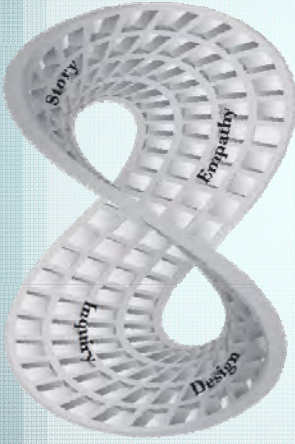
**Megan Tschannen-Moran**  
Center for School Transformation  
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**Evocative Coaching**


**Calling forth motivation  
and movement in people,  
through conversation  
and a way of being,  
so they achieve desired outcomes  
and enhance their quality of life.**

**Core Elements**



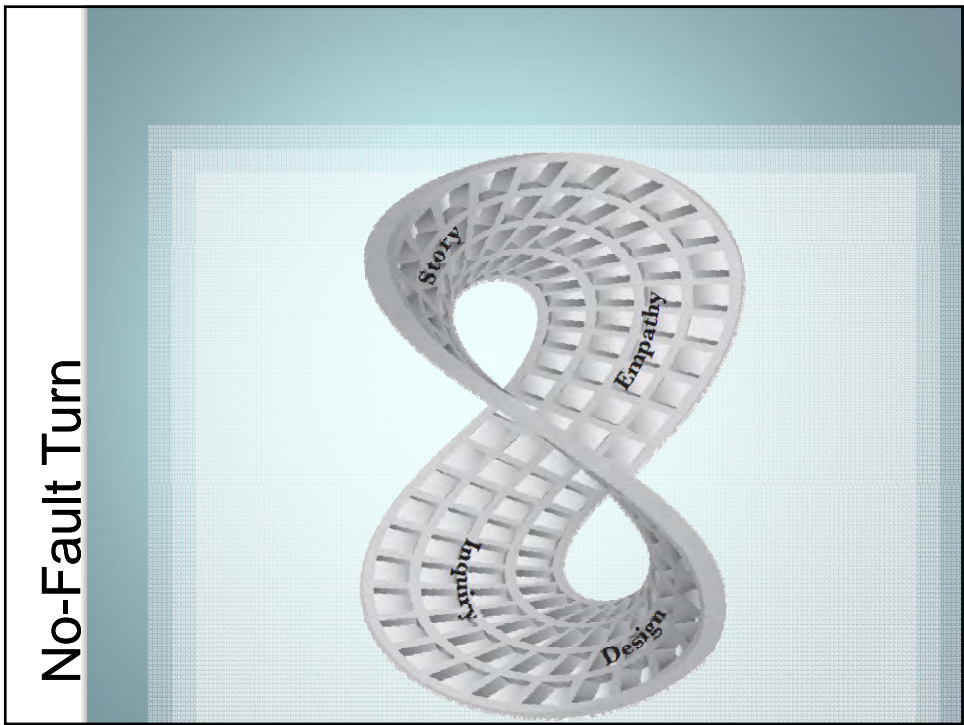
- ❖ Teacher-Centered
- ❖ No-Fault
- ❖ Strengths-Based

**Teacher-Centered**



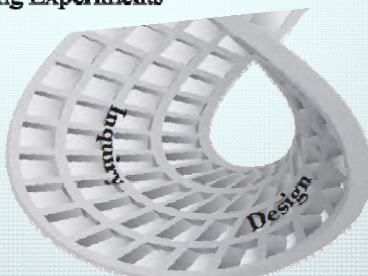
“The person-centered approach rests on a basic trust in human beings, and in all organisms, to flow toward the constructive fulfillment of their inherent possibilities.”

~ *Carl Rogers*



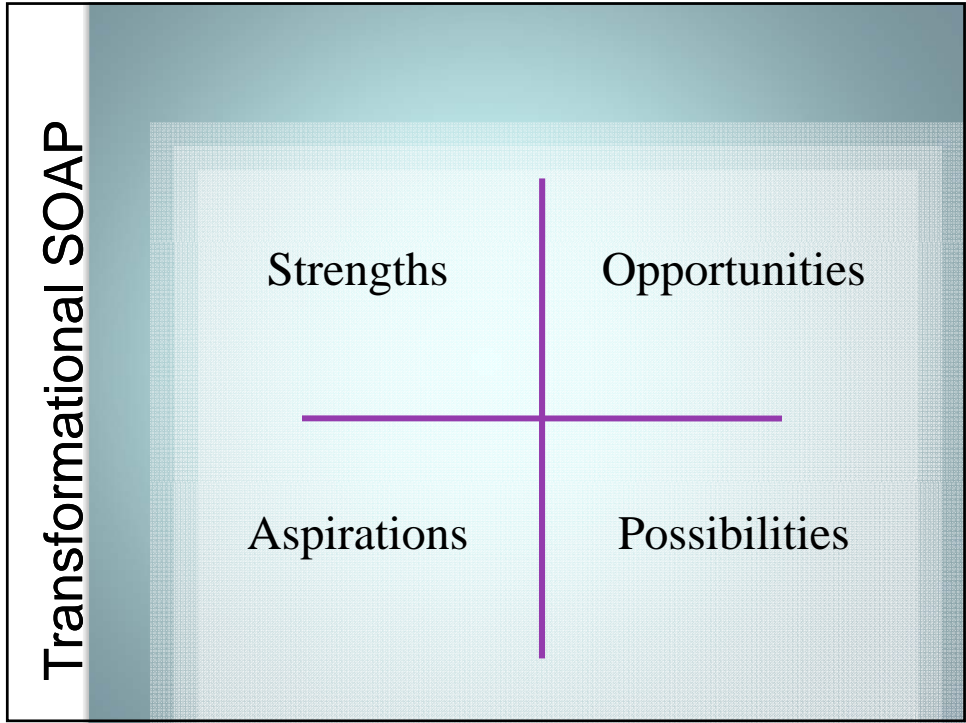
**Strengths-Building Turn**

- ◆ Appreciative Stance
- ◆ Discovering Vitality
- ◆ Inviting Possibility
- ◆ Brainstorming Ideas
- ◆ Designing Experiments



**Traditional SWOT**

Strengths	Weaknesses
Opportunities	Threats




**Appreciative Inquiry**

**A strengths-based approach to learning that enables people to quickly generate the energy, ideas, strategies, and momentum for transformational change.**

*when we are at our best...*

Courtesy of the John Templeton Foundation/Image-Full Moon Graphics


**AI Amplifies Strengths**

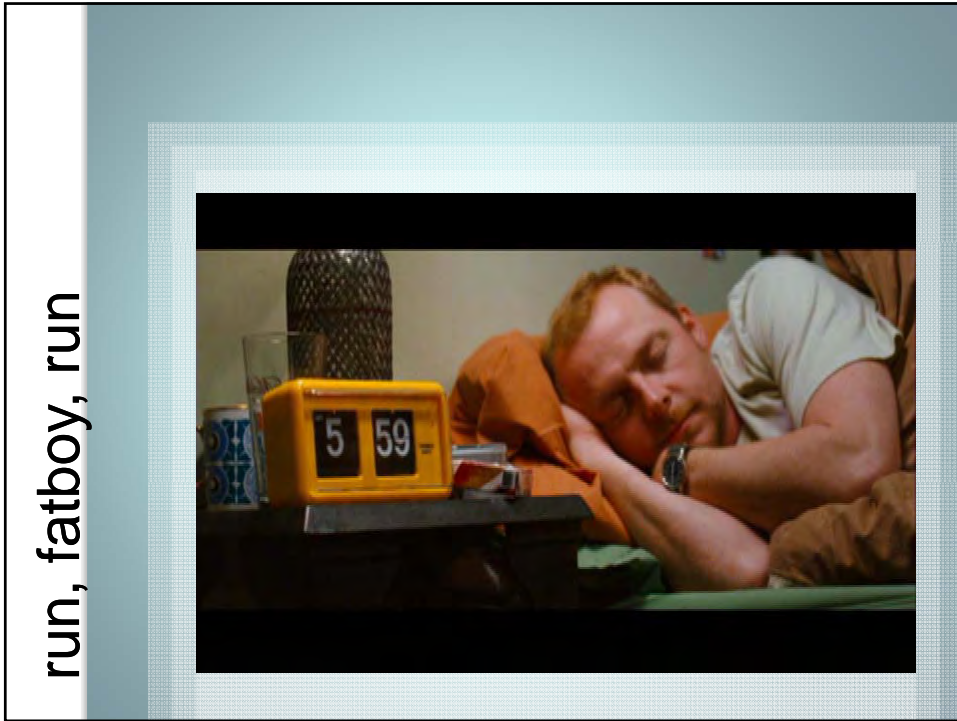


**By looking for strengths rather than weaknesses, Appreciative Inquiry unleashes inspiration, vision, and quantum thinking.**

**Two Change Paradigms**

<u>Deficit-Based Approach</u>	<u>Strength-Based Approach</u>
Identifying What's Wrong	Celebrating What's Right
Analysis of Causes	Discovering What Gives Life
Analysis of Possible Solutions	Envisioning What Enhances Life
Plan of Action & Treatment of Causes	Innovating What Honors Life
<b>Teaching as a Problem to be Solved</b>	<b>Teaching as a Calling to be Embraced</b>





“People don’t resist change.  
They resist being changed.”

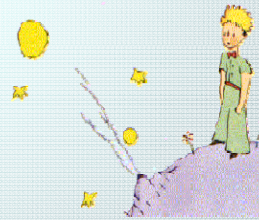
*~ Irving Borwick*

Inspiring Change

If you want to build a ship,  
don't drum up people to gather wood,  
give orders,  
and divide the work.

Instead,  
teach them to yearn  
for the vast and endless  
sea.

*~ Antoine de Saint Exupery,  
The Wisdom of the Sands*



Core Assumptions of AI

- ❖ **What we focus on becomes our reality.**
- ❖ **Vitality is always there to be discovered.**
- ❖ The more we know about our strengths the better our changes will be.



“Excellence is not the opposite of failure. To learn about success you have to study success. Only successful examples can tell you what excellence looks like.”

~ *Marcus Buckingham*

## Observation Essentials

### OARS

- ❖ **Observable**  
not evaluative commentary
- ❖ **Actionable**  
quick wins bolster self-efficacy
- ❖ **Relevant**  
tied to self-directed learning goals
- ❖ **Surprising**  
reveals new aspects of experience

**Paired Interviews**

- ❖ What has been your best experience of observing yourself in action, or of being observed by someone else, and of learning happily from the experience?
- ❖ What helped to make that experience so positive, rewarding, and productive?
- ❖ If you could make any three wishes come true for your use of observations as a learning tool, what would they be?

**Observing Vitality**

**What Did We Hear?**

- ❖ Success Stories – positive self-monitoring
- ❖ Progress Stories – inductive self-monitoring

# Observation Tools

Downloadable in Resources Section

[www.SchoolTransformation.com](http://www.SchoolTransformation.com)

## Student Engagement Observation Tool

Teacher Observed: Anna Bradley-Franch II  
 Observer: Carly - Foreign Language Department Chair

Date: Feb. 3  
 Time of Observation: 12:45 to 1:07

Time	Leanne	Sophia	Christopher	Jamie	Jessica	Nicole	Nick	Michael	Angelita	Lisa	Melanie	Chad	Kathryn	Ashley	Drew	Meggie	Jennifer	Caitlin	Justin	Jackie	Jordan	Total	Teacher Action		
12:23	N2	N4	F3	N1	N1	N1	F4	F1	N3	N3	N1	N1	N1	F2	F1	F1	N1	F1	N1	N1	F1	N1	N1	N1	Lecturing
12:30	N1	N1	F1	N3	N3	N3	N3	F4	F3	N3	N3	N3	N1	N1	F1	N3	N3	F1	N1	N1	F1	N1	N1	N1	Lecturing/Calling on students
12:33	N1	F1	F1	N1	N1	F3	F4	N1	N3	F1	N1	N3	N1	F1	N1	N1	N1	F4	F1	N1	N2	N1	N1	N1	Lecturing/Calling on students
12:40	N2	N2	F1	N2	N2	N2	N2	F4	N2	N2	N2	N2	N2	N2	N2	N2	F1	N2	F1	N2	N2	N1	N1	N1	Circling room
12:43	N1	N5	F1	N1	N1	N1	N1	N1	N1	N5	N5	N5	N1	N1	F3	N1	F1	F4	N5	N1	N1	N1	N1	N1	Coaching answers
12:50	N1	F4	F1	F1	N1	F3	F4	N1	N1	N1	N3	N3	N1	F1	F2	F1	N1	N1	N1	N1	F1	N1	N1	N1	Checking work at board
12:55	N1	F1	F1	F4	N1	F3	F4	N1	F1	N1	N1	N1	N1	N1	F2	F3	N1	F1	N1	N1	F1	N1	N1	N1	Activity on overheard
1:00	N1	F1	F1	N1	N1	N4	F1	N1	N1	N1	N1	N1	N1	N1	F1	N1	N1	F1	N1	F3	F1	N1	N1	N1	Book activity
1:05	N1	F1	F1	F4	N1	F1	N1	N1	F1	F1	N1	N1	F1	N1	N1	N2	N1	F1	N1	F1	F1	N1	N1	N1	Students answering orally
Total	N9	N4	N0	N6	N9	N5	N4	N7	N5	N7	N9	N9	N8	N6	N3	N6	N7	N2	N7	N7	N7	N3			

**On Task:**  
 N1 - on task: listening/watching  
 N2 - on task: writing  
 N3 - on task: speaking  
 N4 - on task: reading  
 N5 - on task: hands-on activity

**Off Task:**  
 F1 - off task: passive  
 F2 - off task: doing work for another class  
 F3 - off task: listening to others  
 F4 - off task: disturbing others  
 F5 - off task: playing

**Observations:**  
 Average on-task sweeps / student = 5.9  
 Average # students on task/sweep = 13.6  
 Type of On-task: N1 = 81; N2 = 20; N3 = 15;  
 N4 = 2; N5 = 5  
 Top segments: Teacher circling, coaching answers; students writing, hands-on

### Teacher Verbal Behaviors Observation Tool

Teacher Observed: Jennifer Dalton - Middle School Biology  
 Observer: Amy

Date: Nov. 7  
 Time of Observation: 10:05 to 10:48

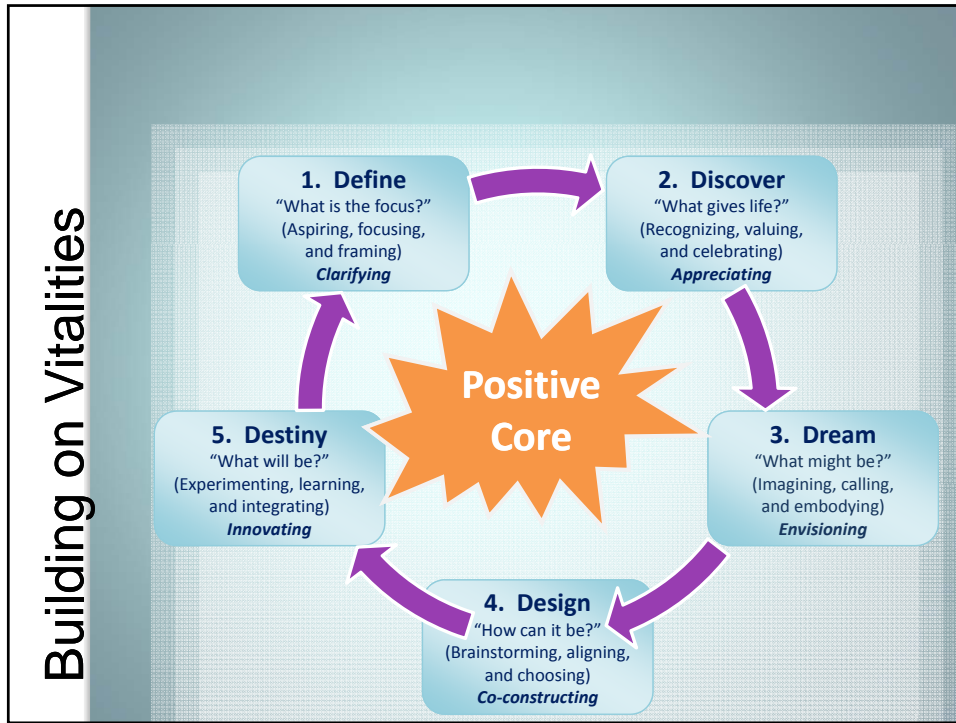
Time	Information Giving	Questioning	Answering	Encouraging/ Praising	Direction Giving	Scolding	Redirecting	Action
10:05-10:07				///				Get into groups, RNL board
10:08-10:11	/			/		/		Talk to each group
10:12-10:24		/	/	/				"Good job"
10:15-10:17	/	/		/		/		Check with groups, prepare for visitor
10:18-10:20	/	////		/		/		Who is our visitor? Why is it important she visit? Student use NK Board
10:21-10:22		//	/					What's our problem? What do you think? What would you tell our visitor?
10:24-10:25	/	/		/				"Is [D] Definitely!" How would you summarize our project? Get back in rows
10:27-10:29		////	//	//		/		Visitor planning handout. Are you all set? What is your question? That's a really great question.
10:30-10:32					/			
10:33-10:35		/		///	/			What could you do to figure out where germs are? Heads down, wait for Maria to think. OK, everyone, now what are your ideas?
10:37-10:38	/				/			Pass out markers. Two places in bldg to check germs.
10:40-10:42	/	///	/					Read paper. Where might you find salmon?
10:43-10:45		///	/					What else? What do you need for the experiment?
10:46-10:48		///	/	/	/	/		Write your hypothesis and check. Everyone's hypothesis looks good.
Total	4	25	20	8	11	0	5	

### Level of Questioning Observation Tool

Teacher Observed: Charlotte Gibbs - 3rd Grade Reading  
 Observer: Amy

Date: Oct. 17  
 Time of Observation: 10:40 to 11:10

Cognitive Process Dimension	Factual Knowledge	Conceptual Knowledge	Procedural Knowledge	Meta-Cognitive	Total	%
<b>Remember</b> recognizing, recalling	/// /// /// /	/			17	38%
<b>Understand</b> explaining, clarifying, interpreting, categorizing, classifying, comparing, contrasting, inferring, predicting, extrapolating, exemplifying, illustrating	/// /// /// /// //	///			25	56%
<b>Apply</b> applying a procedure to a familiar or an unfamiliar task						
<b>Analyze</b> differentiating, distinguishing, organizing, integrating, outlining, attributing	//				2	4%
<b>Evaluate</b> checking, monitoring, testing, critiquing	/				1	2%
<b>Create</b> generating, hypothesizing, planning, designing, producing						
Total of Questions Asked	41	4			45	




### Experimental Design Template

Name: <u>Jennifer Dalton</u> Date: <u>Nov. 5</u> Focus: <del>Professional</del> <u>Personal</u>		
Summarize Experiment and State Hypothesis: I want to ask questions across the whole range of Bloom's Taxonomy because I think it will increase student engagement and learning. I also think I will enjoy the intellectual challenge of framing these questions.		
Relevance to Personal Aspirations/Professional Standards: Asking more high-level questions is directly aligned with my vision of being an outstanding teacher, fostering outstanding learning in my students. I am excited by the prospect of making this happen more consistently.		
Strategies or Activities (Specific as to What, Where, and How):	Supporting Systems and Resources:	Timeline:
<ul style="list-style-type: none"> <li>• Teach a lesson and record it using a video camera.</li> <li>• Watch the video recording of my lesson and chart my use of the levels of questioning.</li> <li>• Write my lesson plans for the next week, including specific questions at the varying levels for each section of the plan.</li> <li>• Teach a new lesson and video record it again, paying attention to how the students respond to questions, whether higher-level thinking is evoked, and whether students are more engaged or less engaged as a result.</li> </ul>	<ul style="list-style-type: none"> <li>The Levels of Questioning Observation Tool</li> <li>A video camera and tripod to record my lesson</li> <li>A good list of higher-level questions, gleaned from the Internet</li> </ul>	<ul style="list-style-type: none"> <li>Video record a lesson and review the recording before Friday.</li> <li>Search for sample questions and develop lesson plans over the weekend.</li> <li>Teach from new plans next week, recording the lesson</li> </ul>
Confidence Level (On a Scale of 0 to 10): <u>7</u> . <i>Revise the strategy, systems, resources, and/or timeline until confidence is 7 or higher.</i>		
Data Collection and Reporting: In the new lesson, I will check off the questions I have prepared as I use them. I will review those I have asked and those I did not ask to see if there is any pattern evident. I will notice evidence of student vitality in the discussion.		

Quantum Thinking

“We cannot solve our problems with the same thinking we used when we created them.”



~ *Albert Einstein*

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Building on Teacher Strengths

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