

# Classroom Observation Study

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Hawthorne Elementary School

Seattle School District

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# Classroom Observation Study

Prepared by



BAKER ■ EVALUATION ■ RESEARCH ■ CONSULTING

The BERC Group, under contract, for  
**District and School Improvement and Accountability**  
*Office of Superintendent of Public Instruction*

District and School Improvement and Accountability  
WIIN Center  
6501 North 23<sup>rd</sup> Street  
Tacoma, WA 98406  
(253) 571-3540  
[wiin@k12.wa.us](mailto:wiin@k12.wa.us)

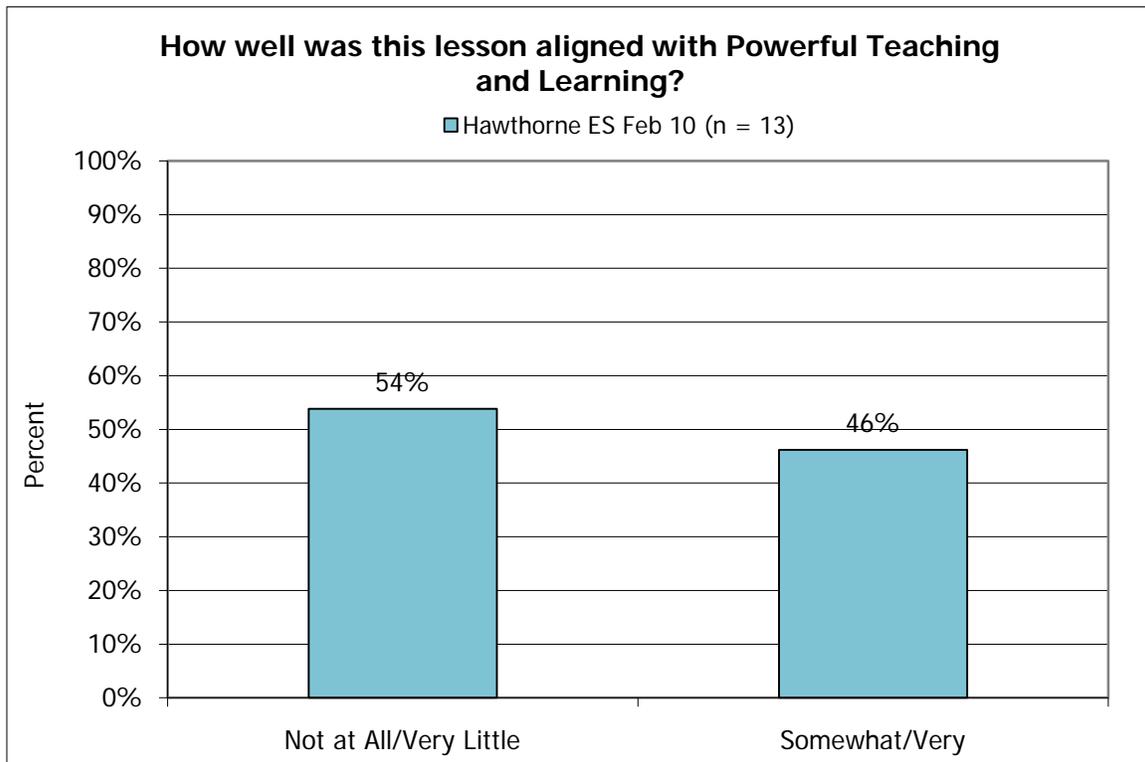
Office of Superintendent of Public Instruction  
Old Capitol Building  
PO Box 47200  
Olympia, WA 98504-7200

## STAR Classroom Observation Study

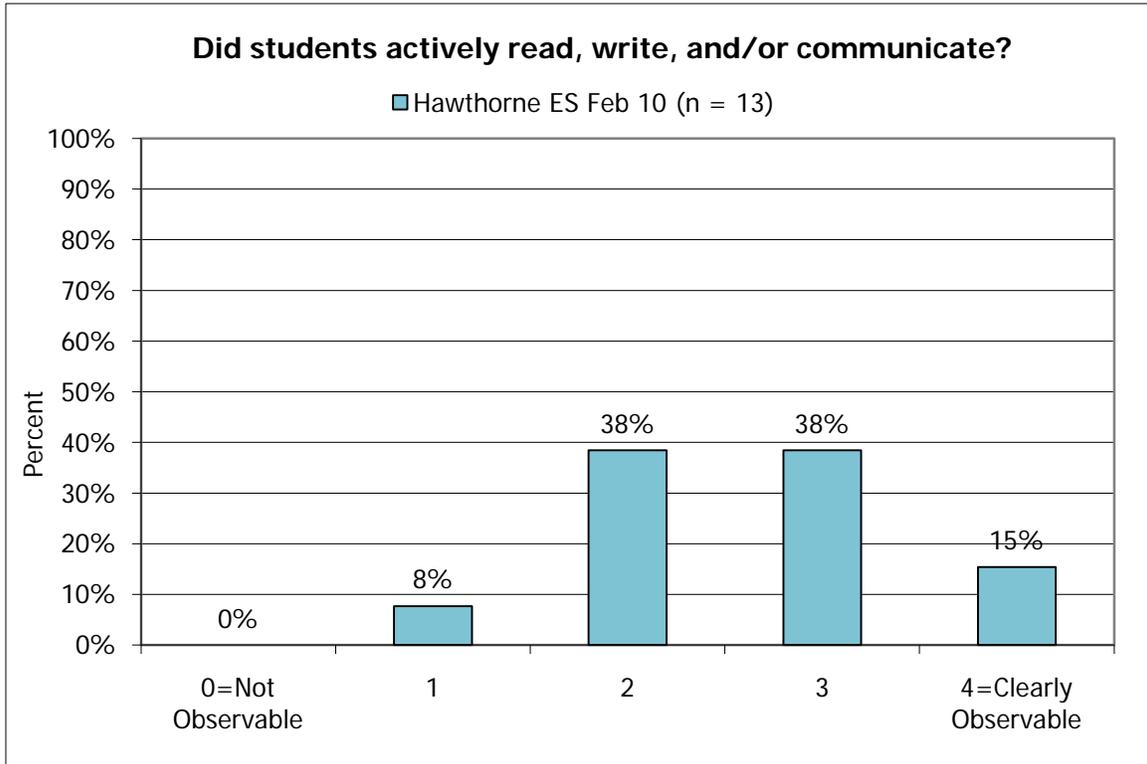
The STAR Classroom Observation Protocol™ is a research-based instrument designed to measure the degree to which Powerful Teaching and Learning™ is present during a classroom observation. As part of the design of the STAR Protocol, only the most significant and basic indicators are used to determine the presence of Powerful Teaching and Learning™. Thus, the STAR protocol allows for ease of use with any classroom observation and aligns with the educational improvement goals and standards for effective instruction. The STAR Protocol helps participants view Powerful Teaching and Learning™ through the lens of 5 Essential Components and 15 Indicators.

The goal of this data collection is to determine the extent to which general instructional practices throughout the school align with Powerful Teaching and Learning™. Findings within this report highlight Hawthorne Elementary School's STAR classroom observation results for 2010. The results for the Essential Components are shown on pages 2 through 4, and the results for the Indicators are on page 5. A summary and recommendations are included at the end of the report.

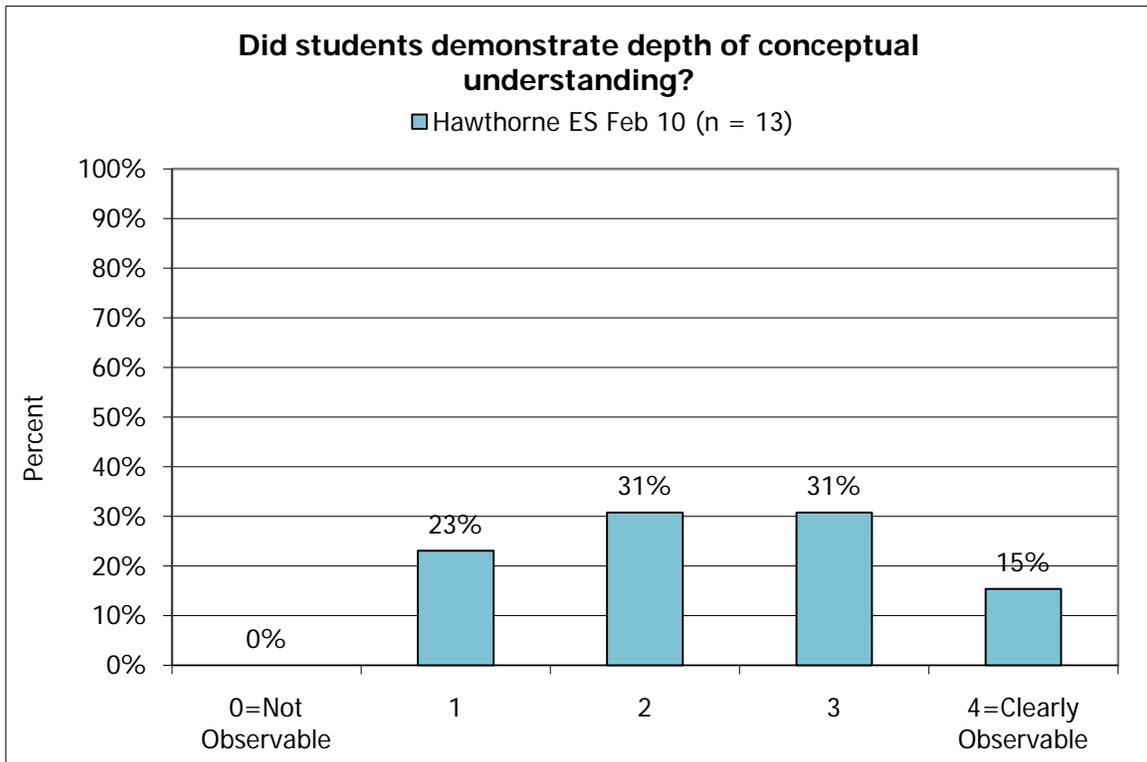
### OVERALL RESULTS



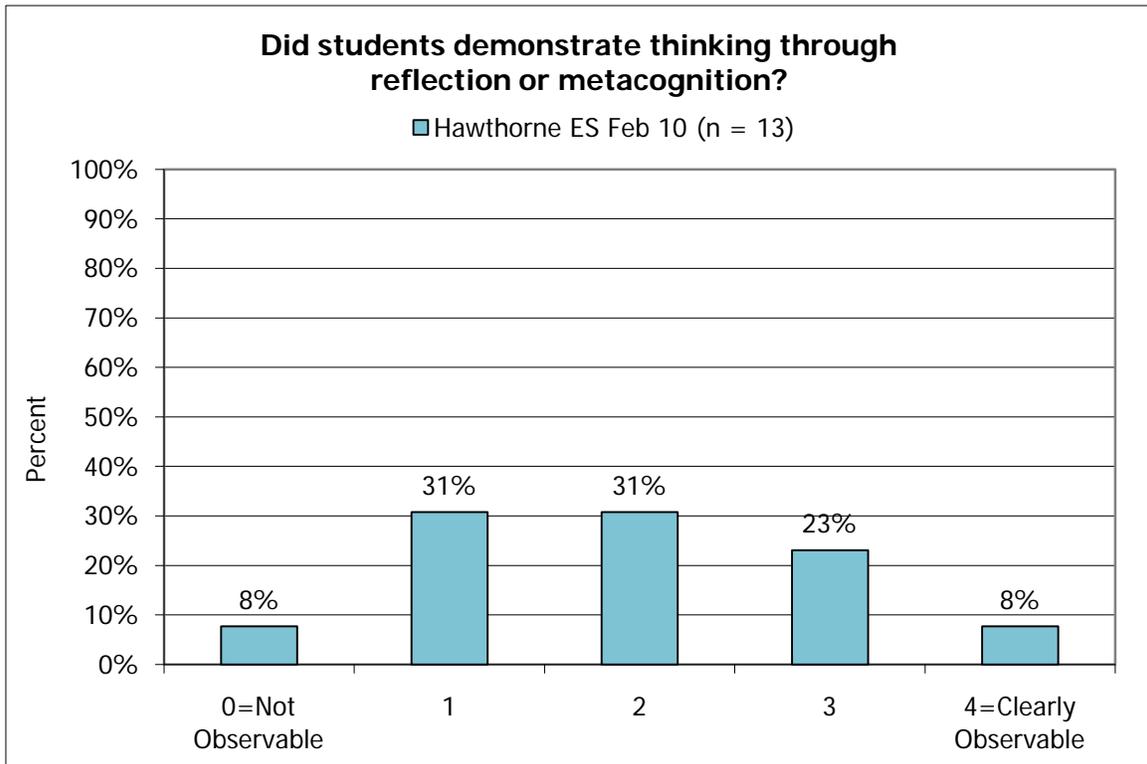
## SKILLS



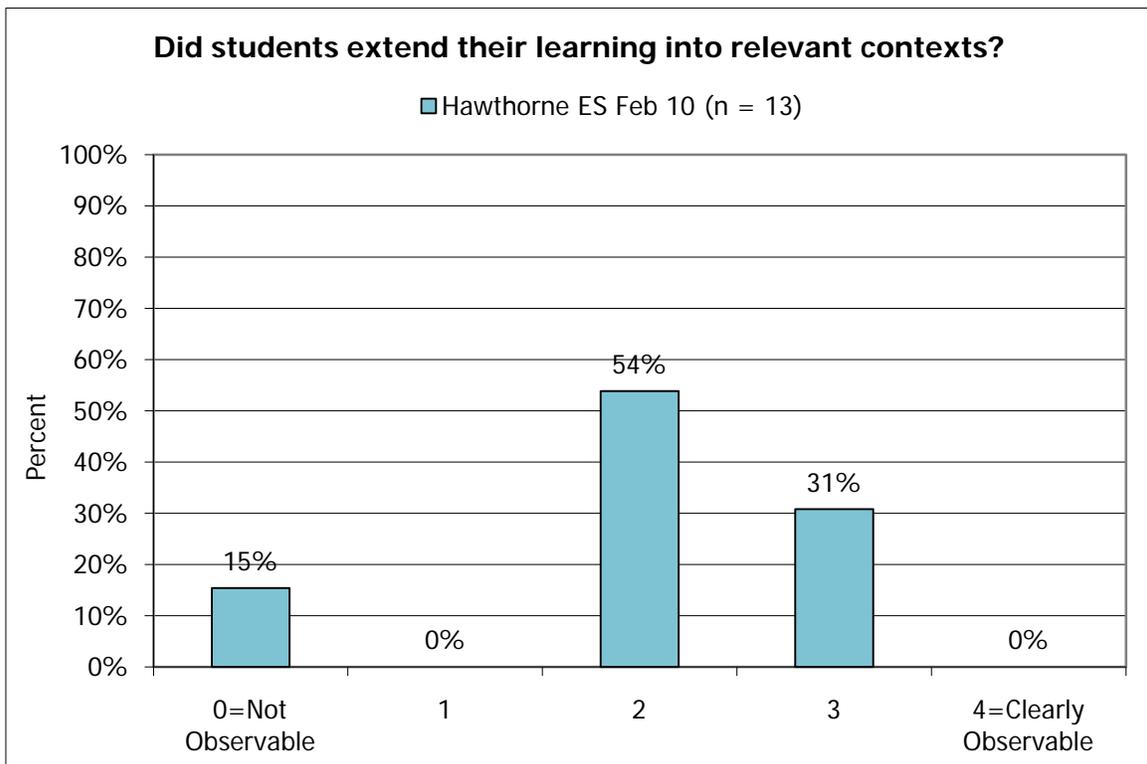
## KNOWLEDGE



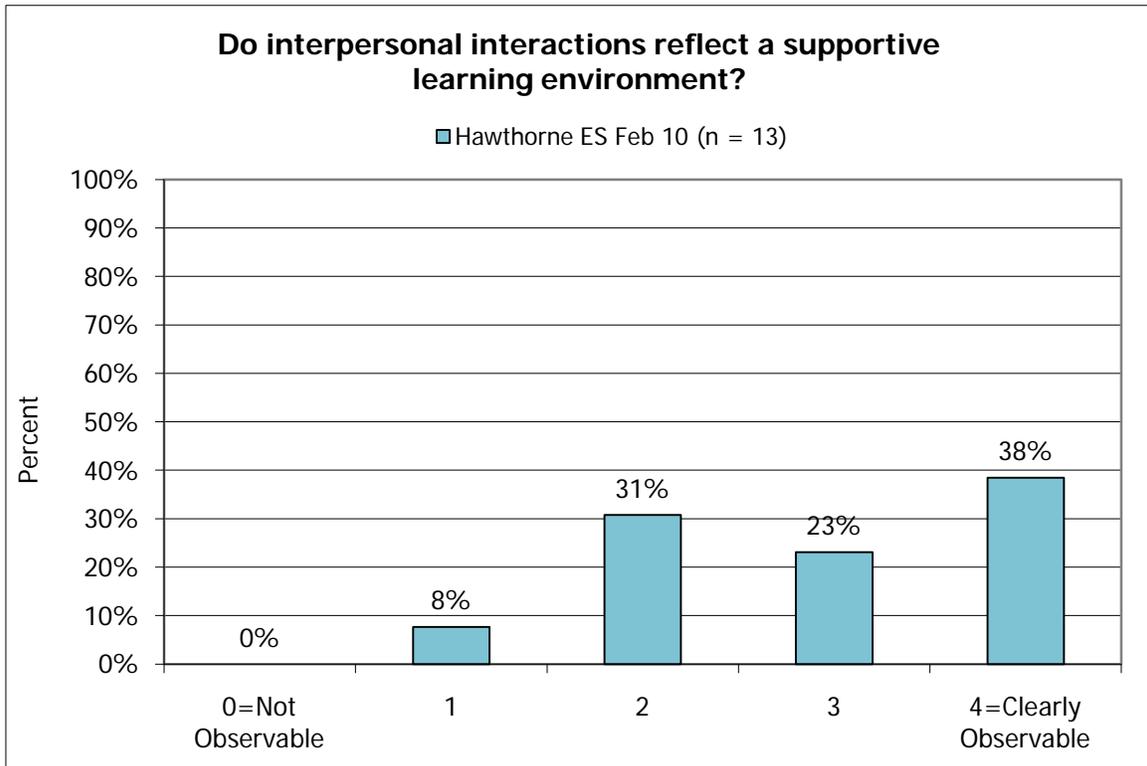
## THINKING



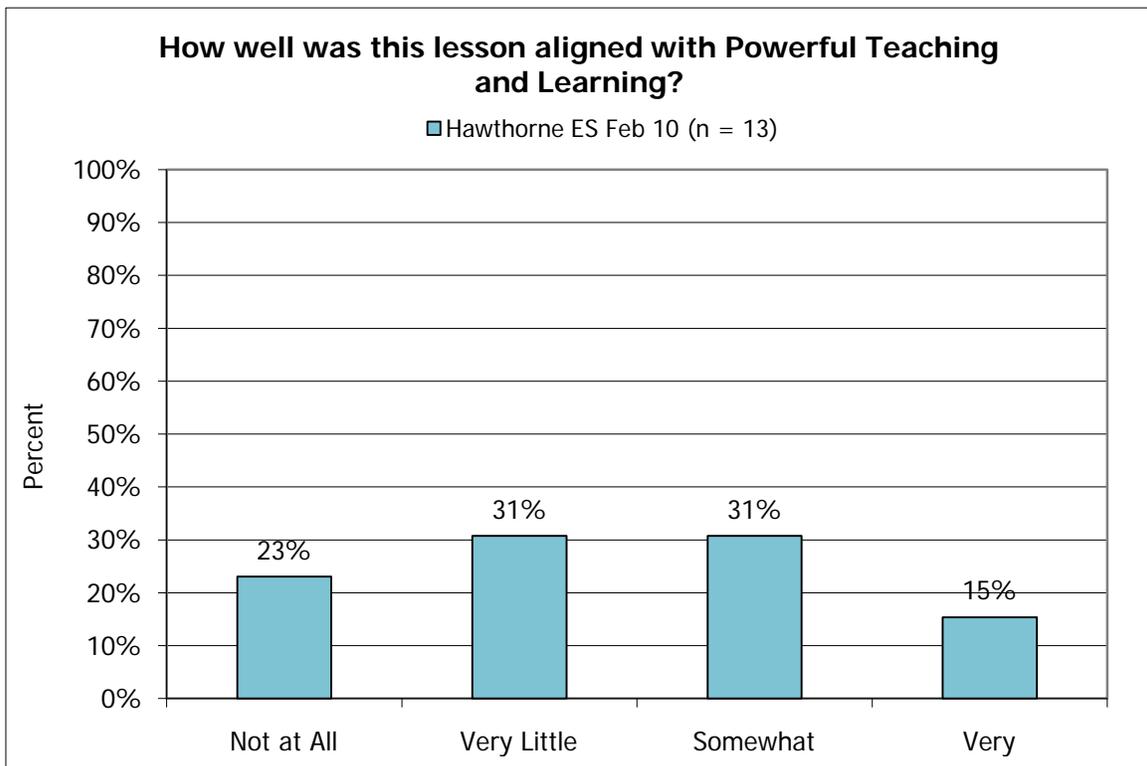
## APPLICATION



## RELATIONSHIPS



## OVERALL (SCALES 1-4)



## Disaggregated STAR Indicator Results

<i>Skills Indicators</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
1. Teacher provides an opportunity for students to develop and/or demonstrate skills through elaborate reading, writing, speaking, modeling, diagramming, displaying, solving and/or demonstrating.	0%	8%	38%	15%	38%
				54%	
2. Students' skills are used to demonstrate conceptual understanding, not just recall.	0%	23%	31%	31%	15%
				46%	
3. Students demonstrate appropriate methods and/or use appropriate tools within the subject area to acquire and/or represent information.	0%	15%	46%	23%	15%
				38%	
<i>Knowledge Indicators</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
4. Teacher assures the focus of the lesson is clear to all students.	0%	8%	15%	46%	31%
				77%	
5. Students construct knowledge and/or manipulate information and ideas to build on prior learning, to discover new meaning, and to develop conceptual understanding, not just recall.	8%	38%	15%	31%	8%
				38%	
6. Students engage in significant communication, which could include speaking/writing, that builds and/or demonstrates conceptual knowledge and understanding.	15%	23%	15%	38%	8%
				46%	
<i>Thinking Indicators</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
7. Teacher uses a variety of questioning strategies to encourage students' development of critical thinking, problem solving, and/or communication skills.	8%	23%	46%	15%	8%
				23%	
8. Students develop and/or demonstrate effective thinking processes either verbally or in writing.	15%	38%	0%	31%	15%
				46%	
9. Students demonstrate verbally or in writing that they are intentionally reflecting on their own learning.	15%	31%	31%	23%	0%
				23%	
<i>Application Indicators</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
10. Teacher relates lesson content to other subject areas, personal experiences and contexts.	15%	0%	54%	15%	15%
				31%	
11. Students demonstrate a meaningful personal connection by extending learning activities in the classroom and/or beyond the classroom.	23%	0%	62%	15%	0%
				15%	
12. Students produce a product and/or performance for an audience beyond the class.	100%	0%	0%	0%	0%
				0%	
<i>Relationships Indicators</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
13. Teacher assures the classroom is a positive, inspirational, safe, and challenging academic environment.	0%	0%	23%	15%	62%
				77%	
14. Students work collaboratively to share knowledge, complete projects, and/or critique their work.	23%	23%	31%	8%	15%
				23%	
15. Students experience instructional approaches that are adapted to meet the needs of diverse learners (differentiated learning).	0%	15%	38%	23%	23%
				46%	

## Summary and Recommendations

Overall, researchers observed instruction aligned with Powerful Teaching and Learning™ in 46% of the lessons. The *Relationships* component scored highest on the Protocol and reflected supportive learning environments in the majority of classroom observations. To ensure continuous improvement, we recommend that staff members explore three specific Essential Components of the STAR Classroom Observation Protocol™ :

**Skills:** The *Skills Component* scored at a moderate level on the Protocol, with 53% of the lessons scoring a 3 or 4. In many classrooms there were evidence of students actively reading, writing, and/or communicating to develop skills. However many of these activities focused on recall or copying of information rather than conceptual understanding. To increase opportunities for students to develop skills at a conceptual level, we recommend staff members provide more opportunities for students to organize, sequence, interpret, and/or evaluate information through activities such as sharing problem solving in front of the class, making predictions, analyzing information, identifying what is essential, and writing it in their own words. The use of questions, cues, and graphic organizers will allow students to acquire and represent information.

**Thinking:** The *Thinking Component* scored at a low level on the Protocol, with 31% of the lessons scoring a 3 or 4. While Indicator 8 showed 46% of lessons showing evidence of students developing or demonstrating effective thinking, Indicators 7 and 9 were slightly lower. Researchers observed only a few classrooms in which effective questioning strategies were used. We recommend teachers focus their efforts on developing higher-order questions that allow students to articulate their thinking strategies, express their opinions, and to make connections to text or self. Two techniques that are likely to make a difference are (1) probe correct responses with two to five follow up questions, and (2) if more than half the students raise their hand to respond have them turn and talk to a partner before sharing with the class. This allows multiple responses to a question and allows students to explain their thinking to peers.

**Application:** The *Application Component* also scored at a low level on the Protocol, with 31% of lessons scoring a 3 or 4. Researchers observed some instances of teachers and/or students making personal connections and relating subject matter to other subject areas. Examples included students envisioning clouds and referencing to the clouds outside, before they read a story about clouds. In another class students were coming up with real world examples of things that are yellow when learning about the color, and sharing "Stories About Me" with the class. Students benefit from these experiences and connections, and it is recommend that teachers find more ways to connect learning within and beyond the classroom to make lessons relevant for students. We recommend staff members work together to generate additional ideas for extending student learning. Referring to the three Indicators, it is a reasonable strategy to incorporate Indicators 10 and 11 in each lesson and Indicator 12 every month.

# STAR Classroom Observation

## Reflection Page

Use this page to take notes, synthesize information, draw conclusions, and make plans

### General observations, comments, questions regarding the data

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What is/are the highest scoring Essential Component(s)? \_\_\_\_\_

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What is/are the lowest scoring Essential Component(s)? \_\_\_\_\_

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What is/are the highest scoring Indicator(s)? \_\_\_\_\_

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What is/are the lowest scoring Indicator(s)? \_\_\_\_\_

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What are some areas that we could all focus on? \_\_\_\_\_

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What should we do next? \_\_\_\_\_

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## **Additional Notes**