

REMOTE TEACHING QUALITY MANAGEMENT HANDBOOK

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PURPOSE

A core part of the quality management of Ceibal en Inglés classes is teacher observation and institute assessment. The teaching quality review is designed to cover both of these for all remote teachers and institutes in an objective, fair and transparent way. The teaching quality review will be carried out at least once annually and provide each institute with qualitative feedback on the most important factors which contribute to teaching quality. In the review a quality manager will carry out a formal assessment of all remote teachers in the following areas: observation of class A, coordination with classroom teachers, and the use of CREA2 learning management system. During the academic year follow up observations for individual remote teachers and follow up visits to institutes will be carried out as appropriate. Remote teachers and institutes are expected to participate fully in the observation process.

AIMS OF TEACHING QUALITY REVIEW

- To provide remote teachers with a full and formal observation cycle with evaluative and developmental feedback on the teaching of class A, coordination and use of CREA2 learning management system.
- To provide institutes with evaluative and developmental feedback on overall teaching quality.
- To benchmark our teaching quality across Ceibal en Inglés and strive for remote teaching excellence.
- To be clear about whether a remote teacher is meeting or failing to meet standards and the reasons why and give recognition to remote teachers who show they are exceeding standards.
- To be clear about whether an institute is meeting or failing to meet standards and the reasons why and give recognition to institutes who show they are exceeding standards.
- To provide and establish a common standardised framework for remote teacher observation and institute assessment.
- To assist remote teachers and institutes in setting own goals and objectives for improving teaching quality.

ROLE OF QUALITY MANAGER, INSTITUTE AND TEACHERS

ROLE OF QUALITY MANAGER

In order to produce observation and institute assessment forms of a reasonably objective account of the quality manager's findings, the reviewer will:

- Complete the British Council observer standardisation training.
- Ensure they have understood the Remote Teaching Quality Management Handbook
- Be open minded, fair, willing to listen, objective at all times.
- Be able to draw on the evidence to arrive at judgments.
- Arrange the teaching quality review in advance with the institute and carry out the necessary preparation work.
- Carry out all of the requirements of the review itself.
- Decide whether a standard is *met*, *partly met*, *not met*, *not applicable* or *exceeds* based on the evidence they have seen, read or heard.
- Respect the confidentiality of what is observed and discussed during the teaching quality review.

- Review and agree the individual teacher observation forms and teacher comments with the remote teacher and coordinator to fill in any missing details, correct any inconsistencies and resolve any misunderstandings.
- Prepare a first draft of the institute assessment report ready to discuss with the institute coordinator at the meeting at the end of the visit.
- Agree a final draft of the observation forms and report with the institute coordinator within three weeks of the end of the visit using this time to fill in any missing details, correct any inconsistencies and resolve any misunderstandings.

ROLE OF INSTITUTE

To ensure that the Teaching Quality Review runs as smoothly as possible, the institute will:

- Ensure they have understood the Remote Teaching Quality Management Handbook
- Assist the quality manager in the necessary preparation work, suggesting classes for the observation schedule, dates, sending pre-observation, observation, post-observation and post-feedback forms to remote teachers, communications to remote teachers, etc.
- Ensure remote teachers participate in the observation and complete the required documentation.
- Make adjustments to the schedule in consultation with the quality manager as necessary during the visit.
- Organise and attend (optional) remote teacher observations and feedback meetings with the quality manager.
- Organise and a meeting between the quality managers and remote teachers.
- Organise and attend a final meeting between the quality manager and the institute coordinator to discuss the review findings, raise any queries or misunderstandings, and agree on the final remote teacher observations and institute assessment report.
- Attend feedback meeting with remote teachers.
- Actively participate in continuing to improve quality by completing the action plan in the institute assessment report.
- Give feedback on the teaching quality review process at the end of the visit and at any other time.

ROLE OF REMOTE TEACHERS

To ensure the observation process is as efficient and effective as possible, remote teachers are expected to:

- Read, understand and complete the observation documentation given by the institute coordinator in advance.
- Be pro-active and fully participate in the observation process.
- Raise any queries and discuss any misunderstandings in the feedback session with the quality manager and institute coordinator.
- Write a final comment to show the result of the observation and how learning will be taken forward.

REMOTE TEACHER OBSERVATION

CLASS A OBSERVATION

All remote teachers at the institute will be observed on one or several class A. For larger institutes, remote teachers may be observed in the first or second institute visit of the year. The schedule should include a variety of hours, days, locations to provide a wide range of information. Where possible the quality manager will try to observe a number of classes A from the school in order to provide the institute with a different perspective or when it has been specially requested. The purpose of the observation is evaluative and developmental. The quality manager will check that classes meet minimum quality standards. The observation is also an opportunity to provide remote teachers and the institute with constructive developmental feedback. Institute coordinators are always invited to observe remote teachers and attend the feedback meeting with the quality manager.

OBSERVATION ETIQUETTE:

The quality manager will arrive between 5-10 minutes before the observation, and should have received the pre-observation form beforehand, and find a suitable place to sit in the classroom. At the beginning of the lesson the quality manager will introduce themselves to the CT and the students and check the CT's consent for the observation. The quality manager will not distract the remote teacher during the lesson, or join in the lesson, or ask the teacher or students questions.

PRE-OBSERVATION FORM

The pre-observation form is designed to provide the observer with as much context and background information about the remote teacher and the class. The quality manager will have a clearer indication of where the remote teacher falls on the standard CPD framework: <http://englishagenda.britishcouncil.org/content/cpd-framework> in order to adjust the feedback given. It also provides the remote teacher with the opportunity to set a learning focus in order to provide a developmental function for the observation and to describe any mitigating circumstances which the quality manager can take into account.

OBSERVATION FORM

The teaching standards in the observation form have been adapted from the British Council teaching standards at essential level available at http://www.britishcouncil.jp/sites/britishcouncil.jp/files/aux51-teaching-skills-global-standard-201204.pdf?_sm_au_=_iHVstF00gH5RMHn5 In addition they include the specific requirements of Ceibal en Inglés classes. During the observation the quality manager will take notes on each teaching standard and write any questions to ask the remote teacher later in feedback.

COORDINATION AND CREA2

The quality manager will complete the section on the observation form regarding coordination and use of CREA2, based on the pre-observation form, observation of class A, and the meeting and comment from the remote teacher. The quality manager will use the teaching standards as a guideline to make an objective, fair and transparent judgement based on evidence. The pre-observation form, post-observation form and feedback meeting will provide the remote teacher with the opportunity to discuss and detail any mitigating circumstances.

POST-OBSERVATION FORM

The post-observation is designed to encourage reflective practice and goal-setting. The remote teacher should complete the initial reflection after the class and before the feedback meeting with the quality manager.

POST-OBSERVATION DISCUSSION

The purpose of the post-observation discussion is to encourage reflective practice and goal-setting. The observer will meet face to face where possible, or via video-conference or skype to discuss the observation with the remote teacher. The institute coordinator is always invited to attend. In the meeting the quality manager will use structured feedback (non-directive, collaborative, alternatives, directive) as appropriate, depending on the teacher's ability to self-assess their lesson. The quality manager will not impose his/her opinion but from the outset will encourage and provide the opportunity for the remote teacher to talk about and evaluate their own teaching. A directive approach will only be necessary when the remote teacher is unable to self-evaluate and/or seeks guidance.

POST-FEEDBACK FORM

The remote teacher writes the agreed teacher development action points with the observer and a final comment as a summary of his/her reflections on the lesson and reflections after the post-observation discussion.

DROP-IN OBSERVATIONS

The purpose of an informal drop in observation may be either evaluative or developmental. A drop in observation may be for 10 - 30 minutes at a time. The quality manager may choose to conduct drop in observations when a performance management issue has been raised or when requested by a remote teacher as a developmental function. These observations will be carried out in accordance with the institute coordinator. Feedback from a drop-in observation will always be discussed and agreed with the institute coordinator prior to the remote teacher.

MULTI-POINT OBSERVATIONS

It is possible that some observations may need to be scheduled via multi-point. A multi-point connects three teaching points, the quality manager, the class and the remote teacher. The quality manager will be able to view both the school and the remote teacher. The school and the remote teacher should experience the same view as a normal class. This may happen if the observation is at short notice, or it is difficult for the quality manager to visit the institute or the school. The multi-point observation will be arranged at least one week in advance by the quality manager. In order for it to run smoothly the institute coordinator should advise the remote teacher the following:

- Check the teaching point and dial code on the observation schedule as this is used to schedule a multi-point.
- Explain the observation to the CT and students in advance. If the CT does not want to go ahead, the RT should inform the institute coordinator and quality manager so that they may find an alternative.
- The multi-point will be set to start 5 minutes before and 5 minutes after the class time.
- The multi-point automatically starts the call between the quality manager, the school and the remote teacher. The remote teacher should accept the call, and decline to extend the meeting when prompted towards the end of the call.
- Explain to the CT that they need to accept the call as normal and they shouldn't extend the meeting when prompted towards the end of the call.
- If after 5 minutes there are technical problems disrupting the class, the multi-point will be cancelled by the quality manager and the RT should make the call and deliver the class as normal.
- The RT may experience some loss of camera zoom function due to the multi-point. This will be taken into account by the quality manager.

DOCUMENTS

- Pre-observation form
- Observation form

- Post-observation form
- Post-feedback form
- Institute Assessment Form
- Performance Improvement Action Plan

INSTITUTE ASSESSMENT

The final institute assessment report is made up of the following:

1. An executive summary of the remote teacher observations.
2. A summary of the meeting with teachers and institute coordinator.
3. A numerical summary of the remote teacher observations according to criteria: *exceeds, met, partly met, not met, not applicable*.
4. An evaluation for each standard according to criteria: *exceeds, met, partly met, not met, not applicable* and a comment to justify the evaluation.
5. An action plan written in conjunction with the institute coordinator/director and the quality manager.
6. A final comment from the institute coordinator/director about the review findings and the assessment process.
7. A date for the next teaching quality review.
8. Signatures of the quality manager, project manager and institute to show agreement to the final report.
9. Send the final report to Serrana Muniz and Gabriela Kaplan at Plan Ceibal.
10. A copy of the observation forms and final report kept by the Quality Manager.

MEETING WITH TEACHERS

The institute coordinator will be asked to arrange a one to two hour meeting with the remote teachers. For large institutes, this can be split or repeated on different days or at different times. All remote teachers should be invited and encouraged to attend. The purpose of the meeting is to discuss all areas of teaching quality, for example: coordination with classroom teachers, use of CREA2, lesson plans and materials, teaching skills, training needs, etc. The quality manager will take notes and answer questions as far as possible. The notes will be used to write a summary of the meeting to be included in the final institute assessment report. Notes from all the teaching quality reviews will be monitored to assess how British Council and Plan Ceibal can provide remote teachers with support either immediate to address any urgent issues, during the year, or to inform general improvements for the following year.

The meeting may also be used to give additional training to remote teachers if requested by the institute coordinator.

MEETING WITH INSTITUTE COORDINATOR

The institute coordinator will meet with the quality manager after the observations to discuss the comments, ratings and summary of strengths and weaknesses in class A, coordination and CREA2. The draft institute report will be reviewed and any questions, clarifications or misunderstandings can be discussed. The institute coordinator and quality manager will agree on the draft report. The institute coordinator will also be invited to give their feedback on different areas of the Ceibal en Inglés programme.

RATING SCALE

- The Quality Manager will decide whether a standard is *met*, *partly met*, *not met*, *not applicable* or *exceeds* based on the evidence they have seen, read or heard.
- The pre-observation form, teacher feedback meeting and institute coordinator meeting is an opportunity to make any clarifications, adjust for any exceptional circumstances, and resolve any misunderstandings.

Exceeds	There is evidence that goes beyond what is expected in the standard.	(9-10)
Met	The standard is mostly and consistently met overall.	(6-8)
Partly met	The standard is met to an extent , but there are some weaknesses .	(3-5)
Not met	There is no evidence the standard is reached.	(0-2)
Not applicable	Circumstances beyond the control of the institute prevent accurate assessment.	-

COMMENTS

In the comments section a summary of the evidence for the rating will be given. Additional comments for *not met* and *exceeds* decisions will be given to help all parties see why the decision was reached. An explanation of why a standard has been marked as not applicable will also be provided.

A note of any progress which has been made since the previous observation/assessment or where, although not *exceeds*, the organisation/individual is doing something particularly well, will be provided.

FEEDBACK OUTSIDE OF THE TEACHING QUALITY REVIEW

Feedback on remote teachers' performance may be received during the year. All feedback will be sent to the institute coordinator. In the case of negative feedback, please DO NOT forward the original feedback to the remote teacher as we have found this to be unhelpful. Our approach is to treat all instances of negative feedback sensitively, fully investigate the details, and to act with discretion. The Performance Improvement Protocol will be followed.

UNDERPERFORMANCE

If a remote teacher receives an evaluation of class A, coordination or use of CREA2 which is under the required standard the quality manager will include this in the action plan of the institute assessment and will follow the underperformance protocol. For example, under the required standard will include receiving a not met standard or not receiving any *met* standards, or any one example deemed critical. If a remote teacher receives negative feedback during the year, the quality manager is obligated to investigate the issue with the institute coordinator and may schedule an observation outside of the teaching quality review.

PERFORMANCE IMPROVEMENT PROTOCOL

Any negative feedback regarding remote teacher performance will be managed on a case by case basis by British Council, Plan Ceibal and the institute coordinator/director. The purpose of this protocol is to ensure that action taken is objective, fair and transparent. The following stages in the protocol will be followed:

STAGE 1 – RECEIPT

1. The issue about the remote teacher may be reported by a mentor, classroom teacher/s, Plan Ceibal quality manager or other source, directly to Plan Ceibal or British Council or the institute coordinator/director.
2. British Council or Plan Ceibal will acknowledge receipt of the negative feedback to the person reporting it.
3. Details of the issue will be recorded on a spread sheet kept between British Council and Plan Ceibal. All corresponding documentation will be saved in a folder kept by British Council and Plan Ceibal. The institute coordinator can ask to see this at any time.
4. Plan Ceibal will inform the British Council Quality Manager about issues relating to remote teachers at Uruguayan institutes managed by Plan Ceibal and the British Council Quality Manager will inform Plan Ceibal about issues relating to remote teachers at institutes managed by British Council.

STAGE 2 - INVESTIGATION

5. The issue will be fully investigated within two weeks until a follow up decision is reached. Until then the issue will remain 'unverified'.
6. Investigation may include talking to the institute coordinator, remote teacher, and formal observation of two classes (one of these will be with a different class to the one reported).
7. Institute coordinators should not contact Plan Ceibal mentors directly; instead they should contact Plan Ceibal and/or British Council directly.
8. Institute coordinators can call the school to speak to the director and/or classroom teacher to resolve issues directly.
9. If the negative feedback is determined to be an issue with the match of CT and RT and cannot be resolved, Plan Ceibal and British Council will ask to change the RT for a different one at the same institute, if there is one available. If a different RT is not available, Plan Ceibal and British Council reserve the right to remove the class from the institute.
10. If the negative feedback is 'verified' to constitute underperformance a written warning will be given to the coordinator for the remote teacher and follow up action to be taken within one month will be decided.
11. The follow-up action will be recorded on the performance improvement action plan document which the quality manager, remote teacher and institute coordinator will sign.
12. If the negative feedback is decided to be 'unverified' the issue will become 'resolved'.

STAGE 3 – FOLLOW UP

13. Assuming the nature of the underperformance is deemed non-critical but continues, a second written warning will be given to the coordinator for the remote teacher and the institute coordinator, quality manager and remote teacher will create a performance improvement action plan together. This will be signed by all parties to show agreement with the action plan.
14. The action plan will detail specific points and a time frame of up to one month for improvement and review.
15. If the performance does not improve as stated in the action plan, the quality manager and Plan Ceibal reserve the right to ask that the remote teacher does not continue with the project at any point during the process if the nature of the underperformance warrants it.

16. Plan Ceibal and British Council reserve the right to stop all a remote teacher's classes immediately if the underperformance is agreed to be extreme, such as having potential negative consequences for the CT, RT or children.
17. The British Council Quality Manager or Plan Ceibal will inform the person who reported the issue of the outcome and action taken.