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North Halifax Grammar School – Google Classroom Drop In

Created by North Halifax Grammar School



A quick and simple form which can help to highlight areas needing development and identify best practice.

Google Classroom Drop In

As much of learning is now online and many students are sporadically working from home, it is important to evaluate the confidence of colleagues' Google Classroom (GC) use. We are keen to identify good practice and share this throughout the school in pursuit of world-class teaching and learning. We wish to identify and share efficient use of the Google Classroom that can reduce teacher workload and boost staff wellbeing.

Confidence of colleague's Google Classroom Use

Outcome: **H. Confident**




Please select one of the 3 descriptors below which best fits the Google Classroom you have looked at:

Highly Confident

Work is always posted on the Google Classroom before timetabled lessons (evidence of scheduling seen). Instructions are very clear and easy for students to interpret. A wide range of teaching strategies have been used frequently (e.g. powerpoints, pre recorded videos, Google Meets and potentially other methods on top). Assignments are being used regularly (or other suitable alternative); students given meaningful feedback. May be able to contribute to GC CPD programme for others.

Comments:

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


Next Steps

Outcome: **Research**

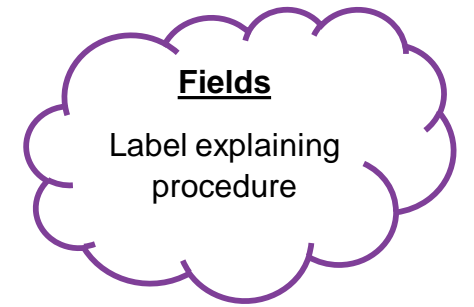
Research

Comments:

Look into questioning strategies to ensure online engagement

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Google Classroom Drop In

As much of learning is now online and many students are sporadically working from home, it is important to evaluate the confidence of colleagues' Google Classroom (GC) use. We are keen to identify good practice and share this throughout the school in pursuit of world-class teaching and learning. We wish to identify and share efficient use of the Google Classroom that can reduce teacher workload and boost staff wellbeing.

Labels are uneditable blocks of text which can be added to a template. These allow for information to be included within records such as a reminder of the observation process.

Focus Areas

Confidence of
colleague's
Google
Classroom Use

This outcome set helps to highlight to leaders when support may be needed and who could be used as a potential Online Teaching Coach.

Outcome set
"Google Classroom Confidence"

Outcomes:
Highly Confident
Confident
Developing Confidence

Confidence of colleague's Google Classroom Use Outcome: **H. Confident**

Please select one of the 3 descriptors below which best fits the Google Classroom you have looked at:

Highly Confident

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This form provides a simple way to reflect on teaching – this could be through drop ins from other staff or even recording your own practice and then reflecting.

Criteria has been used for this focus area to give further information to observers in regards to the chosen outcome. Each outcome has it's own specific criteria which observers can use to help them come to a decision.

Focus Areas
Next Steps

Senior leaders will be able to use this information to implement any support needed. They can easily identify if specific areas are needed for whole school improvement.

Outcome set
"Next Steps"

Outcomes:
Repeat Observation
Peer Observation
Coaching Required
Research
CPD Needed
Self Evaluation Required
Other

Next Steps

Research

Comments:
Look into questioning strategies to ensure online engagement


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Outcome: Research

Focus areas allow for staff to engage with their records without being able to edit the observers' notes. Staff can use the "View" mode to add reflections, upload resources or create actions.

Leaders are able to keep track of next steps and can create actions to follow up and to check staff members are acting on their feedback.



What would this
look like in
reports?

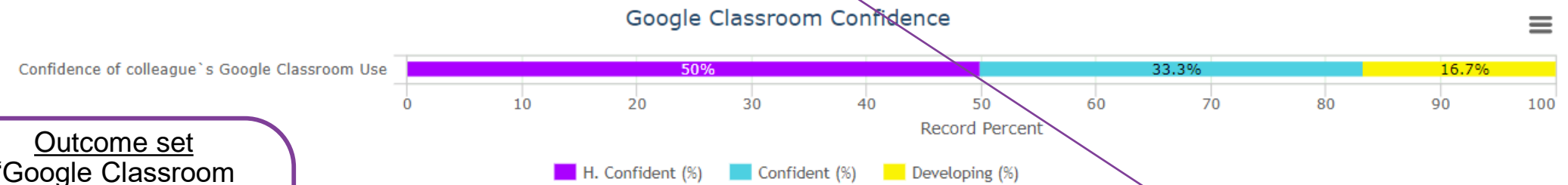
Focus Areas
Confidence of
colleague's
Google
Classroom Use

Values have been added to this outcome set. This allows for averages to be calculated within reports.

Google Classroom Confidence ?

Focus Area Name	H. Confident (%)	Confident (%)	Developing (%)	Record Count	Average Outcome
Confidence of colleague's Google Classroom Use	50.0	33.3	16.7	6	● Confident
Total	3	2	1		

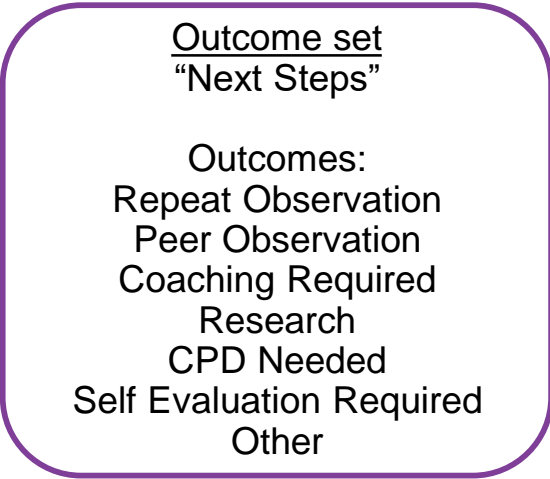
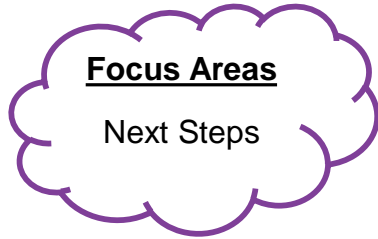
0% 100%



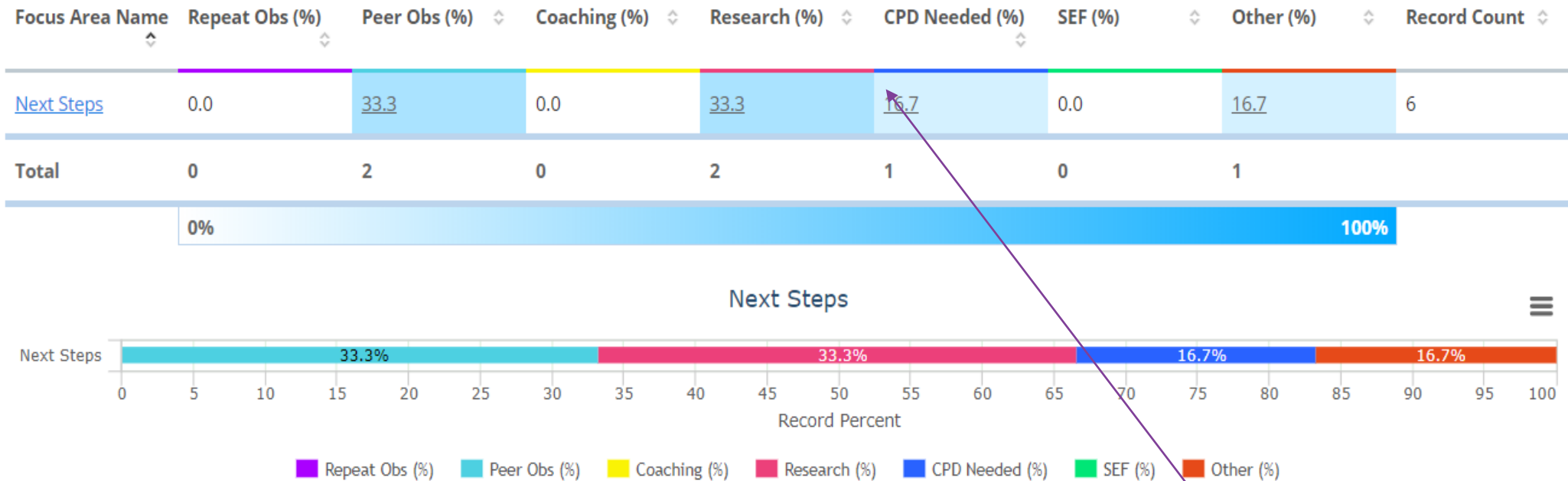
Outcome set
"Google Classroom Confidence"

Outcomes:
Highly Confident
Confident
Developing Confidence

Easy at a glance analysis for staff to be able to evaluate good practice and implement any needed support. It allows for simple analysis to determine targets for development and staff who may need some additional support.



Next Steps ?



Easy at a glance analysis for leaders to be able to evaluate further support needed and if any additional support needs to be arranged. They are able to keep track of this and can create actions to follow up on next steps to check staff members are acting on their feedback.

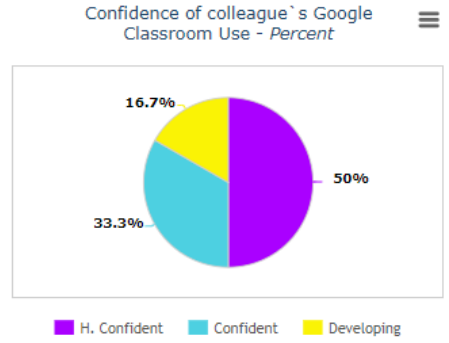
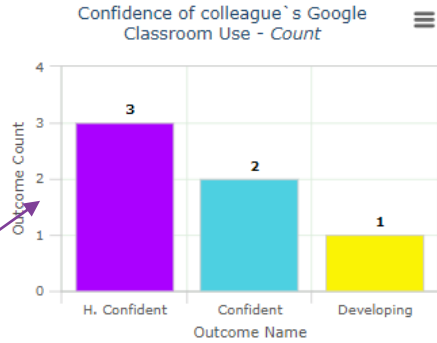
Focus Areas
Confidence of colleague's Google Classroom Use

Confidence of colleague's Google Classroom Use ?

Summary Information

Outcome Name ?	Count	%
H. Confident	3	50.0
Confident	2	33.3
Developing	1	16.7

Average Outcome : Confident



Outcome set
"Google Classroom Confidence"

Outcomes:
Highly Confident
Confident
Developing Confidence

Detailed Information

Category	Faculty	Subject	Staff		
Staff					
Staff	H. Confident (%)	Confident (%)	Developing (%)	Total	Average Outcome ?
Bonnie; Liz (LB)	0	0	100.0	1	Developing
Ellwand; John (JE)	100.0	0	0	1	H. Confident
Keane; Alexandra (AKE)	0	100.0	0	1	Confident
Plews; Kath (KP)	100.0	0	0	1	H. Confident
Richardson; Trevor (TR)	100.0	0	0	1	H. Confident
Webb; Katie (KW)	0	100.0	0	1	Confident

Focus Area Reports

By clicking into a focus area (The blue title of the row within your table) you can see a detailed analysis of results. Charts and graphs can be exported if needed.

Detailed information
Allows for leaders to filter results by category, faculty, subject or staff. This allows for easy identification.

This template has been replicated within a SISRA system. All data is demonstrative.