



ADULT-CHILD INTERACTION TEACHER EVALUATION TOOL

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Interaction, video, and student interactionalists

- Parent/child Interaction is a proven tool Kelman and schneider 1994 model, systematic, specific, focused.
- Video interaction - tool for increasing self awareness and supporting development in child.

Utilised with:

- Parents- Kelman and Schneider '94
- Students SLT'S— Parker and Cummins '97
- With therapists – Cummins and Hulme '97
- With carers in pre-school settings – Ahsam/Shepherd/Warren-Adamson 2006Cummins/ Hulme 2001, Haydon/Typadi 2004, Hulme Sampson 2001,



Every Child Matters

key policy direction echoed in Scotland, Northern Ireland and Wales

■ Changing

- Legislative framework for Children's services
- Organisational infra-structure
- Workforce strategy- New roles-
- Different skills sets, across Pre-registration – expert practitioner, Transdisciplinary

Marie Gascoigne/RCSLT '06

■ Regulations

- School Teacher Performance Management regulations (2007)
- Quality teaching standards (2007)
- KEEP – Key elements of Effective Practice (2005)



Aim of teacher video assessment tool

- Develop a culture whereby staff feel confident and empowered to participate fully in Performance Management.
- By – embedding the video assessment tool within the Performance Management cycle.



Emphasis is on:

- Empowering staff to Increase their own self-awareness, development and peer-review/support
- Transparent, objective and consistent means for group discussion coaching, mentoring, sharing good practice – openness and mutual professional respect.
- Contribute to raising standards of learning, teaching and professional practice
- Meshing aims of all teaching staff



In order to facilitate

- All children's communication development.
- Differentiation in meeting needs of each child.
- Analyses of language demands and learning activities in order to provide cognitive challenges as well as language support.
- Positive class experience



Empowerment of staff member

- Replacing classroom observation
- Utilising self observation sheets
- Providing non-threatening peer support/review
- Developing staff group peer appraisal
- Developing self development profile for each stage of staff appraisal



BY:

- Reflection opportunity on own, facilitated and in group
- Immediate and constructive feedback
- Evaluation with key clear aim
- Specific observation of Improvement on own performance



TEACHER STRATEGIES

- Planning/preparation
- Environment
- Presentation of materials
- Behaviour techniques
- Interaction techniques
- Management of session
- Comments



Curriculum

- Planning/preparation
- Organisation –aim, learning objective, vocab
- Environment
- Presentation of materials
- Behaviour techniques
- Interaction techniques
- Management of session
- Management of TA
- Comments



TA's and Nursery assistants

- Planning and preparation
- Behavioural techniques
- Interaction techniques



Observation sheets

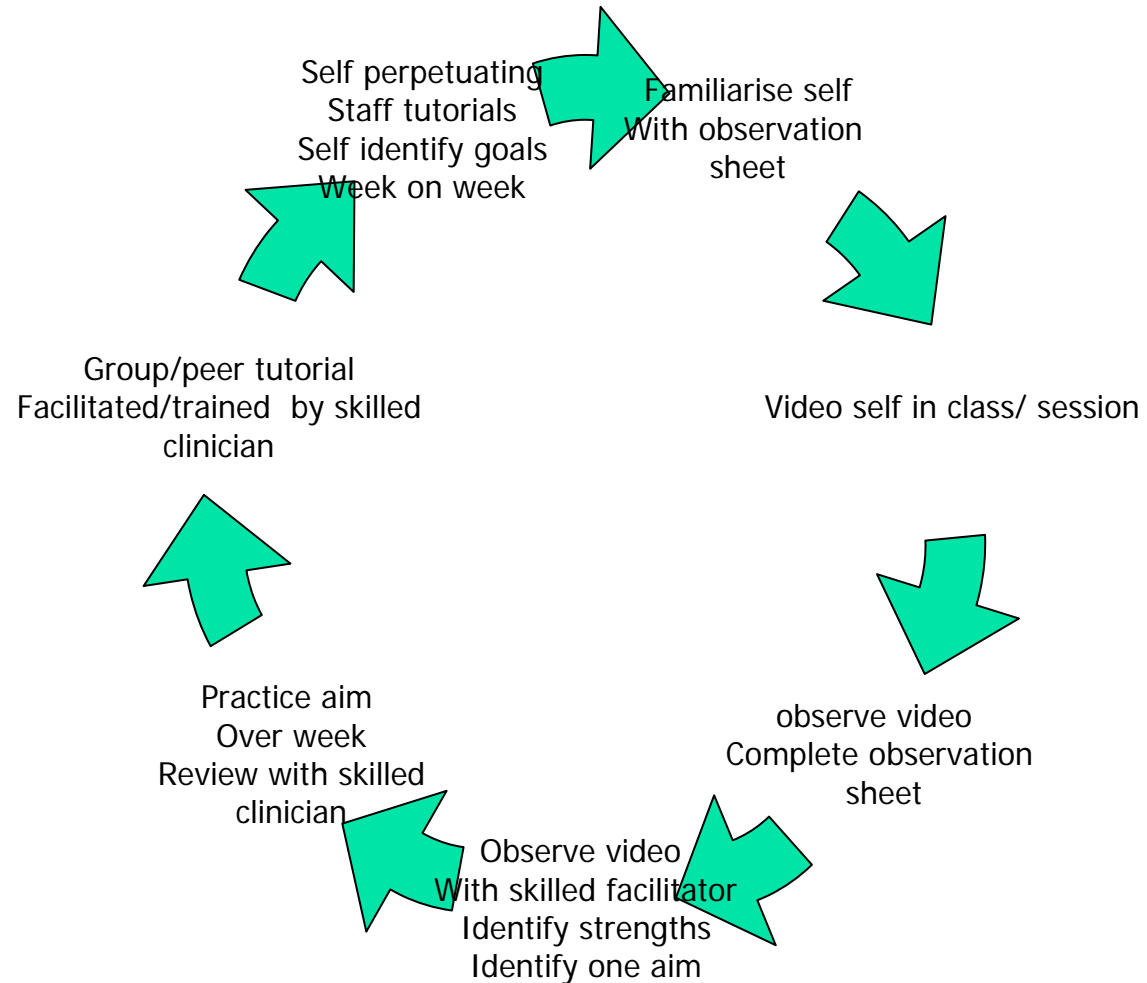
Structure of session	Strengths- explicit	Area for development
<u>Planning/preparation</u> Systems Organisation		
<u>Behaviour strategies</u> Body language Praise/reinforcement repeating/extending Descriptive praise		



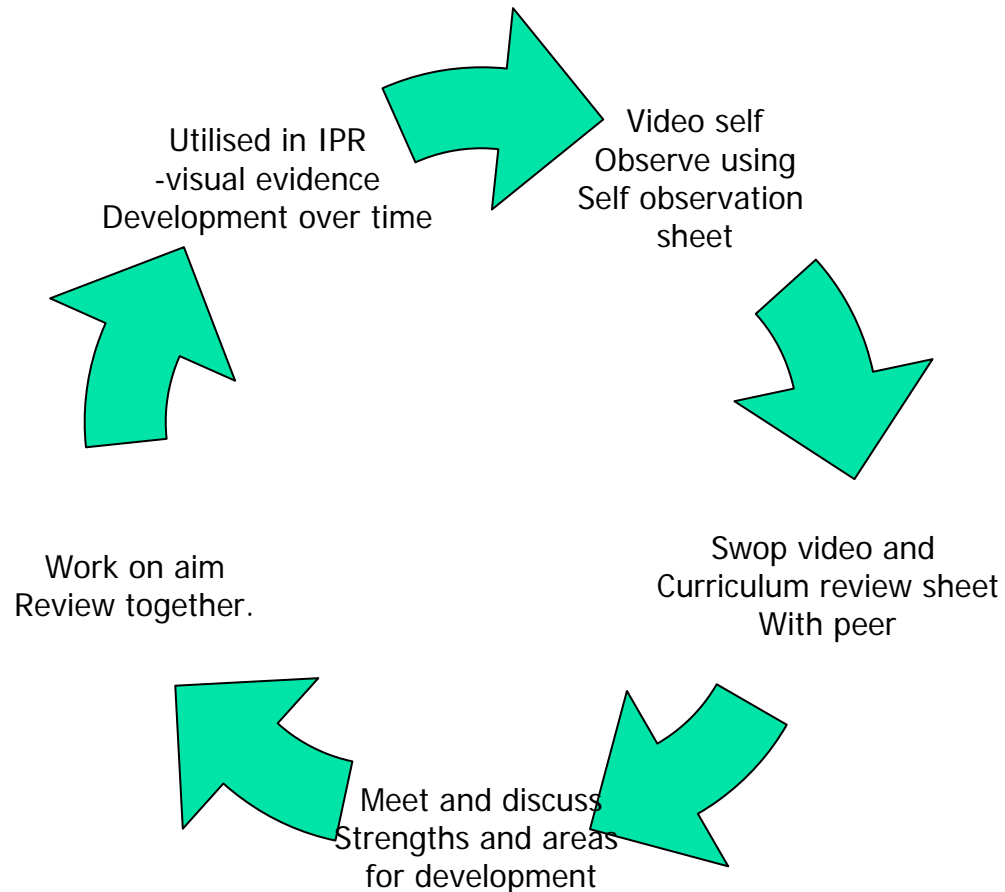
Shape of self-review session

- Individual –
 - Watch 5/10 minutes of session together
 - SM talks through strengths
 - SM talks through area can develop
- Group tutorial
 - Watch 5 mins of each staff member
 - SM feeds back on strengths/area of developments
 - Other group members invited to comment on strengths/area for development

Self evaluation cycle

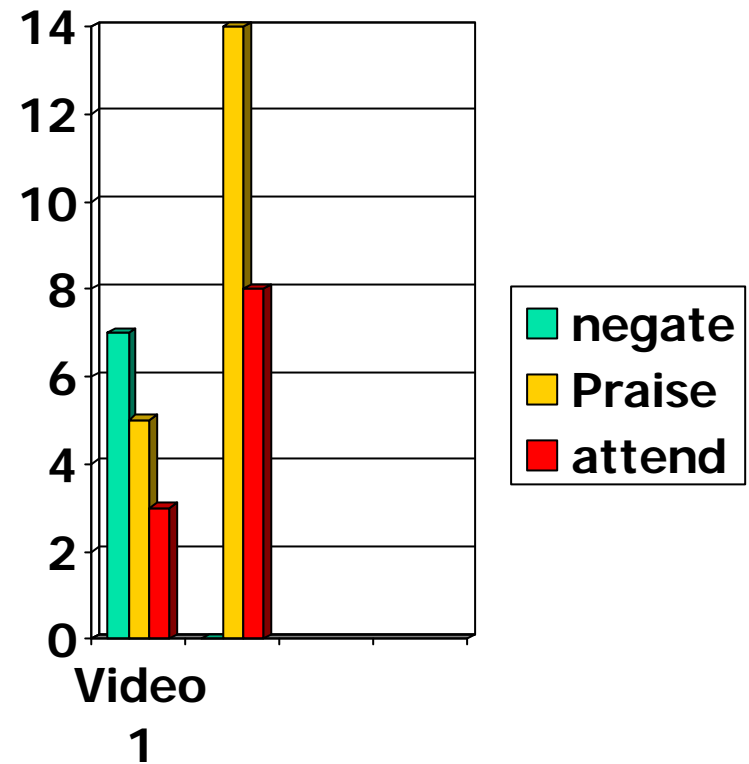


Teacher curriculum peer review

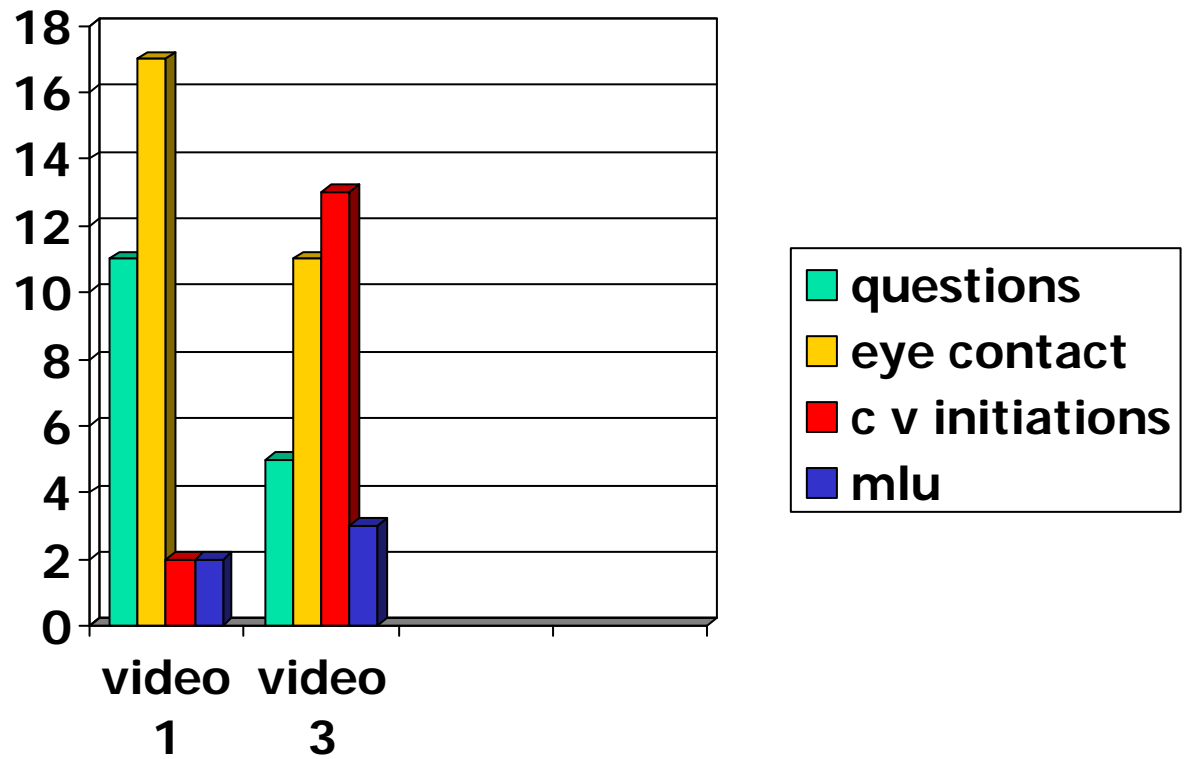


Group context

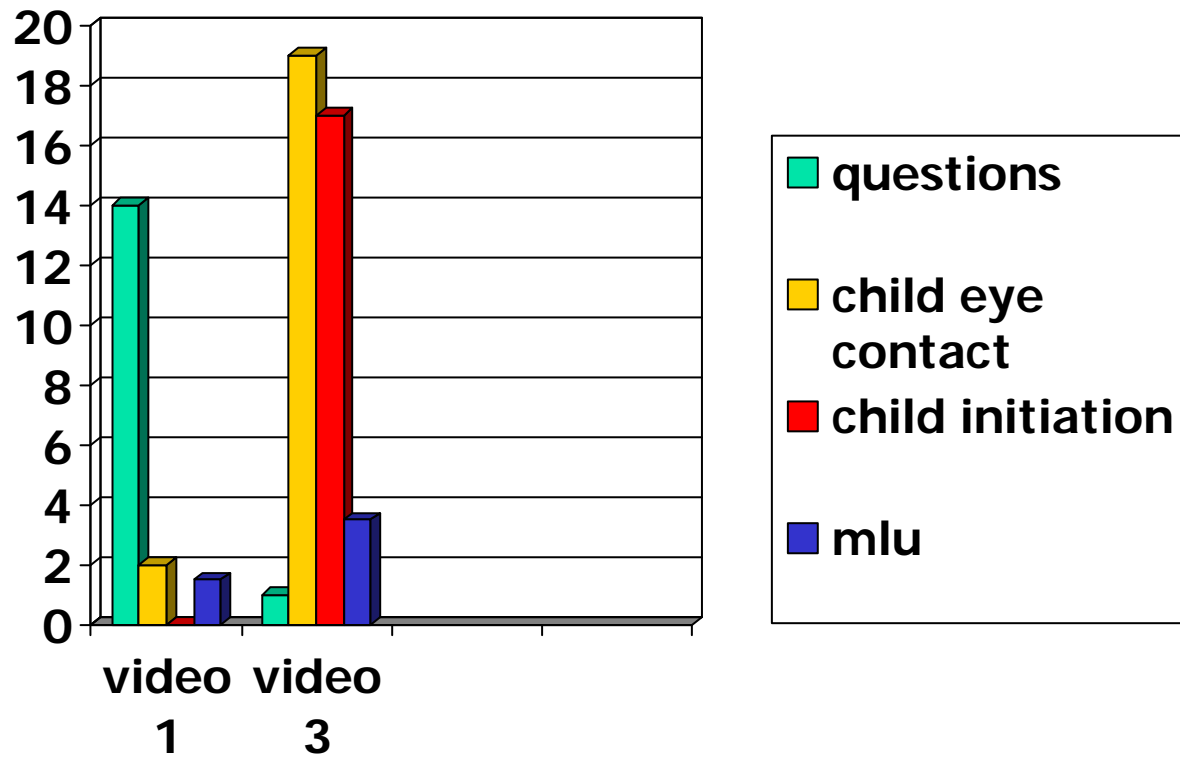
- attention-seeking
- Sparring
- Reduced attention span
- Issues around working partnership



Adult A



Adult B





Team strategies

- *Identified training needs- Praise/behavioural strategies/questions.*
- *Integrating SENCo –IEP targets*
- *Fusing strategies*
- *Discuss with family/parent strategies that work at home and those that work within school.*
- *Fusing practice of all staff*
- *Integrating system within SLT service*



Next Phase/stage

- Introducing tool to KS1

Develop observation tool

Train TA's

Train Teaching staff