

# GCOP Overview

## ***Greenbush Classroom Observation Process***

*formerly known as KPALSS*

The GCOP process is to connect what goes on in the classroom (teaching and learning) with overall school improvement. Originally developed by Cross & Joftus, as the KPALSS process, and recently modified by Greenbush, GCOP involves systematic methods of collecting classroom data on teaching (teacher) and learning (student) and using that information to help guide professional development.

The data collected are for observed practices that have been verified through research that can be predictably linked to increased student performance. This also helps document what actually goes on in the classroom and not just what is reported. Teachers may or may not have the instructional tools to achieve desired student performance levels. In addition, this can act as a tool to ensure that effective practices are being implemented after training has been received. The data is collected in a series of 5 minute walk throughs by a team of educators who collaboratively discuss what they saw and calibrate the data onto a single form. This produces a more accurate picture of what was observed because it does not rely on the sole opinion of one observer.

The components of teaching and learning that are collected as a part of the KPALSS classroom observations are:

### **TEACHING:**

- Thinking Levels (Bloom's Taxonomy)
- Classroom Environment/Management (management, learning environment, use of technology)
- Instructional Planning & Design (based on the work of Madeline Hunter and others)
- Strategies (Multiple Learning Styles, Gardner's Multiple Intelligences, culturally responsive materials, adjustments for language difficulties, and Marzano's Effective Research-based Instructional Strategies)
- Differentiated Instruction (Tomlinson)

### **LEARNING:**

- Environment/Resources Used (books, tools, manipulatives, technology, worksheets, etc.)
- Design/Participation/Interaction with Learning (levels of participation; questioning, practice opportunities, self-evaluation of learning)
- Strategies Demonstrated (demonstrating knowledge in multiple ways, Differentiated Instruction)

Once this data is collected, it is compiled and analyzed to determine areas of strength and areas of need. Professional development planning should occur by using this data, along with other building or district level student performance data, to determine future learning that needs to take place in order to improve student achievement.

Data can be collected on the paper form or online. The online tool will be available to member schools just as all of our other on-line curriculum alignment tools, needs assessments, and similar tools are currently provided. The Classroom Observation Data Collection Tool will become available for use for during the 2011-12 school year.

For more information, contact: Southeast Kansas Education Service Center at Greenbush. 620-724-6281

