Peer Observation

Training Outcomes:

1. Understand how to prepare for Peer Observations
2. Learn observation strategies and tools
3. Learn how to talk about what you see
4. Discuss how to make observations happen

Why Peer Observation?

- Support collaboration and professional learning.
- Enhance teacher capacity
- Develop a powerful tool to achieve a common goal
- Facilitate peer conversation—not evaluation
- Open the door to hard conversations

My Assumptions:

- Teaching is a remarkably difficult task
- We all have room to grow as professionals
- We passionately want to get better at our craft
- We are only beginning a conversation
**GOAL:** Understand how to prepare for Peer Observations

**Fundamental requirements for successful observations:**
- A trusting, honest, respectful relationship
- Time for preparation and reflection
- Clearly defined roles, responsibilities, and expectations
- Effective listening skills (non-judgmental acceptance, paraphrasing, summarizing, clarifying)
- Strategic questions that promote thinking
- Data collection
- An understanding of the goal/purpose

**Why do this?**
To get better at something your team is working on.

What is your team trying to get better at doing?
Observation Strategies and Tools

We want a safe environment for peer observation.
- Agree on the goal
- Assume positive intent
- Be non-judgmental
- Base the observation on evidence and not opinion

What evidence?
Focused on the goal

What evidence would you look for if your team’s goal was to address part of the District Standard #1:

“Actively engage all students in problem solving and critical thinking within and across subject areas.”

<table>
<thead>
<tr>
<th>Evidence:</th>
<th>Opinion:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive</td>
<td>Inferential</td>
</tr>
<tr>
<td>Unambiguous</td>
<td>Draws conclusions</td>
</tr>
<tr>
<td>Free from value judgments</td>
<td>May draw value judgments</td>
</tr>
<tr>
<td>Objective</td>
<td>Subjective</td>
</tr>
<tr>
<td>Observable</td>
<td>May be based on estimations</td>
</tr>
</tbody>
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Review the sentences below and circle the words or phrases that imply opinion

1. I observed that you had a hard time getting Mary to settle down today.
2. Most students were on task today
3. When you went over directions for the Socratic Seminar, three students raised their hands and asked additional questions
4. When three students came in tardy five minutes into your lesson, I noticed that some students got off track, began to fool around, and stopped paying attention.
5. While you led a direct instruction segment of the lesson, I noticed that you used proximity to keep the three boys seated in the front row from talking with one another.