

Reflecting on Instructional Practice through Peer Observation and Formative Feedback

The Goals:

- De-privatize teaching
- Encourage and support continuous improvement of teaching
- Provide opportunities for collegial conversations based on evidence in a safe, meaningful, non-evaluative manner
- Encourage personal reflection on teaching practice and professional growth
- Promote collaborative peer relationships that are mutually supportive and respectful
- Improve student learning

Step One: Establish Norms and Responsibilities

- Peer observations and coaching should be voluntary and mutually directed.
- All aspects of peer coaching are kept confidential between the two teachers involved.
- All notes and materials from the observation are given to the teacher being observed.
- It is encouraged that the teacher being observed keep the materials in order to look at patterns over time

Step Two: Before the Observation

- The teacher being observed is in control of the observation.
- He/she will determine what is to be observed and what type of feedback he/she would like to receive.
- A pre-conference will determine the day, duration and focus of the observation
- Which specific observation protocol will be used and what data will be collected will also be decided at the pre-conference

Step Three: During the Observation

- Observer uses protocol and indicators to record observations as evidence and questions

Step Four: After the Observation

- An opportunity for formative feedback and reflection about instructional practice between the observer and the classroom teacher