

## FROM PERFORMANCE TO PRACTICE

**Purpose:** To draw on observations of colleagues' teaching so best practices may be discussed, developed, and disseminated through sharing and overcoming the culture of isolation that so often limits classroom teaching.

**Time:** Two hours for a whole-faculty introduction of the process; one class period for each observation; one period for reflecting on each observation.

**Materials:** Multiple videos of real instruction; Discussion Guide for Peer Sharing (p. 7) for each observer; Norms for Peer Sharing (p. 6) for debriefing session.



### STEPS:

1. Form interdisciplinary peer groups of four to five teachers.
2. Adjust schedules to permit the peer group to have two shared periods each month, one for observation and one to reflect.
3. Before the first peer observation, schedule one practice session for the whole faculty to role play.
4. Obtain a video for the practice observation. Use multiple copies for small group practice.
5. Tell the gathered faculty: During the video observation ...
  - Focus on teaching and learning practices. What do you see?
  - Use the Discussion Guide to focus your observations.
6. Break the faculty into small groups and have each group go to an assigned room.
7. Ask one volunteer in each group to portray the teacher in the video.
8. As a group, decide:
  - How do you get the conversation started?*
  - Will the observed teacher comment first?
  - Will you open with a peer comment?

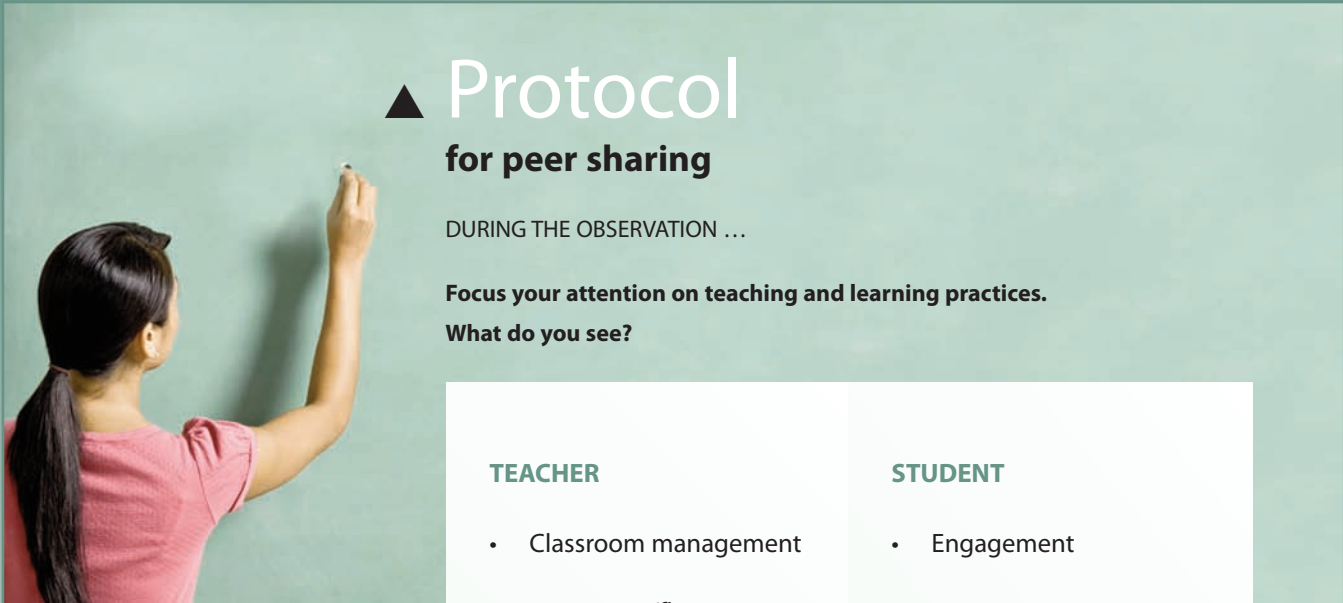
*How is feedback given?*

*Received? Responded to?*

- Does everyone talk at once?
- When will the observed teacher respond?
- How is time structured?

9. Watch the video.
10. Have a professional conversation about the lesson using the Discussion Guide and Norms for Peer Observation.
  - What did you see?
  - What questions do you have for the teacher?
  - What did you take away from the lesson?
11. Return to the whole faculty session to discuss the process.
  - What worked?
  - What was difficult?
12. Use the experiences and refinements of the practice session in individual observations over the next several months.
13. Reflect on the observation process in faculty meetings and at semester break.
  - What is working?
  - What needs tweaking?
  - How is it working for you as an individual?
  - How is the process working for your group?

**Source:** Granby Memorial High School, Granby, Conn.



# ▲ Protocol for peer sharing

DURING THE OBSERVATION ...

**Focus your attention on teaching and learning practices.  
What do you see?**

## TEACHER

- Classroom management
- Transitions/flow
- Differentiation
- Pacing
- Questioning/wait time
- Technology
- Interdisciplinary connections
- Other

## STUDENT


- Engagement
- Interactions
- Technology
- Group work
- Other

**Jot notes on the Discussion Guide for Peer Sharing, p. 7, to focus your observations.**

**Source:** Granby Memorial High School, Granby, Conn.

# ▲ Norms for peer sharing

WHEN REFLECTING ON A LESSON OBSERVATION:

SUGGESTED NORMS	WRITE YOUR OWN NORMS
Use "I saw ..." statements.	
Discuss teaching and learning practices, not individuals.	
Ask questions.	
Limit "I liked ..." statements.	
Refrain from classifying observed behaviors as good or bad.	
 <p>Keep all information from the session strictly confidential.</p>	

Source: Granby Memorial High School, Granby, Conn.

