Central and Eastern European Schools Association

TRANSFORMING SCHOOLS THROUGH PEER OBSERVATION

FRAMING THE CONVERSATION

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Objectives

- Review the model for peer observation
- Identify key attitudes and skills sets for effective peer observations
- Enhance your ability to frame and facilitate non-judgmental conversations based upon data
Why Coaching?
- Raises consciousness about our decision making skills
- Expands our reflective practice
- Enhances our journey as a continuous learner

Attitudes to Embrace
- We believe in each other’s positive motivations
- We are guests in someone else’s “home”.
- We respect each other as professionals and have something to learn from every person
- We are doing this to help each other grow in our teaching repertoires and in our thinking
- We trust that if we see something that we are uncomfortable about or don’t understand, we will ask about it from a place of curiosity and an interest in understanding, rather than judgment.

Some Givens We Must Agree To
- Withholding of judgment
- Confidentiality
Three Choices

• Collaborative Model
• Coaching Model: Teacher Directed Issue
• Coaching Model Self-Reflection

Collecting Data In Peer Observations

• The teacher who is being observed decides which kind of data!

• Forms of data:
  - Literal Notes
    - Seating or floor plan
    - Frequency counts
    - Time notations

Five Strategies to Consider

• Asking questions to promote reflection
• Using non-judgmental responses
• Probing for specificity, clarity and precision
• Paraphrasing, active listening
• Sharing data without judgment
Let’s Practice!

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• Using non-judgmental responses
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Summary

• What is clearer to me now…
• Skills I want to practice…

Why coaching?

• Raising consciousness about our decision making skills
• Expanding our reflective capacity
• Enhancing our journey as a continuous learner