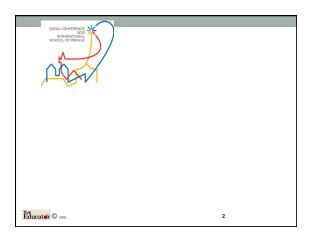
Central and Eastern European Schools Association

TRANSFORMING SCHOOLS THOUGH PEER OBSERVATION

FRAMING THE CONVERSATION

Presented by Dr. Fran Prolman CEESA Conference Prague, 2013



Objectives

- • Review the model for peer observation
- Identify key attitudes and skills sets for effective peer observations
- Enhance your ability to frame and facilitate nonjudgmental 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	
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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!		
Asking questions to promote reflection		
Using non-judgmental responses		
Probing for specificity, clarity and precision		
Paraphrasing, active listening		
Sharing data without judgment		
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Summary		
What is clearer to me now		
Skills I want to practice		
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Why coaching?		
• • Raising consciousness about our decision making skills		
• • Expanding our reflective capacity		
Enhancing our journey as a continuous learner		