

Central and Eastern European Schools Association

**TRANSFORMING SCHOOLS  
THOUGH PEER OBSERVATION**

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FRAMING THE CONVERSATION

Presented by Dr. Fran Prolman  
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CEESA CONFERENCE  
2013  
INTERNATIONAL  
SCHOOL OF PRAGUE



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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

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### Why Coaching?

- • Raises consciousness about our decision making skills
- • Expands our reflective practice
- • Enhances our journey as a continuous learner

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### 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.

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### Some Givens We Must Agree To

- • Withholding of judgment
- • Confidentiality

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### Three Choices

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

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### 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

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### 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?

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