

EPISODE 275

Finding The Right Peers For A Struggling Teacher To Visit



INSTRUCTIONAL
LEADERSHIP SHOW



Essential Question



How can classroom walkthroughs help me identify appropriate teachers for their struggling peers to observe?

Overview of Peer Observations



EPISODE 273

Setting Up Peer Observations For Struggling Teachers



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Steps To A Successful Peer Observation



- Selection—choosing the right teacher
- Reconnaissance—pre-observing by yourself
- Outlining—describing what you want the observing teacher to notice
- Observing together & taking notes
- Debriefing & highlighting what you saw

Don't Aim Too High



Avoid using peers who are:

- Especially charismatic or well-liked
- Using a completely different model or method
- Teaching markedly “easier” students (e.g. honors)

Consider Multiple Peers



We're looking for specific transferable practices
NOT overall role models.

Use as many peers as you need to.





Start With Walkthroughs



The best way to identify appropriate peers is through regular classroom walkthroughs.

Ask Around



- Ask the rest of your admin team
- Ask leaders in similar or tougher schools
- Ask individual teachers directly

Ask For Modeling



"I'm working with Mr. Smith on using a signal to get students' attention, and I know that is something you do really well.

Would you be willing to model that for us some time?"



Reconnaissance



Observe by yourself to determine:

- Is this an appropriate peer to observe?
- Will the struggling teacher see what they need to see?
- What should I point out so they learn from this?

Check In



- After observing a potential peer, check in with them to make sure you're on the same page about what you saw
- Get the peer to articulate their thinking—use the 10 Evidence-Driven Questions
- Arrange a time to return with the struggling teacher

10 Evidence-Driven Questions



Context: I noticed that you []...could you talk to me about how that fits within this lesson or unit?

Perception: Here's what I saw students []...what were you thinking was happening at that time?

Interpretation: At one point in the lesson, it seemed like []... What was your take?

Decision: Tell me about when you []... What went into that choice?

Comparison: I noticed that students []... How did that compare with what you had expected to happen when you planned the lesson?

Antecedent: I noticed that []... Could you tell me about what led up to that, perhaps in an earlier lesson?

Adjustment: I saw that []... What did you think of that, and what do you plan to do tomorrow?

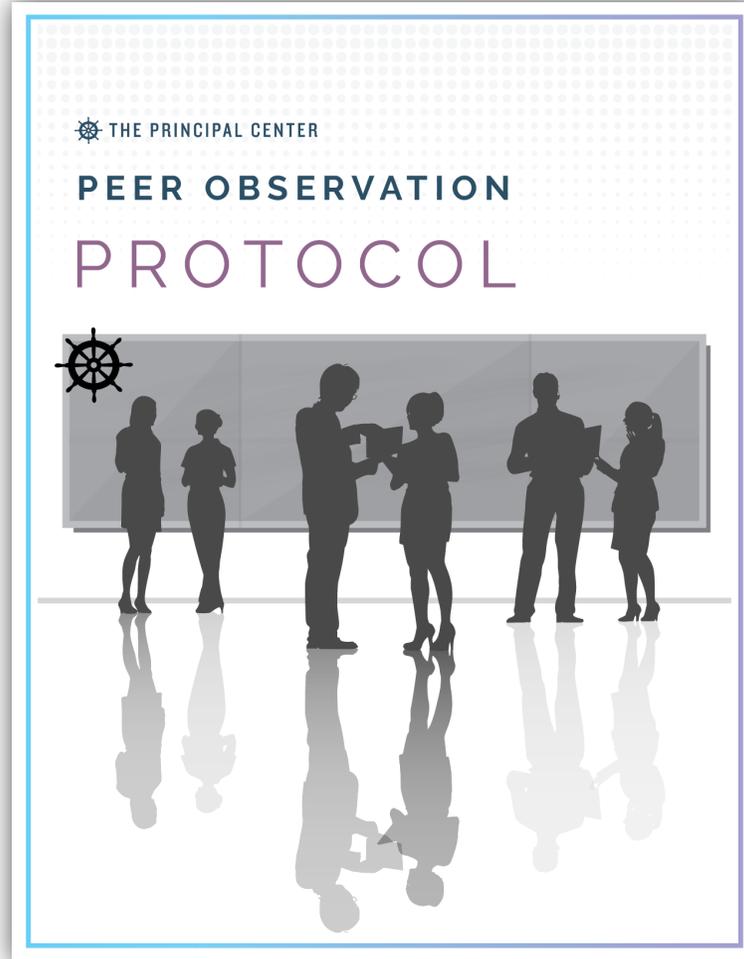
Intuition: I noticed that []... How did you feel about how that went?

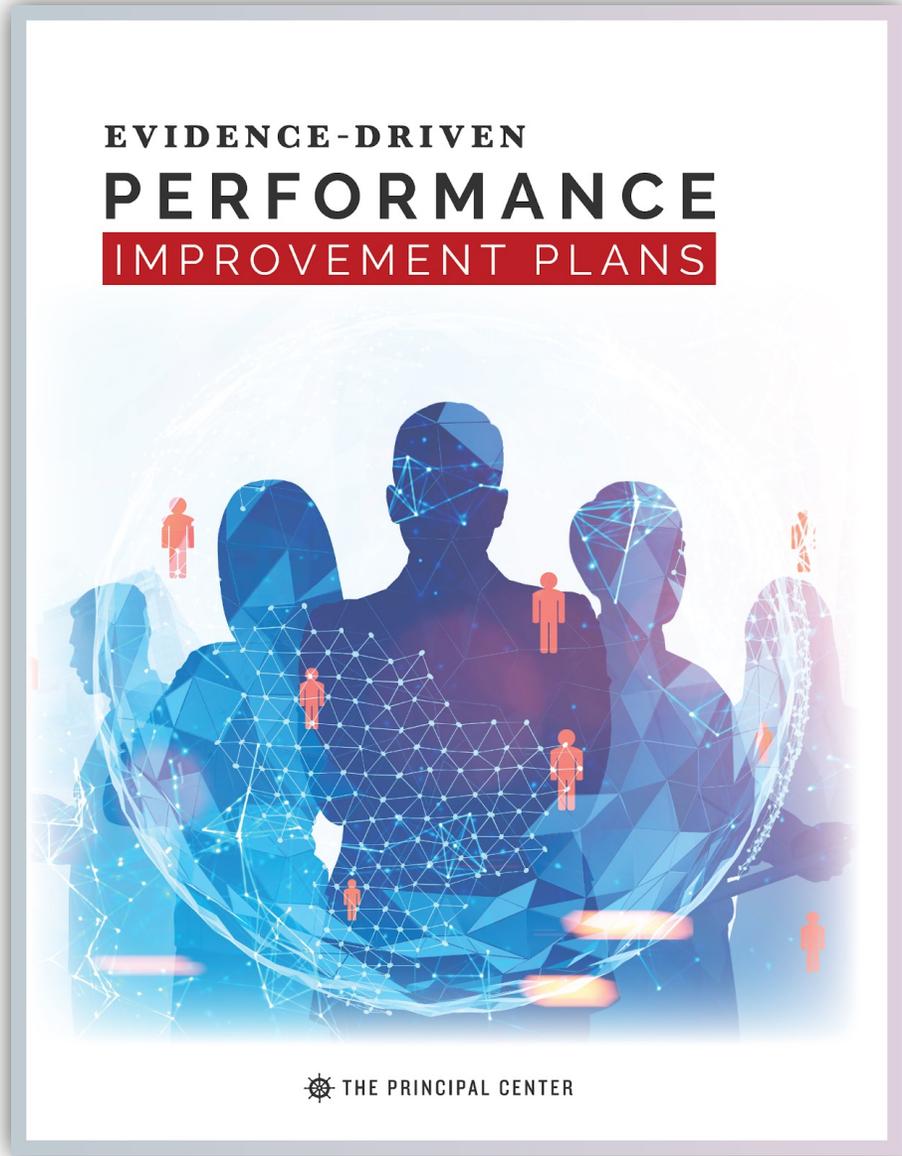
Alignment: I noticed that []... What links do you see to our instructional framework?

Impact: What effect did you think it had when you []?



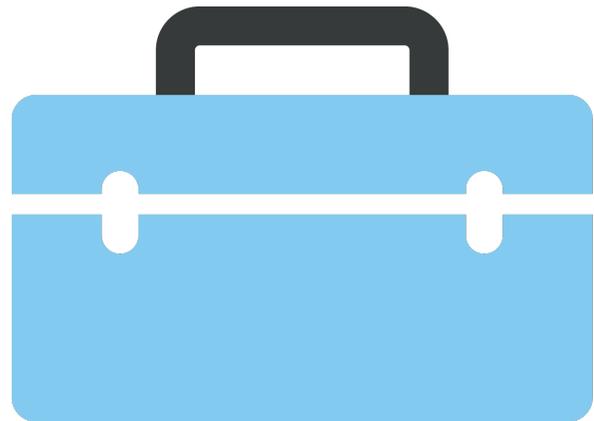
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