

EPISODE 276

# Using The 5x5 Observation Guide To Prepare Teachers For Peer Observations



INSTRUCTIONAL  
LEADERSHIP SHOW



# Essential Question



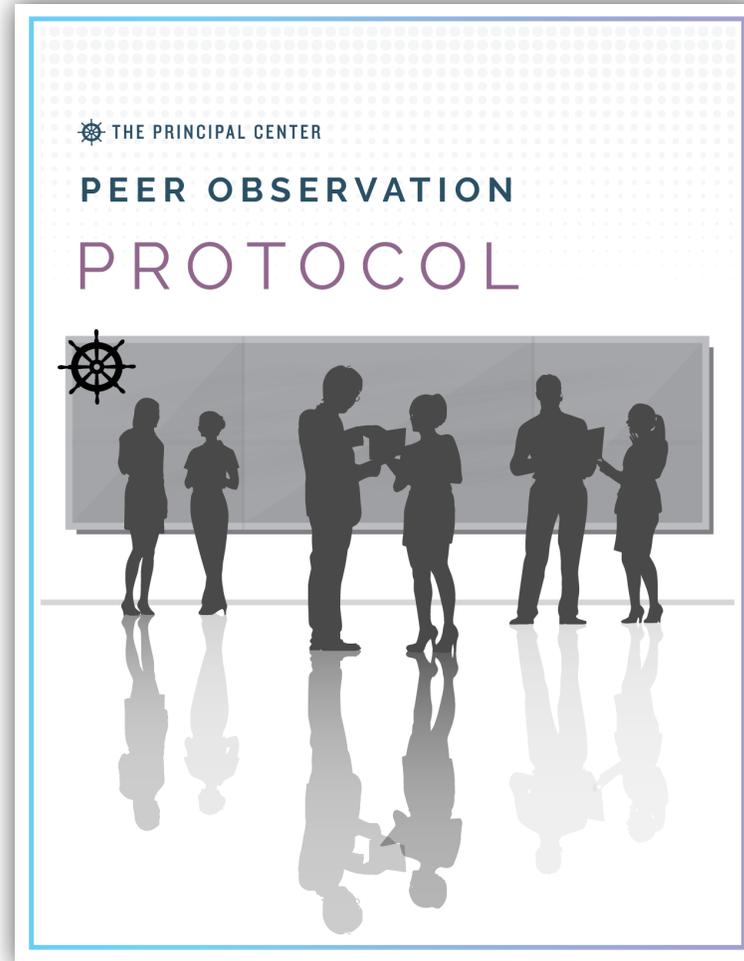
How can I identify and clearly describe instructional practices for teachers to focus on in peer observations?

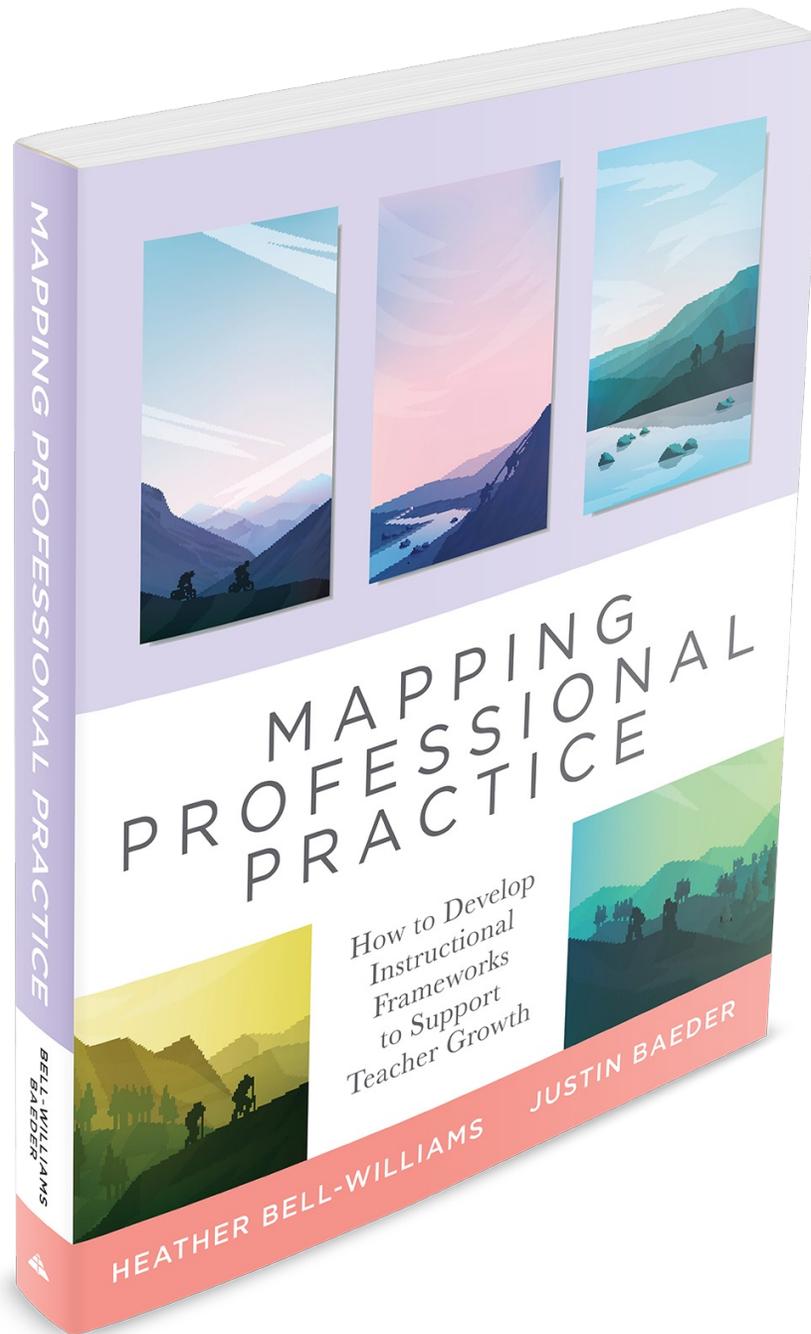


### 5x5 Observation Guide

Key Component:	Level 1	Level 2	Level 3	Level 4
1.				
2.				
3.				
4.				

# Peer Observation Protocol





# Use Framework Thinking



- Organize your notes about the practice
- Identify gaps in your thinking
- Observe more teachers for more ideas
- Don't worry about finishing a shareable framework

# Focus On Practice



In peer observations:

- Avoid distractions (e.g. equipment)
- Identify a specific practice for professional learning
- Distinguish essential elements from non-essential
- Develop a skill progression (Levels 1-4)

# What's On The 5x5 Observation Guide



5x5 Observation Guide

Key Component:	Level 1	Level 2	Level 3	Level 4
1.				
2.				
3.				
4.				

- Key Components
- Levels of Fluency

# Two Peer Observation Scenarios



1. Struggling teacher
2. Team professional learning

# Struggling Teacher Example: Attention-Getting Signal



- What are the commonalities that cut across stylistic differences and personal preferences?
- What are the key components of getting students' attention?
- What is this practice like at various levels of skill?
- What are struggling teachers missing?

# Struggling Teacher Example: Attention-Getting Signal



Key Component	Level 1	Level 2	Level 3	Level 4
Initial signal	Silent/goes unnoticed	Takes too long for students to notice	Loud enough to hear	N/A
Student response	None or few	Some but not most	Nearly all (Loud or silent)	N/A
Volume drop	Teacher continues yelling/talking over	Reduces to normal volume	Much quieter voice to quiet students	N/A
				N/A

# Taking Notes



- Start with a blank page or table
- Take notes in multiple classrooms
- Messy is OK along the way
- Rewrite/reorganize as you gain clarity

# Team Professional Learning

## Example: Group Work



- What are the commonalities that cut across stylistic differences and personal preferences?
  - What are the key components of group work?
  - Which are specific to the content (e.g. science labs)?
  - What is this practice like at various levels of skill?
  - What would take my practice to the next level?
- ...and with all that in mind, is this still what we want to focus on?

# Team Professional Learning: Group Work



Key Component	Level 1	Level 2	Level 3	Level 4
Task	Bad fit for group work	Mixed	Good fit for group work	New learning benefits
Roles	Unspecified	Imbalanced	Well-balanced	Balanced & matched to kids
Directions	Unspecified	Given but unclear	Clear to all	

# Level 4 Cautions



- You may have to look beyond your team for Level 4
- Don't let people describe mediocre practice as Level 4
- When in doubt, leave it blank

# Let It Stew

- Visit lots of classrooms
- Add to your 5x5 over several weeks



# Which Levels of Fluency Should I Worry About?

- All 4 levels for team learning
- Focus on levels 1-3 for struggling teachers

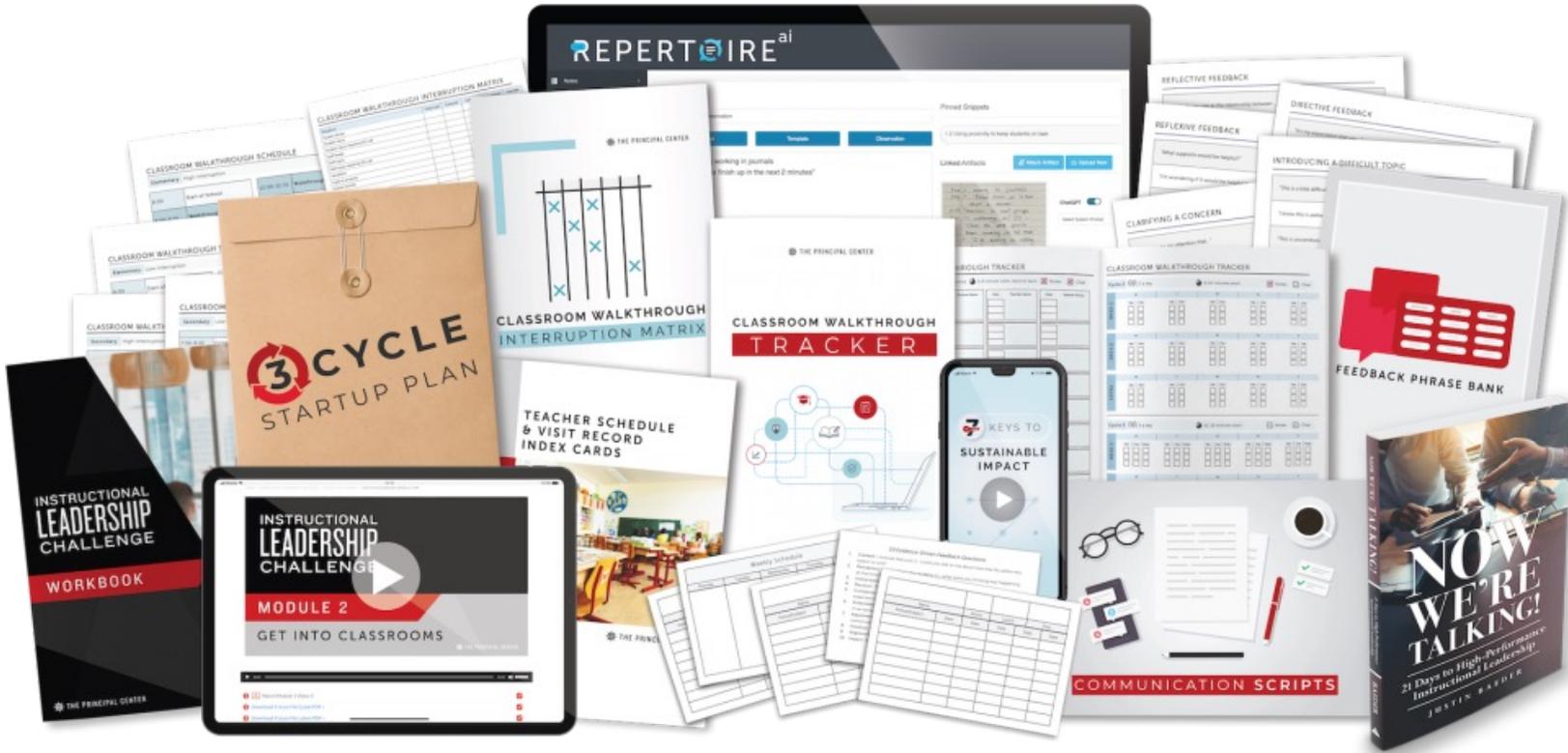


# Start With Walkthroughs

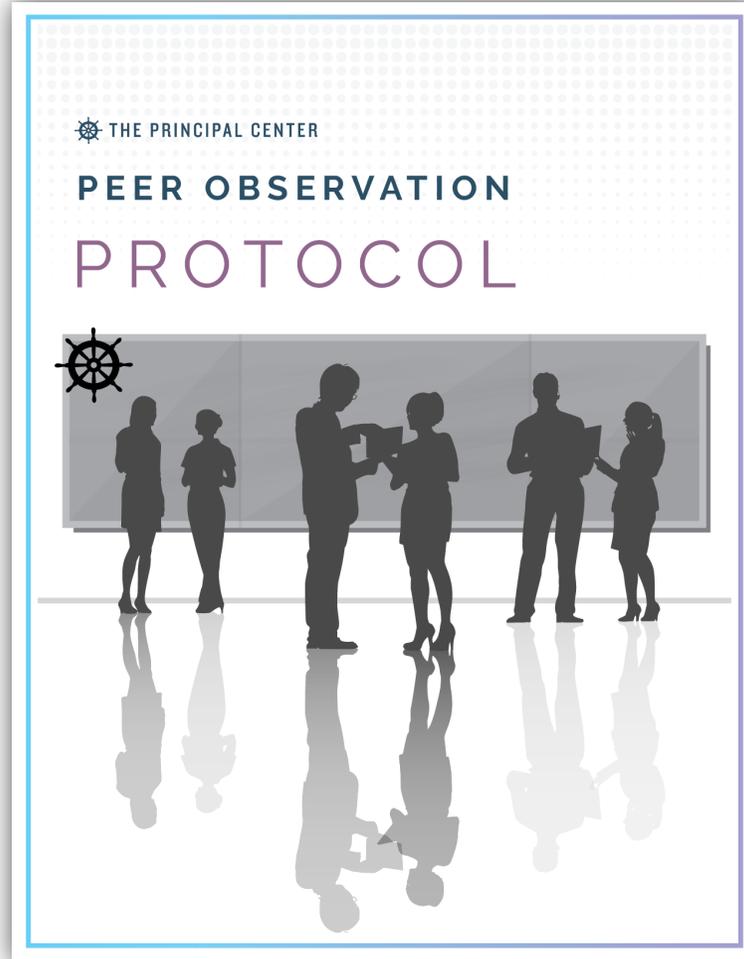


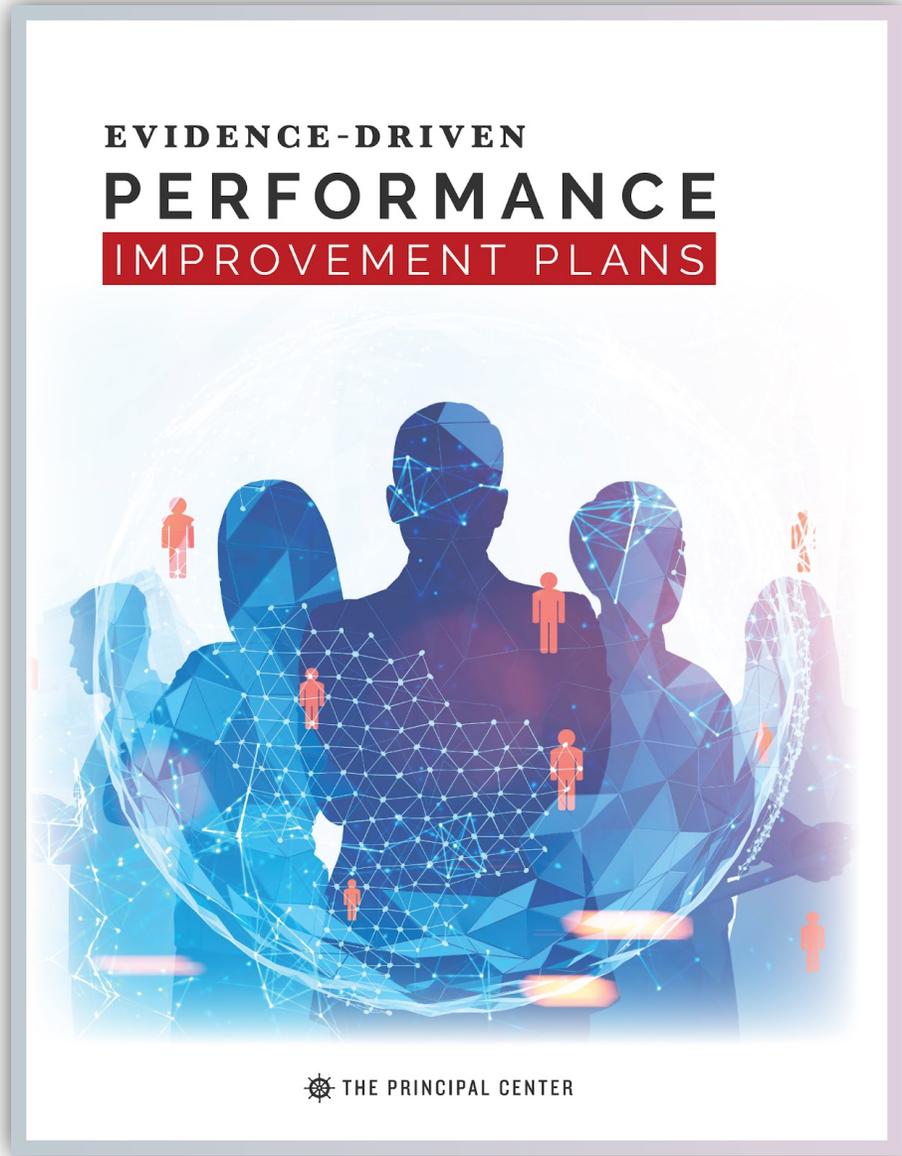
The best way to facilitate peer observations is to make a habit of regular classroom walkthroughs.

# Take The Challenge



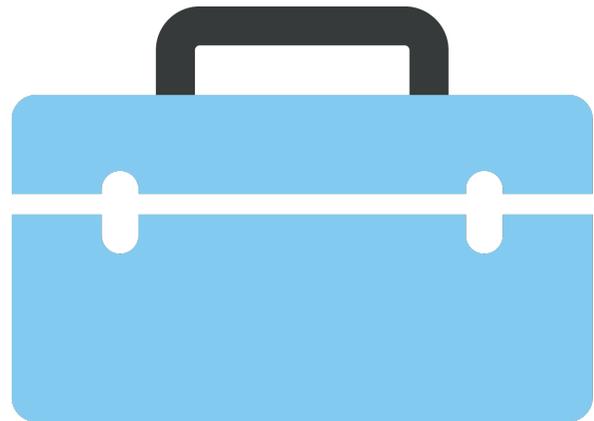
# Coming Soon





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**HR TOOLKIT**

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# Let's Talk



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