



Learning from Observations of Our Classrooms

Adapted from the Looking at Our Classrooms: The Slideshow Protocol, developed by Mary Gabriel, Public Schools of Brookline, 2010.

Version One (40 minutes)

The purpose of these windows into each other's classrooms is:

- To give feedback and suggestions to our colleagues
- To lend new perspectives on our own classrooms

Preparation for the visit:

- What do you think is important for the group to know about your classroom?
- What do you hope to learn from others being in your room?
- What kind of feedback do you want to receive (e.g. probing questions, problem-solving, suggestions)?

Step 1: Initial observation (10 minutes) — Observers take notes

- What do you see?
- What do you wonder about?

Step 2: Observers (in three focused rounds, much like the Describing Student Work protocol) (15 minutes)

- What evidence do you see of ...
- The classroom's culture and what is valued (I observed ...)
- A learner-centered environment (I observed ...)
- The teacher's priorities (I observed ...)

Step 3: Presenter (5 minutes)

Reflects on the observations and what s/he learned

Step 4: Reflection (10 minutes)

What was this process like for you (presenter and observers)? What did you each learn for your own practice/teaching?

Version Two (60 minutes)

The purpose of these windows into each other's classrooms is:

- To give feedback and suggestions to our colleagues
- To lend new perspectives on our own classrooms

Preparation for the visit:

- What do you think is important for the group to know about your classroom?
- What do you hope to learn from others being in your room?
- What kind of feedback do you want to receive (e.g. probing questions, problem-solving, suggestions)?

Step 1: Initial observation (10 minutes) — Observers take notes

- What do you see?
- What do you wonder about?

Step 2: Observers (in three focused rounds, much like the Describing Student Work protocol) (15 minutes)
— What evidence do you see of ...

- The classroom's culture and what is valued (I observed ...)
- A learner-centered environment (I observed ...)
- The teacher's priorities (I observed ...)

Step 3: Presenter (10 minutes)

Reflects on the observations and what s/he learned

Shares a focus question and the kind of feedback s/he wants to receive

Step 4: Observers (15 minutes)

Use the presenter's lens to view the room again, and take notes

Give feedback in the way the presenter requested

Step 5: Reflection (10 minutes)

What was this process like for you (presenter and observers)? What did you each learn for your own practice/teaching?