

## Practice-Centered Observation Protocol

One of the strategies that progress-driven teachers use to improve their instruction is to observe their peers. Doing so helps develop shared understanding of what good practices look like in action. It is important to remember to keep peer observations focused on practices instead of people, though. This protocol is designed to help you do just that!

<b>Observer's Name:</b> _____ <b>Peer to Observe:</b> _____	
Question	Your Response
1. What practice are you planning to observe in your upcoming peer observation? How do you implement this practice in your classroom? Is there anything about your implementation that is unique or quirky?  Have you made any modifications to the practice in order to fit your teaching style? Do you think those modifications have been successful?	
2. If you were to rate the effectiveness of the practice that you are planning to observe on a scale of one to five—where one represents very ineffective and five represents very effective—what rating would you give it? Is there anything about this practice that you love? That you hate? How do your students respond to this practice? What explains their response?	
3. How does your peer implement the practice that you are observing? Are there any unique phrases or directions that he or she uses to structure the activity for students that you hadn't considered? Does your peer use body positioning or inflection in order to enhance the practice in any way? What about your peer's approach to this instructional practice will you try in your classroom?	

Question	Your Response
<p>4. How do your peer's students respond to the instructional practice that you are observing? Do they appear to be engaged and motivated? Do they appear to be struggling with the practice in any way? Did the practice appear to be more effective for some students or student groups than others? How do you know?</p> <p>Is the response of your peer's students to this practice different from the response that you get from your own students? How?</p>	
<p>5. Have you learned anything new about this practice—or about the needs of your students—during the course of your observation? What logical next steps can your team take in the development of this instructional practice?</p> <p>Can you think of ways to tailor the practice for students in need of remediation or enrichment? Are there ways that this practice can be used with different content or in different contexts? Are there other learning teams that might benefit from what you have learned about this practice?</p>	