

Observation of a Peer Cycle: Conversation Guide

In-Person or Virtual Instruction

Induction Coaches: This *Observation of a Peer Cycle: Conversation Guide* is a companion guide to the *Observation of a Peer Cycle: Protocol*. Your role is to guide your participating teacher through all the questions below in one of your weekly meetings as part of the *Observation of a Peer Cycle: Protocol (Phase I)*. Please ask clarifying questions to help your teacher make discoveries and connections about their teaching practice. Remember to make notes of the content of this conversation in the relevant Monthly Log.

Phase I: PLANNING CONVERSATION

»» Focus Area

- **Reflecting on your current teaching experience, what are some instructional areas where you have recently experienced growth and success?**
 - *What might be some factors that have led to this growth?*
- **In thinking about your teaching right now, which instructional practice(s) might you want to dig a little deeper into?** (Consider the instructional areas that you have reflected on in your ILP research/Focus of Practice, Teaching Practice Framework, etc.)
- **What questions would you hope to have answered at the conclusion of this observation?**
- **Together we will identify a teacher that is exemplary in this/these specific instructional practice(s).** *If you cannot identify someone, talk to your administrator, peers, or induction staff.*
- **Once you have chosen a teacher to observe on a specific focus area of instruction, please review the [Observation of a Peer Tool: In-Person or Virtual Instruction](#) and complete the pre-observation planning questions.**

»» CSTP Connections

- Using the [Continuum of Teaching Practice](#), review the CSTP element(s) that directly correlate(s) with your focus area.
- **Which CSTP element(s) connect(s) with the focus area that we just discussed?** (*Coaches:* Remember to use the content from this conversation in the Monthly CSTP Reflection section of the relevant Monthly Log.)

»» Scheduling Observation & Observation Debrief

- **What dates might work for you to conduct this observation?**
 - Keeping in mind this observation should be at least 30 minutes in length, determine a timeline of when you would like to conduct the observation. Contact the teacher that you will observe to discuss the observation and the best time to observe the focus area in action. Schedule a date/time that works best. *(Teacher and Coach, please try to keep your commitment on the agreed date as late submissions can impact the teacher's program timeline.)*
 - Consider scheduling a short debrief with the observed teacher to ask questions or get clarification shortly after the observation.
- **Teacher and Coach: Knowing that our Observation Debrief should take place shortly after the observation, what date/time would you like to schedule this debrief?**
 - Determine the best date/time for debrief. Schedule in your calendars. *Again, please work to keep commitments. The sooner the debrief, the more relevant and meaningful the outcomes.*

For instructions on what to do DURING and AFTER the observation, details are provided on the *Observation of a Peer Cycle Protocol - Phase II (Observation/Data Collection)* and *Phase III (Post-Observation Debrief/Reflection)*.