Center for Leadership & Educational Equity

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 they 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?

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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 they learned
Shares a focus question and the kind of feedback they want 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?

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