

Collegial Dialogue Form

- *Person Observed as Critical Friend*

The Marshalltown Collegial Dialogue Process is driven by the sincere desire of a teacher to learn a teaching skill or strategy from a peer through observation and mutual structured dialogue. This process must be driven by an Individual Professional Development Plan or building goals established in the Building School Improvement Plan and in no way is intended to be evaluative.

Step 1: Initiating the Observation

Choose the person with whom they will work.

- Complete the information about observer, observed, date/time, substitute teacher needs and the focus point of the observation
- Discuss your desire with your building administrator
 - Have the principal sign, demonstrating their support of your proposed observation.
 - If the observation is occurring outside of your assigned school, contact that building's administrator to get their approval.
 - Arrange for the ½ day sub per the building protocol. The substitute will be billed to Teacher Quality Professional Development.

Observer: _____

Observed: _____

Proposed Date and Time: _____

Sub required: ____ Yes ____ No

Focus Point of Observation:

Observer: Principal's Signature: _____

Observed: Principal's Signature: _____

Step 2: Pre-Conference:

Hold a pre-conference, in which the person to be observed outlines what will be occurring during the observation as well as what particular aspect of his/her practice he/she wants the observer to focus on. Example: "Would you look at how I respond to student questions?" This conference may be held electronically or face-to-face. Have artifacts demonstrating the following:

- Date/Time Pre-conference was held:
- Mode of Pre-Conference:
- Notes of conversation as well as any copies of relevant materials exchanged.

Step 3: The Observation:

The observer(s) focus on that aspect of practice raised during the pre-observation conference. Field notes include both descriptions of “focus” events and related questions that the observer may wish to raise during the debriefing.

- a. The observation should last for 2 class periods at the secondary level or 90 minutes at the elementary level.
- b. Notes should be attached as artifacts to the pre-conference information

Step 4: The Debriefing

After the observation, the observer and the coach meet for 15-30, depending on how many questions the observer has). During this meeting:

- The observer should lead the discussion, so as to gain the maximum amount of learning from it.
- The observer should refocus on the original purpose of the observation, noting what s/he wanted to learn in the first place.
- The observer should share the things s/he saw, heard, and tracked that were relevant to his or her learning area.
- The observer should avoid evaluation or judgment, focusing on what s/he learned, not on what worked better or not as well.
- The observer should ask questions about things that s/he wants to know more about – for instance, strategies that s/he found especially interesting or puzzling, or incidents where more seemed to be going on than met the eye.
- The coach should add any relevant explanation of decisions, share other strategies that have worked in the past, or offer any materials or ideas that might help the observer.
- **Note: All questioning needs to be done carefully, with an eye to enhanced observer learning. It should not be allowed to turn into an unprepared peer supervision session, where the focus is on improving the practice of the observed.**

Step 5: Following the Observation

The observer is responsible for:

1. Attaching a copy of the following artifacts in the below cited order to a copy of this document
 - a. Pre-conference notes and other relevant artifacts
 - b. Observation notes and relevant artifacts
 - c. Debriefing notes and relevant artifacts
2. Returning all of the above to your building administrator within two days of the observation
3. Being prepared to discuss your observation with your administrator as appropriate.

Principal's Signature: _____ Date: _____