**The Consultancy: A Structured Conversation**

**GUIDELINES**

* Be respectful of the person observed
* Contribute to substantive discourse
* Keep in mind that the facilitator, observers, and people observed are all participating as advocates for and supporters of teaching and learning.

**PRE-OBSERVATION CONFERENCE (10 minutes)**

Teacher being observed will share:

* In general, what you can expect to see during the lesson; helpful to include grade-level and name of course being taught.
* Content goals/Learning Targets for the lesson
* Is there anything unusual happening during the class that we should be prepared to see, special circumstances, etc. ?
* At this point, what clarifying questions do observers have?
* Framing or Focus Question: What would the teacher like the observers to focus, notice.

**Focus Question(s) for today’s lesson:**

**DURING THE LESSON OBSERVATION (15 minutes):**

* Observers will join table groups to observe the lesson
* Observers will take notes using “I saw, I thought” note taker
* Observers will note observations pertaining to the focus question(s)

**POST-OBSERVATION DEBRIEF (20 minutes)**

* Facilitator will restate the focus question
* Observers will have **5 minutes** to ask clarifying questions about the lesson/class. These should be genuine questions in that they are asking for information that will help the observer better understand what was observed. Be careful not to ask questions of the observed teacher that are, or may be interpreted as thinly veiled criticisms.
* Observers, without the observed teacher’s participation, provide specific, detailed information on what was observed in relation to the focus question (warm feedback first). **5 minutes**
* Teacher being observed gives his/her impression of the lesson in relation to the focus question. The teacher being observed next has the option to open up the conversation to comments not related to the focus question. These comments need to concentrate on positive feedback, clarifying and/or probing questions. **5 minutes**
* Observers and teacher being observed review how learning goals are communicated, how student progress/checking for understanding is monitored, classroom expectations and procedures, how teacher helps students interact with new knowledge and how students practice and/or apply new knowledge.
* The whole group reflects on the process and reactions to it. What could you take back and use? What worked well? What might we do differently next time that would improve the process?