



IT WORKED!

#Observeme

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Having been in the classroom for several years and having conversations with many experienced teachers, I realized that experienced teachers come to a point in their career when most professional development didn't push them any longer. These veterans reach a ceiling when it comes to professional growth. I was doing some reading on Twitter and came across an article by Robert Kaplinsky that was describing a movement called #observeme. As part of this process, teachers create a rubric that allows others—other teachers who visit the classroom—to give that teacher feedback on areas of teaching practice on which the teacher would like to improve. The key is this has to be seen as a movement and not program. This movement is something teachers have to buy into and not be forced to do. The role of coaches and administrators is strictly a supportive one.

I reached out to 7 teachers on our campus that I thought had come to a point where they might have reached a ceiling, but were obviously still looking to grow professionally. I sent them the link to the article I'd read and asked them to consider implementing this in our classrooms. Teachers observing teaching creates opportunities to help both the teacher who is observed and the observer.

Of the seven teachers that I asked to be a part of our #observeme movement, only one did not respond. Also, our librarian began the #observeme movement on her own. We engaged both new and experienced teachers in this process and interesting things began to happen. For example, one math teacher looked over her feedback and then approached me about reading through a book with her, so she could improve her classroom instruction by implementing Guided Math.

During this movement, students also got to see that their teacher was willing to be vulnerable, which could only help the teachers in building a safe environment in the classroom. Not only that, but deeper discussions of teaching practice developed between teachers as a result of these observations.

Brought to you by the NCSM Coaching Committee (May 2017)

Special thanks to the Arkansas Association of Mathematics Leaders (AAML)

