



Ghost Visit

Developed by Jonett Miniell and Bonnie Kelly for use in school-based CFGs (1999); adapted by Jonett Miniell and Carol Ann Coveny (2000); revised June 2003.

To help participants focus on identifying evidence versus evaluation. This activity was developed to use within a school-based CFG as an introduction to peer observation. It has also been used in a new CFG training environment as an introduction to peer observation.

Time allotted

15 minutes for visit, and 45 minutes for activity and debrief.

The Activity

School-based CFG: CFG members visit one another's classroom when the students aren't present. They spend 10-15 minutes and silently document the evidence they find for the categories listed. The group then shares the evidence (whole group) and the information is charted. The coach facilitates a discussion around statements of evaluation versus statements of evidence. During this process the teacher whose classroom was visited remains silent and takes notes. She/he then has an opportunity to respond or comment on what has been said. Teachers will then often use the attached form as a springboard for further peer observations, creating their own categories/focus point(s).

New CFG seminar: Two home groups trade places and spend 10-15 minutes in each other's meeting space, and silently document the evidence they find for the categories listed. Then the groups return to their own rooms and share (whole group) the evidence they have written. As the facilitators chart this information they facilitate a discussion around statements of evaluation versus statements of evidence. Later in the day the facilitators may exchange the charted information with the group they visited. Important note: The visits need to take place simultaneously, so that the room participants are not present.

Facilitator Tips

School-based CFG: Often some of the following categories will be added to the list for use in a classroom visit: classroom management; child friendly environment; student achievement; print rich environment; integration of content area.

New CFG seminar: The visiting group is simply viewing the contents of the room (charts, posted information, room layout, resources, etc.), not the group actually interacting.

Reflection questions following the activity

- How did this go for you? What worked well, and what was difficult? Why?
- How might the conversations have been different had we visited the other group while in session? Would the evidence differ?
- What are the advantages/disadvantages of using this activity?
- What would you want to keep in mind as someone facilitating this activity? (omit when used with school-based CFG)

What evidence do you see of...

1. on-going learning
2. a learner-centered environment
3. a professional community
4. student work
5. diversity
6. equity