



## Observation Protocol #5 Observer as Learner

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*Developed in the field by educators affiliated with NSRF.*

The primary “learner” in this protocol is the observer. The observer’s only purpose is to learn how to improve his or her own practice. Since the observer has little responsibility to the observed, the duration of the observation and even the level of attention to what’s going on is determined by the observer, as long as this is fine with the person being observed. This protocol may significantly increase the frequency of visits to each other’s classrooms since observers may be able to do some quiet paperwork during their stay, and therefore are more likely to use a prep period to visit another teacher’s classroom. The time involved may also be reduced if neither party desires a pre-observation conference.

### **Pre-Observation Conference**

It is not necessary to have a pre-conference unless either party would like to have one. A pre-conference would help to orient the observer as to what will be happening.

### **Observation**

The observer focuses on whatever s/he wishes.

### **Debriefing**

The observer often asks the observed questions that might help him or her better understand the choices made by the observed.

### **Note**

Given the potential feeling of vulnerability on the part of the observed in any situation, and especially in a situation such as this where the observed may have little idea of what the observer is focusing on, it’s important that the observer try to ask questions during the debriefing in a way that does not put the observed on the defensive.