

Teacher Lesson Reflection

Seeing Fly Five in action can spark fresh ideas and build confidence. With a bit of planning, peer observations can become a natural part of the week—whether it’s a quick visit during a lesson or a stroll during planning time. When teachers learn from one another, everyone grows.

Structured Peer Observation Schedule

- Create a rotating observation schedule where each teacher has a designated time to visit a colleague’s classroom.
- Pair teachers based on grade level, subject, or area of focus (e.g., skill-building strategies, classroom management).
- Use a simple sign-up system (Google Forms, shared calendar, etc.) for teachers to select observation slots.

Best for: Schools with a flexible schedule and leaders who can arrange coverage.

Coverage by Leadership or Support Staff

- School leaders, instructional coaches, or paraprofessionals step in to cover a teacher’s class while they observe a peer.
- Schedule these coverage blocks weekly or biweekly to ensure all teachers have opportunities to observe.

Best for: Schools with available staff to assist with class coverage.

“Learning Walk” Model (Short Observations)

- Teachers spend 10–15 minutes observing a peer, focusing on a specific skill or instructional practice.
- Schedule observations before school, during planning periods, or during a faculty meeting.
- Teachers share key takeaways in a quick debrief session or reflection form.

Best for: Schools with limited time but a strong focus on professional growth.

Grade-Level or Team Observation Days

- Dedicate a half-day or full-day where each grade-level team or subject area group rotates to observe each other.
- Provide substitute coverage for teachers on observation duty.
- Follow up with a reflection discussion to share strategies and insights.

Best for: Schools looking to build collaboration within teams.

“Open Door” Observation Days

- Choose a day each month when teachers voluntarily open their classrooms for peer observation.
- No coverage is needed—teachers drop in during their planning
- Leadership provides a focus question (e.g., “How are the C.A.R.E.S. competencies, standards, or skills embedded in the lesson?”).

Best for: Schools promoting a culture of informal learning and collaboration.

Peer Observation as Part of PD Days

- Designate a portion of professional development (PD) days for classroom visits.
- Group teachers by focus area (e.g., engagement strategies, classroom culture, Fly Five implementation).
- End with a structured reflection and discussion.

Best for: Schools with scheduled PD days looking to maximize learning opportunities.

