Pineapple Charts: What, Why, and How

What are Pineapple Charts?

Pineapple Charts are a simple, effective way to promote peer observation and collaboration among teachers. Posted in central locations like the staff room, these charts display the week's schedule, allowing teachers to "advertise" interesting lessons, activities, or techniques. Colleagues can drop in during a planning period to observe and learn in an informal, low-pressure setting.

For example, a teacher using a tool like Kahoot! or a discussion method like Fishbowl can post it on the chart, inviting others to stop by, observe, and exchange ideas.

Why are Pineapple Charts Beneficial?

Pineapple Charts offer a personalized alternative to traditional professional development (PD), allowing teachers to learn directly from peers by observing strategies that fit their needs. This fosters collaboration, mutual support, and teacher empowerment, leading to continuous professional growth.

Benefits include:

- *Collaboration*: Teachers exchange valuable insights and techniques.
- *Real-time learning*: Immediate, practical takeaways from classroom observations.
- *Empowering host teachers*: Sharing lessons builds confidence and recognition.
- *Flexibility*: No formal evaluations—just informal, voluntary observations.

Pineapple Charts create a supportive environment where both visiting and hosting teachers feel valued, promoting professional growth and stronger community bonds.

How to Get Started with Pineapple Charts

1. *Create the Chart*: Set up a chart with columns for each day of the week and rows for time periods or class sessions. Post it in a visible area, such as the staff lounge.
2. *Encourage Participation*: Start with enthusiastic teachers who are comfortable with peers visiting their classrooms. Their participation will motivate others to join in.
3. *Keep It Voluntary*: Participation should be completely voluntary for both hosts and visitors, creating a relaxed and positive atmosphere.
4. *Make Time for Observations*: Teachers can visit during their planning periods or arrange coverage for brief visits. Administrators might also step in to cover classes.
5. *Promote Sharing*: After visits, encourage teachers to share what they observed during faculty meetings or on platforms like Twitter/X, using a school-specific hashtag.

Examples:

While the best option is to create a physical Pineapple Chart that is located in a high-traffic location and is easily accessible to all staff members (like a wall in the staff room), you can also create a digital version using tools like Google Docs or Padlet.

WELCOME

Anywhere High School - Sample Pineapple Chart

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1		Greensburg - iPad app smashing			Blake - Understanding copyright activity
2	Johnson - Frog dissection	Greensburg - iPad app smashing			
3			Montgomery - The writing process with Google Docs	Hynes - Using Tozzl as a back channel for discussion	
4	Bristol - Flipped classroom	Mendoza - Google searching tips			Brown - Cooperative learning
5			Hynes - Using Tozzl as a back channel for discussion	Angleton - Unit review with Kahoot!	
6	Montgomery - The writing process with Google Docs			Angleton - Unit review with Kahoot!	
7					Ramirez - Music creation with Garage Band
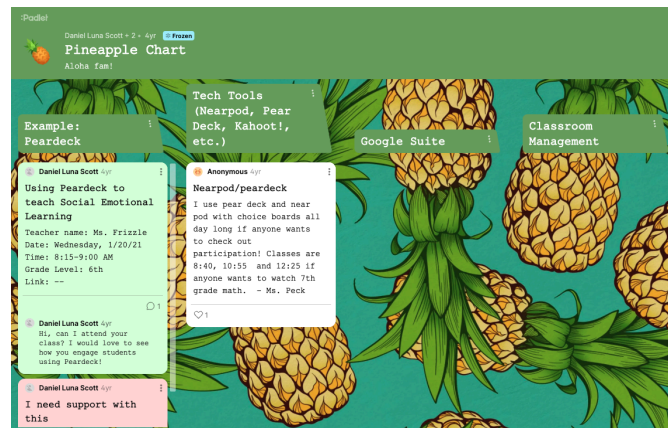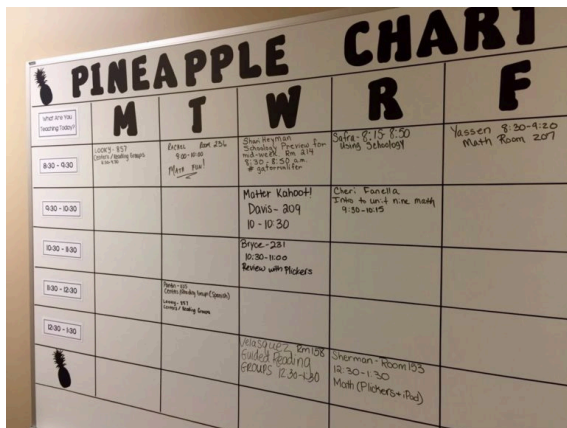
What to Consider as You Launch a Pineapple Chart at Your Site:

- *How will teachers share what others can observe?* Decide where and how teachers will post their lessons, whether on a physical Pineapple Chart in the staff room or using a digital tool for easy access.
- *Where will the Pineapple Chart be displayed?* Choose a highly visible and accessible location (e.g., staff room, teacher mailboxes) where teachers are likely to see it regularly. If it will be digital, how will you ensure teachers are regularly reminded to check what is being offered?
- *Who will maintain the Pineapple Chart?* Designate a person or a small team responsible for updating the chart regularly. This includes adding new lessons, removing completed ones, and ensuring the chart remains visible and accessible. Consider rotating this responsibility among interested teachers to encourage ownership and engagement with the initiative.
- *Will coverage be provided for observing teachers?* Consider if and how you can offer coverage during observation periods, such as utilizing planning time, arranging for a floating sub, or having administrators cover classes.
- *How will observing teachers give feedback or ask questions?* Offer optional ways for teachers to share feedback or ask questions after observing, such as casual hallway conversations, informal follow-ups, or even a quick note of appreciation. ([Check out this example from a Verizon Innovative Learning Schools coach](#).)
- *How will you build initial momentum?* Consider starting with a small group of enthusiastic teachers to post their lessons and encourage participation, making the initiative feel welcoming and low-pressure.
- *How will you maintain engagement?* Plan ways to keep the chart active, such as sending regular reminders, recognizing participating teachers, or sharing success stories during staff meetings or through email.
- *How will you recognize or celebrate participation?* Consider informal ways to recognize teachers who share lessons or observe others, such as shout-outs in meetings, a digital "brag board," or social media highlights.

Additional Resources to Explore:

- Video: [Introduction to Pineapple Charts](#)
- Cult of Pedagogy: [*How Pineapple Charts Revolutionize Professional Development* by Jennifer Gonzalez](#)
- TCEA: [*Pineapple Charts: Learning From Your Peers* by Lori Gracey](#)
- Edutopia: [*Opening the Door to Professional Learning* by Adrian Cargal](#)
- The Art of Education University: [*5 Ways to Get the Most Out of Peer Observation* by Christine Woywod Veettil](#)