

Scheduling and Completing a Peer Observation

TEPG Component 5: Peer Review (page 10 of MSAD 55 TEPG Handbook)

Each teacher will receive a peer review annually and will be provided the opportunity to suggest three (3) other teachers to complete the observation. ***The observation and pre and post conferences are expected to focus on a minimum of three (3) standards selected by the administrator and three standards (3) selected by the teacher being observed.***

Each standard should be taken from Core Propositions #1, #2 or #3 as they are directly observable. The form included on page 31 of the TEPG handbook (and attached to the Peer Observation Guide) is to be used for this process and is to be the only document to be included in a teacher's personnel file. All discussion between the teacher being observed and the observer are to be considered confidential and for use by the teacher to enhance teaching practices.

Teacher Being Observed will:

1. **Complete a self-reflection of practice** by examining the "Key Points from the Standards" section of the TEPG Companion Document and select up to three (3) standards/aspects of practice on which he/she wishes to have a peer provide feedback.
2. **Complete the Peer Observation Summary Form** to request a peer observer. This form is turned in to the administrator and a peer observer is assigned. Though teachers may request up to three (3) peers to observe their practice, they may not necessarily be assigned one of the teachers they requested. Supervising Administrators are ultimately responsible for the assignment of peer observers; teachers and observers may discuss concerns about assignments with the Supervising Administrator on an individual basis, if necessary.
3. **Collaborate with the selected peer observer** to schedule mutually agreeable times for the pre-conference, observation and post-conference.
4. **Follow all expectations for "person to be observed"** as described in the Peer Observation Protocol chart.
5. **Maintain an honest, improvement-focused stance** when asking for, and receiving feedback on, his/her practice.
6. **Sign the Peer Observation Form** after the post-conference indicating that the process was completed.

Supervising Administrator will:

1. **Review Peer Observation Summary Forms**, match teachers with peer observers and communicate decisions to all parties. Supervising Administrators may make final decisions on partnerships based on criteria that they feel is most appropriate for their building/staff.
2. **Select up to 3 standards** on which he/she would like a teacher to receive feedback.
3. **Return the Peer Observation Summary Form** to the teacher being observed so it can be used to record the signatures needed to indicate completion of the observation.
4. **Receive the completed, signed Peer Observation Summary Form** after the peer observation occurs, make a copy for his/her building records and forward the original form to the Superintendent's Office.

Peer Observer will:

1. **Collaborate with the assigned teacher to schedule** mutually agreeable times for the pre-conference, observation and post-conference.
2. **Follow all expectations for the "observer"** as described in the Peer Observation Protocol chart.
3. **Take time to align the evidence to standards**, formulate clarifying questions as appropriate, and **prepare substantive, improvement-focused notes and feedback** for the teacher being observed.
4. **Maintain a sensitive, honest, improvement-focused stance** when discussing the observation, taking cues from the observed teacher.
5. **Return all notes from the observation to the teacher;** and **sign the Peer Observation Summary Form.**
6. **Maintain strict confidentiality** regarding all information that was shared and observed during the peer observation process.

55 TEPG Program Peer Observation Protocol

Purpose: This protocol is designed to guide peer observers as they provide feedback to colleagues related to the NBPTS Core Propositions and standards in the TEPG rubric, as well as help deepen the observed teacher’s understanding of the effect of his/her practice on students. **Note: Teachers must complete the Peer Observation Summary Form (attached) and turn it in to his/her Supervising Administrator before being assigned a peer observer.**

<p>Pre-Observation Conference: In addition to outlining what will be occurring during the lesson being observed (consider using the Lesson Template on page 10 of TEPG Companion Guide), the person being observed asks the observer to focus on aspects of his or her practice related to three (3) or more standards from the TEPG rubric. These should include, as appropriate, any standards a Supervising Administrator has indicated for feedback.</p>	<p>Examples of Aspects to be Observed (SEE PAGE 8 of the TEPG Companion Guide for additional focus questions):</p> <ul style="list-style-type: none"> ✓ Are varying levels of questioning being employed? ✓ How does the teacher structure wait time? ✓ How appropriate is the pacing of the lesson? ✓ How does the teacher utilize teacher-to-student, student-to-teacher and student-to-student interaction? ✓ What evidence is there that the students are moving toward understanding the learning goal of the lesson?
<p>Observation: With the standards and practices identified in the pre-conference in mind, the observer records evidence of:</p> <ul style="list-style-type: none"> ✓ what the teacher and students say: · <i>“Please move to your assigned groups and begin the assignment.”</i> ✓ teacher or student behavior that is observed: · <i>Students were working with a partner to solve the problems.</i> ✓ quantitative information: · <i>Each student in the small group was asked to respond 3 times.</i> ✓ relevant aspects of the environment: · <i>Student work samples were posted with scoring criteria visible.</i> 	<p>Observation Notes Should:</p> <ul style="list-style-type: none"> ✓ Be taken on the Observation Notes Form, or other form that can be easily followed and referenced by the teacher being observed. ✓ Provide evidence/descriptions of “focus” events and related questions that the observer may wish to raise during the debriefing. ✓ Be aligned to the standards on the TEPG rubric before the debrief, or as the debrief is occurring so both the observer and the observed are referencing the link between what was observed and how that is represented in the TEPG rubric.
<p>Debriefing:</p> <ul style="list-style-type: none"> ✓ The observer begins by re-stating the focus and asking the observed to share his/her thoughts. ✓ The observed teacher gives his/her impression of the class session that was observed. ✓ Observers give feedback only on what their partners have asked them to have observed. Start with warm feedback: What went well? Provide specific, detailed information on what was observed. Be sure to refer to the focus standards/aspects of practice the teacher is working on. ✓ The observed teacher responds to the comments and questions that he/she chooses to. 	<p>Cues from the OBSERVED teachers should direct the conversation:</p> <ul style="list-style-type: none"> ✓ Events and questions not directly related to the focus of the observation should only be raised after asking permission from the observed. The observer should refrain from stating his/her ideas and perspective on the issues unless specifically invited to do so. ✓ Be careful not to ask questions of the observed teacher that are thinly veiled criticisms. Any questions should be genuine, in that they are asking for information that will help the observer better understand what was observed. ✓ “APPROXIMATE” ratings for each standard may be discussed ONLY IF REQUESTED by the OBSERVED.
<p>Reflection: End the post-conference with the observer and the observed reflecting on the process and their reactions to it. ALL NOTES ARE GIVEN TO THE OBSERVED and a signed, completed Peer Observation Summary Form should be returned to the building administrator immediately following the observation de-brief. (Observed teachers should keep a copy for his/her records.)</p>	<p>Questions to Consider:</p> <ul style="list-style-type: none"> ✓ How will what I learned today impact my classroom practice? ✓ What will I do differently next time that would improve the process and debriefing? ✓ What should I continue to do? ✓ What might be an area for continued focus/improvement?

Peer Observation Summary

School

Year:
Teacher:

List three teachers whom you would be comfortable observing you and at least three standards in Core Propositions #1, #2 or #3 that you would like to have reviewed:

Teacher 1:

Teacher 2:

Teacher 3:

Standards:

 Teacher's Initials

 Date

Peer Observer

(selected by Administrator)

Three Standards:

(selected by Administrator)

 Administrator's Initials

 Date

To Be Completed by Teacher and Peer Observer:

DATES:

Pre Conference:

Observation:
Post Conference:
Teacher Signature

Observer Signature

Original to Administrator for filing in personnel file

Optional: *I choose to include my peer observation as part of my evaluation.* _____ *Initials*