



Peer Observations

Monson Public Schools

Ribas Associates

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Session 1: June 22, 2016

8:00 p.m. -12:00 p.m.




Session I: Outcomes

- Identify what we know, or what we would like to know about peer observation & coaching;
- Review Monson Public Schools' *Confidentiality Statement*;
- Explore the three peer observation competencies for our workshops;
- Collaboratively take a “first look” (overview) at the definition and type of peer observation & coaching that are part of this training.
- (Before we observe), examine best practices of “what we should see happening” in effective differentiated instruction (DI) classrooms.



Agenda

- Do-Now Pre-Assessment
- Guidelines for Working Together (a.k.a. Behavioral Norms)
- Processing Partners
- Triad activity and Whip Around
- Direct Teach (3 Competencies)
- Forms of Peer Coaching
- How can I help?
- Benefits & Challenges/Roadblocks
- Best Practices & “Non-negotiables” in the effective DI classroom/Wrap-up



Do Now - activator

- Complete today's DO NOW activator with a partner.
- We will get back to it at the end of the session.



Guidelines for Working Together

- Adhere to professional conversations that focus on workshop topics.
- Arrive on time, and stay until the workshop is scheduled to end.
- Be prepared to work (complete tasks; stay informed).
- Focus on solutions; not past problems.
- Listen and treat colleagues respectfully. It is OK to respectfully disagree.
- Maintain positive energy in conversations, and remember why we are doing this.
- Maintain confidentiality. (What is said in the room, stays in the room.)
- Reach agreement about what to say outside the room.
- Please set cell phone to silent mode. As a professional courtesy, no texting please.



Workshop Packet - Session 1

- Read page 3 entitled, “Sample Behavioral Norms”.

Activity

- With a partner, discuss what resonates with you about the Sample Behavioral Norms, and how you might use them when working with teachers during peer observation and/or peer coaching and conferencing settings.

Processing Partners

No one at your table or next to you

Record each name only once

No yelling out of terms as you look for processing partners

When you finish recording names, please sit down.





Processing Partners

- Peer Coaching

- Peer Observation

- Collaboration

- Trust

- Formal Coaching

- Observation data

- Conferencing

Triad Activity & “Whip Around”:

- Three Heads Together: Brainstorm, list and record on large chart paper, what we know and what we want to know about peer observations and coaching.
- Leader – keeps group on task and serves as time keeper (closest birthday to today)
- Scribe – records notes and final draft on chart paper (longest number of years teaching)
- Reporter – reports out for the group (least number of years teaching)



<i>DATA</i>		
<i>Trial</i>	<i>Brand X - number of chips in 3 cookies</i>	<i>Brand Y - number of chips in 3 cookies</i>
1	14	16
2	16	17
3	17	18
4	21	16
5	8	14
<i>total number</i>	76	81
<i>number per cookie</i>	15.2	17.2

Competency #1

- Learn various techniques for data gathering during a classroom observation. This includes two-column note-taking, charting on- and off- task behavior, charting physical proximity, charting calling on patterns, audio taping, videotaping, and other forms of data gathering.




Competency #2

Choose classroom observation data that you will collect and complete during a peer observation of a colleague.



Competency #3

- Hold pre- and post observation conferences that help a colleague analyze the data gathered during the observation and generate steps for improving teaching.



What questions do you have on the three competencies?



Define Peer Coaching – Processing Partners Activity

On an index card, write your own definition of peer coaching.

Find your “Peer Coaching” Partner and compare your definitions. What would you change in your definition?



Peer Coaching Definition

“Peer coaching is a powerful, confidential, non-evaluative process through which two or more colleagues work together to do the following:

- Reflect upon and analyze teaching practices and their consequences
- Develop and articulate curriculum
- Create informal assessments to measure student learning
- Plan lessons collaboratively
- Discuss student assessment data and plan for future learning experiences
- Expand, refine and build new skills
- Share ideas and resources
- Conduct classroom research



Peer Coaching Definition

“Peer coaching is a powerful, confidential, non-evaluative process through which two or more colleagues work together to do the following:

- Solve classroom problems or address workplace challenges
- Examine and study student learning with the goal of improving professional practice to maximize student success

*Pam Robbins, Peer Coaching to Enrich
Professional Practice, School Culture
and Student Learning. 2015.*



Peer Coaching can take many forms.

- Feedback to teachers about teaching and learning
- Increase problem-solving capabilities
- Build teachers' capacity to address new standards or benchmarks
- Support teachers in planning lessons
- Expand use of technology
- Develop teachers' content expertise
- Refine instructional repertoire
- Personalize professional development



How can I help?

Parking Lot – We will record questions and concerns; answer what we can, when we can, if we can, and work to resolve challenges as they arise.

If there is time, record and implement “next steps”.



Peer Coaching & Peer Observations are
built upon collaboration and trust.



Peer Coaching & Observations

Benefits

Challenges/Roadblocks



Benefits of Peer Coaching and Observations

- Supports the work of teachers;
- Offers several vibrant structures for collegial interactions;
- Fosters meaningful, personalized professional growth opportunities for staff;
- Increase the influence of exemplary teaching;
- Augments the availability of feedback to teachers by teachers;
- Increases problem-solving capabilities;
- Builds a culture of continuous growth for teaching and learning and ultimately maximizes student achievement;

P. Robbins (*Peer Coaching, 2015*)

W. Ribas (*Instructional Practices...For Teachers, By Teachers, 2011*)



Answer these questions with a processing partner.

1. Will peer observations and coaching be voluntary or mandatory, or are you unsure?
2. What are the roles of the peer coach?
3. What is the role of the teacher who will be observed?
4. What is the role of the principal? What can the principal do to support the peer coaching and peer observation culture in the school?
5. Is there anything you would change regarding the definition of Peer Coaching? If yes, what would you change?
6. What are the similarities and differences between “collaborative work” and “formal coaching”?



What will be the focus for the next two workshops?

- **Formal coaching** – This involves a pre-conference, an observation and a post-conference.
- Which initiatives being implemented in your workplace are presenting the greatest challenge? How might formal coaching activities support the initiatives being addressed?
- Thinking about your school's performance data, which areas indicate a need for focus? How might formal coaching be useful to address these areas? Why?
- How might Peer Coaching provide opportunities for professional growth and teacher leadership in your school?



What are best practices we should expect to see during lesson observations?

Find your “observation data” partner. Generate a list of essential “best practices” we would see during a lesson observation.




Context for Learning

1. Mastery Objectives
2. Agenda
3. Activators
4. Summarizers
5. Connections to previous learning
6. Connections to the real world/students' own lives
7. Essential Questions
8. *Assigning homework at the start of the lesson



Mastery Objectives

- Observable language
- Student friendly
- Taken from the curriculum standards
- Given to students at the start of the lesson
- M.O.'s are referenced at the beginning, middle and end of a lesson.



Performance Areas for Effective Classroom Management

1. Beliefs
2. Relationships
3. Rules, Routines and Expectations
4. Obtain, maintain and regain attention
5. Rewards and consequences
6. Student self-assessment
7. Consistent teacher implementation
8. Engaging teaching
9. Space and Proximity



Five (5) “Non-negotiables” for the effective DI classroom

- Warm, welcoming, community environment
- Higher Order Thinking (questions and tasks)
- On-going assessments
- Respectful tasks
- Flexible grouping



1. What did you learn today? (list at least 2 things)
2. What resonated with your thinking?
3. What are your next steps?
4. How can I help?