The Expert Next Door: Peer Observations and Feedback

Learning Forward Annual Conference
Tuesday, December 10, 2019
2:30 - 4:30 pm

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Reflect on the idea of observations and feedback:
What is your “why”?

Benefits of observations and feedback:
<table>
<thead>
<tr>
<th>Challenge</th>
<th>Ideas for addressing</th>
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<tbody>
<tr>
<td>Openness and honesty are needed</td>
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<tr>
<td>Expectations may be misaligned</td>
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<td>Fixed mindsets may be present</td>
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<tr>
<td>Schedules may not have flexibility</td>
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<td>Logistics may be messy</td>
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<td>Support may be lacking - from peers and/or supervisors</td>
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<td>Teacher leadership roles of this type may not exist yet in the school</td>
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<td>Not sure how to get started/first steps</td>
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## Tool 1: Plan Observation Details

<table>
<thead>
<tr>
<th>Key Components to Discuss</th>
<th>Guiding Question(s)</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Observation day and time</td>
<td>Where and when will the observation take place?</td>
<td>Mrs. Rosen's 2nd block math class 10/30-11/15</td>
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<tr>
<td>Observation/ classroom logistics</td>
<td>How long will the observation last? 45min.</td>
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<td></td>
<td>Where is the best place for the observer to sit?</td>
<td>—</td>
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<td></td>
<td>What kind of interaction between observer and students are okay? Feel free to chat with them about what they're learning.</td>
<td>—</td>
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<tr>
<td></td>
<td>Is there anything the observer needs to know about the classroom and/or students?</td>
<td>—</td>
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<tr>
<td>Instructional goal of lesson</td>
<td>What is the instructional goal of the lesson?</td>
<td>Changing mixed numbers to improper fractions</td>
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<tr>
<td></td>
<td>What standard(s) does it align to?</td>
<td>—</td>
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<tr>
<td></td>
<td>Why does the observer want students to meet this goal?</td>
<td>—</td>
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<tr>
<td>Focus of observation</td>
<td>What is the focus of the observation? (E.g., classroom management, questioning, student discourse)</td>
<td>Engagement and computers being on task, excited about learning.</td>
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<tr>
<td></td>
<td>What does the observer hope to gain as a result of being observed?</td>
<td>Additional ideas to enhance engagement</td>
</tr>
<tr>
<td>Student work and data to collect</td>
<td>What will students be working on during the lesson?</td>
<td>Observer will utilize data sheet to track engagement of students</td>
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<tr>
<td></td>
<td>What work can be collected and discussed during the debrief?</td>
<td>—</td>
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<tr>
<td></td>
<td>What, if any, data will be generated in the lesson?</td>
<td>—</td>
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<tr>
<td>Confidentiality</td>
<td>What needs to be kept confidential between the observer and observer to enable authentic growth?</td>
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## Focus of Observation:

- **Questioning and Students' Answers during class discussion during ELA time**

<table>
<thead>
<tr>
<th>&quot;Look-Fors&quot;</th>
<th>Teacher Behaviors (C)</th>
<th>Student Behaviors (S)</th>
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<tbody>
<tr>
<td>T uses text-dependent questions during discussion.</td>
<td>Today we're going to take a break from Who's Dixie and read another excerpt called The Cricket in Times Square. With a partner, read the text and be prepared to summarize it.</td>
<td>Ss get out their copies of the text.</td>
</tr>
<tr>
<td>Ss return to the text to provide evidence for their answers.</td>
<td>T tells Ss they are going to discuss character interactions in the text. Jane reads the excerpt aloud to class.</td>
<td>Ss pair up, read text, and class summaries with one another.</td>
</tr>
<tr>
<td>All Ss have the opportunity to participate in the discussion.</td>
<td>Jane reads the excerpt aloud to class.</td>
<td>Ss ask questions about the text.</td>
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*Example: "Jane, read the excerpt."

"Joe, how is mama different from papa?"

*Example: "Mama seems annoyed with the Cricket in Times Square."

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*Example: "I love the Cricket in Times Square!"

"He's a great guy! Have your parents ever not agreed on something?"

*Example: "My mom said I could do basketball and soccer, but my dad said I had to choose just one activity..."
## Analyze Observation Data

### Strengths:
- What was effective about the lesson in regards to the focus area?
  - In which "look for" did the observee excel?
  - What specific actions did the observee take that enabled them to be successful in the focus area?
  - What specifically were the students able to do as a result of those actions?

### Areas for Growth:
- What was ineffective about the lesson in regards to the focus area?
  - Which "look for" is the observee trying and on the verge of doing?
  - Which "look for" is the observee ready to try next?
  - Where are there areas of missed opportunity?

### Prioritize One Area for Growth:
- In your opinion, which area for growth could have the biggest impact on the observee and their students?
- What might you recommend the observee change or modify in their focus area based on your observation?
- What big takeaway do you hope the observee gains as a result of the debrief conversation?

### 1. Students were engaged in the reading—enjoyed the story.
- Need strategies to increase St participation & support all Sts to engage in meaningful discussion—i.e., talk questions

### 2. Students are eager to participate—lots of kids raising their hands.
- Struggled to support Sts when they couldn't answer the question

### 3. Some students were able to answer the two questions independently in their journals—correctly

### Debrief and Provide Feedback

#### Suggested Guiding Questions for Discussion

<table>
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<tr>
<th>Planning Notes (mentor completes prior to debrief)</th>
<th>Debrief Meeting Notes</th>
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<tbody>
<tr>
<td>Your focus area was questioning and student responses during class discussions. How do you think the lesson went with that?</td>
<td>- Did ask the text dependent questions provided by the guidebook, lesson, but often went on tangents focused more on student experiences. - Students were engaged and excited to discuss.</td>
</tr>
<tr>
<td>What are you noticing about the answers students are providing to your questions?</td>
<td>- Students mostly had strong answers, but teacher never prompted them to provide text evidence.</td>
</tr>
<tr>
<td>What is important to you about (action mentee took in focus area)?</td>
<td>- I noted Sts making connections to text, but it kept getting offtrack.</td>
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#### Feedback Questions

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<td>You said your instructional goal for your students was to have students provide evidence for their answers. How well do you feel they accomplished it?</td>
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<tr>
<td>What is the student work/data showing about their progress to this goal?</td>
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<tr>
<td>In what ways did the lesson go as you had planned?</td>
</tr>
<tr>
<td>In what ways did things happen that you did not expect?</td>
</tr>
<tr>
<td>What other ways are there to try (action mentee took in focus area)?</td>
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</tbody>
</table>

- Tired and engaged
- Sts were. Retracted, they ran out of time.
- Sts were getting right answers, so I just kept moving along rather than pushing them to think more. They knew that...
- I noted Sts making connections to text, but it kept getting offtrack.
<table>
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<tr>
<th>Ideas for advocating for, launching, implementing, and creating space for practice</th>
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The first action I'll take back at my school or district to make this happen is....

Please share your feedback on our session!

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