

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:

Challenge	Ideas for addressing
Openness and honesty are needed	
Expectations may be misaligned	
Fixed mindsets may be present	
Schedules may not have flexibility	
Logistics may be messy	
Support may be lacking - from peers and/or supervisors	
Teacher leadership roles of this type may not exist yet in the school	
Not sure how to get started/first steps	

Step	Key Points and Actions	Connections	Tool Noticings
PLAN			
OBSERVE			
ANALYZE			
FEEDBACK			

Tool 2: Classroom Observation

Focus of Observation:	Teacher Behaviors (T)	Student Behaviors (S)
questioning and students answers during class discussions during ELA time		
"Look-Fors" What does strong teaching for the focus area look like? (observer completes prior to observation)	<p>Today we're going to take a break from Winn Dixie and read another text selection called The Cricket in Time Square.</p> <p>"With a partner, read the text and be prepared to summarize it"</p> <p>T tells sts they are going to discuss character interactions in the text.</p> <p>"Jane, read the excerpt on the side"</p> <p>"So, how is mama different from papa?"</p> <p>Very good. Have your parents ever not agreed on something?</p> <p>T calls on 4 sts to share their personal stories.</p> <p>"We've gotten off track a little, let's go on to the next side"</p>	<p>Sts get out their copies of the text.</p> <p>Sts pair up, read text, and discuss summaries with one another.</p> <p>Jane reads the excerpt aloud to class.</p> <p>lots of sts raise their hands, but Louie gets called on.</p> <p>Louie - "mama seems annoyed with the cricket and papa more patient"</p> <p>one example anwer-lynn - "My man said I could do ballet and soccer, but my dad said I had to choose just one activity..."</p>

Tool 1: Plan Observation Details

Key Components to Discuss	Guiding Question(s)	Notes
Observation day and time	<ul style="list-style-type: none"> Where and when will the observation take place? 	Mrs. Rosen's 2nd block math class 10:30-11:15
Observation/classroom logistics	<ul style="list-style-type: none"> How long will the observation last? Where is the best place for the observer to sit? What kinds of interaction between observer and students are okay? Is there anything the observer needs to know about the classroom and/or students? 	45 min anywhere - okay to move around with them about what they're learning
Instructional goal of lesson	<ul style="list-style-type: none"> What is the instructional goal of the lesson? What standard(s) does it align to? Why does the observee want students to meet this goal? 	changing mixed #s to improper fractions
Focus of observation	<ul style="list-style-type: none"> What is the focus of the observation? (E.g., - classroom management, questioning, student discourse) What does the observee hope to gain as a result of being observed? 	engagement and sts being on task & excited about learning - additional ideas to enhance engagement
Student work and data to collect	<ul style="list-style-type: none"> What will students be working on during the lesson? What work can be collected and discussed during the debrief? What, if any, data will be generated in the lesson? 	observer will utilize data sheet to track engagement of students
Confidentiality	<ul style="list-style-type: none"> What needs to be kept confidential between the observer and observee to enable authentic growth? 	
Debrief conversation day and time	<ul style="list-style-type: none"> Where and when will the debrief conversation take place? 	Mrs. Black's room after school tomorrow

Analyze Observation Data

Strengths: What was effective about the lesson in regards to the focus area? In which "look fors" 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 fors" is the observee trying and on the verge of doing? Which "look fors" 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?
<p>1. Students were engaged in the reading-enjoyed the story.</p> <p>2. ^{most} Students are eager to participate - lots of kids raising their hands.</p> <p>3. Some students were able to answer the two questions independently in their journals - correctly.</p>	<p>1. all whole group "no turn discussion - no turn and talk" - straight to independent work</p> <p>2. struggled to support the sts when they couldn't answer the question</p> <p>3.</p>	<p>Need strategies to increase st participation & support ALL sts to engage in meaningful discussion - i.e. talk-makes and/or sentence stems</p>

Debrief and Provide Feedback		
Suggested Guiding Questions for Discussion	Planning Notes (mentor completes prior to debrief)	Debrief Meeting Notes
<p>Primary Questions</p> <p>Your focus area was questioning and student responses during class discussions. How do you think the lesson went with that?</p> <p>What are you noticing about the answers students are providing to your questions?</p> <p>What is important to you about [action mentee took in focus area]?</p> <p>Feedback Questions</p> <p>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?</p> <p>What is the student work/data showing about their progress to this goal?</p> <p>In what ways did the lesson go as you had planned?</p> <p>In what ways did things happen that you did not expect?</p> <p>What other ways are there to try [action mentee took in focus area]?</p>	<p>-did ask the text dependent questions provided by the guidebooks lesson, but often went on tangents focused more on student experiences</p> <p>-students were engaged and excited to discuss</p> <p>-students mostly had strong answers, but teacher never prompted for them to provide text evidence</p> <p>-no evidence was provided by students</p> <p>-teacher asked as many questions about students opinions on topics/experiences as text-dependent questions</p> <p>-all students were engaged in participating</p> <p>-getting off track with side discussions focused on opinions and experiences rather than the text being discussed</p>	<p>T liked how engaged sts were. But noticed they ran out of time.</p> <p>sts were getting right answers so I just kept moving along rather than pushing them to tell me how they knew that...</p> <p>T noticed sts making connections to text, but it kept getting her off track.</p> <p>T agreed with my comments</p> <p>Agreed</p> <p>-running out of time</p> <p>-wanted to utilize more time and talking</p>

Ideas for advocating for, launching, implementing, and creating space for practice

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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