



Peer Observation and Evaluation

Training Manual

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**Peer Observation and Evaluation Training #R0116
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Offices of the New York State Education Department
475 Park Avenue South, 2nd Floor Regents Room
New York, New York

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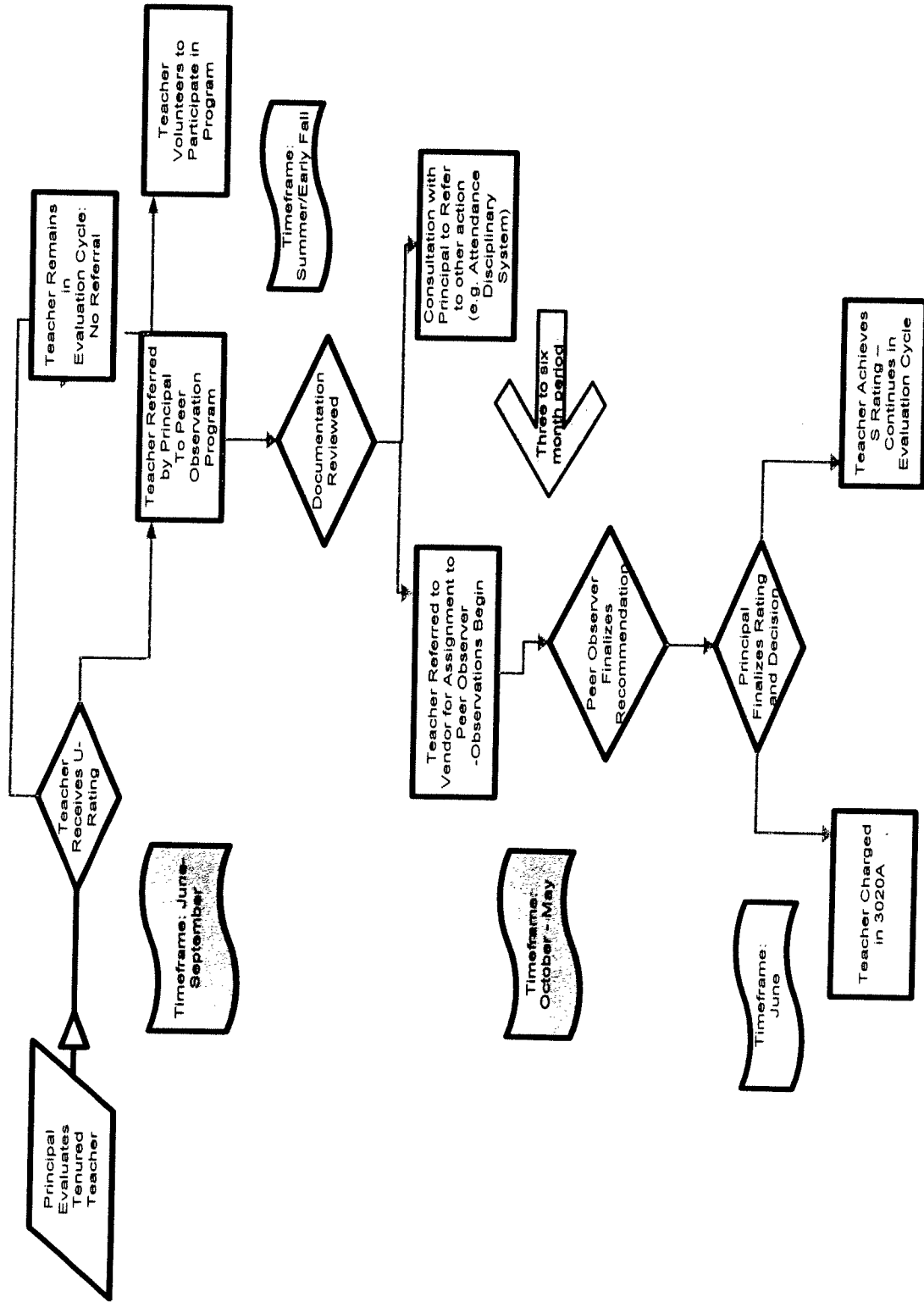


Peer Observation and Evaluation Project

As part of a three (3) year grant sponsored by the New York City Department of Education in collaboration with the United Federation of Teachers, RMC has been awarded a contract to provide a more rigorous approach to evaluating the instructional delivery of tenured teachers who have received multiple unsatisfactory ratings.

RMC recruits highly experienced retired classroom teachers and coaches to work as Peer Observers with teachers in the New York City school system. Each participant teacher is recommended by his/her principal and is included in this initiative on a volunteer basis. Peer Observers work with each participant teacher for a maximum of three (3) months. During this period, Peer Observers support participant teachers with focused professional development to help them improve skills and competencies in their individual areas of need. Peer Observers conduct classroom observations, develop *Individualized Professional Development Plans* with the participating teacher and generate written reports of observations which may potentially be introduced in hearings. RMC provides pre-service and on-going training for Peer Observers in order that they may deliver all services in a highly competent manner.

Peer Observation and Evaluation Process Flow Chart





Date

School Name & Address

Dear (Principal):

I would like to introduce _____ as the Peer Observer for _____. The Peer Observation and Evaluation Program is sponsored jointly by the New York City Department of Education and the United Federation of Teachers. They have engaged **RMC Research** to provide high quality instructional experts to be Peer Observers for tenured teachers who have been identified in need of classroom assistance and are in danger of receiving charges for incompetence. We anticipate that the Peer Observer will work with each participant teacher for approximately ten (10) weeks.

All Peer Observers are retired teachers, either from the NYCDOE or a surrounding area. They are experienced in providing professional development to teachers in their former schools or districts.

Each Peer Observer is expected to:

- Develop, together with the identified teacher, an individualized professional development plan based on the needs of the teacher;
- Conduct classroom observations based as prescribed by RMC;
- Conduct post-observation conferences with the identified teacher on the same day of the observation, in person or by telephone;
- Meet with the principal to schedule the observations and meetings with the teachers and administrators;
- Conference regularly with school administrators on scheduling professional development activities and on the individual teacher's progress.
- Submit a final report of competence as prescribed by RMC to the Principal.
- Attend hearings as required.

I am requesting that each principal notify the UFT Chapter Leader and staff that may potentially support the participant teacher's short term professional development activities of the role of the Peer Observer and encourage their cooperation.

If you would like additional information about any of the features of this program, please contact **Janice Imundi** at **212-972-4762**. I look forward to working with you during this school year.

Sincerely,

Sandra Kase, Ed.D.



SUGGESTED PROTOCOLS AND SCHEDULES
(Based on 3 ½ Hour Visits)

First Visit:	<u>Meet with Principal</u>	30 minutes
	<ul style="list-style-type: none">• Introduce yourself• Provide information about your background• Describe process for working with teacher• Ascertain how long principal has been at the school• Discuss the reasons for “U” rating(s) of the teacher• Look at pertinent documents (e.g. past observations/evaluations, etc.)• Establish procedure and schedule for on-going meetings with principal• With principal’s assistance, establish schedule of visits/observations for teacher• Have principal introduce you to staff who may be able to facilitate professional development• Ask principal to assign a designee in his/her absence	
	<u>Meet with UFT Chapter Leader</u>	15 minutes
	<ul style="list-style-type: none">• Introduce yourself• Describe process for working with teacher	
	<u>Meet with Teacher</u>	45 minutes
	<ul style="list-style-type: none">• Introduce yourself• Provide information about your background• Describe purpose of program and process for working together (over 10 wks)<ul style="list-style-type: none">▪ Peer Observer observations▪ Post observation conferences▪ Written observation reports▪ Individualized Professional Development Plan developed collaboratively▪ Suggestions for professional development▪ On-going conferences with principal▪ Final Assessment of Competence Report	
	<u>Classroom Observation</u>	60 minutes
	<ul style="list-style-type: none">• Conduct initial observation	
	<u>Post Observation Meeting</u>	15 minutes
	<ul style="list-style-type: none">• Meet with teacher to provide feedback	
	<u>Meet with Principal</u>	15 minutes
	<ul style="list-style-type: none">• Provide feedback on initial observation• Briefly discuss next steps	
	<u>Write Observation Report/Activity Log</u>	45 minutes



SUGGESTED PROTOCOLS AND SCHEDULES

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Second Visit:	<u>Meet with Principal</u>	15 minutes
	<ul style="list-style-type: none">• Let principal know you are in the building• Briefly review the tasks for the day (including development and facilitation of <i>IPDP</i>)• Identify staff members who can facilitate professional development	
	<u>Meet with Teacher</u>	45 minutes
	<ul style="list-style-type: none">• Review Teacher's strengths observed so far• Review Teacher's areas of vulnerability• Develop <i>Individualized Professional Development Plan</i> (with first week's activities - at minimum)	
	<u>Classroom Observation</u>	30 minutes
	<ul style="list-style-type: none">• Conduct an observation (focused on areas discussed in feedback from initial observation)	
	<u>Post Observation Meeting</u>	15 minutes
	<ul style="list-style-type: none">• Provide feedback from observation• Briefly discuss next steps	
	<u>Facilitate Professional Development</u>	60 minutes
	<ul style="list-style-type: none">• Speak to staff members identified by principal• If appropriate, meet suggested exemplary classroom teachers• Share professional development requests with principal and other administrators for follow-up during the week	
	<u>Write Observation Report/Activity Log</u>	45 minutes



Weekly Visits:	<u>Meet with Principal</u>	15 Minutes
	<ul style="list-style-type: none">• Let principal know you are in the building• Briefly review the tasks for the day• Review progress to date	
	<u>Classroom Observations</u>	60 Minutes
	<ul style="list-style-type: none">• Can be previously scheduled (announced) or unannounced to teacher• Should be focused on areas in need of improvement	
	<u>Post Observation Meeting</u>	45 minutes
	<ul style="list-style-type: none">• Provide feedback from observation• Ascertain progress on suggested professional development activities• Continue development of <i>Individualized Professional Development Plan</i>	
	<u>Facilitate Professional Development</u>	45 minutes
	<ul style="list-style-type: none">• Meet with school administrators and/or other staff members responsible for supporting teacher's professional development activities• Continue to suggest additional activities, as appropriate	
	<u>Write Observation Report/Activity Log</u>	45 minutes



Procedures for Meetings with Principals

- Initial Conversations
 - Peer Observer introduces him/herself to principal
 - Provides information about background, experiences and qualifications
 - Provides information about the process and about what the tasks of the Peer Observer will include:
 - Observations
 - Post-observation reports
 - Including discussions at post-observation meetings
 - Presented to principal for discussion
 - Principal writes a cover letter and presents it to teacher for signature and inclusion in file
 - Individualized Professional Development Plan
 - On-going meetings with principal and other administrators
 - Final Assessment of Competence Report
 - Discusses participant teacher
 - How long has he/she been at school?
 - What is the basis for the "U" ratings? (If allowed to review documents, ensure that principal or designee is ALWAYS present)
 - What has the principal specifically observed over time?
 - What have the PD and other support opportunities been for the teacher?
 - Suggestions from principal on areas of focus
 - Obtains information about teacher's schedule (e.g. prep schedule, etc.) for scheduling observation
 - Discusses possibilities for additional supports within school based on observed needs
- Ongoing Visits
 - Debriefing principal after classroom observations
 - Ongoing dialogue about progress of participant teacher
 - Recommendations about professional development of participant teacher and suggested activities
 - Facilitating professional development activities
 - Final assessment of competence and recommendations to principal



Procedures for Meetings with Participant Teachers

- Peer Observer explains his/her roles and responsibilities clearly during first visit, including the requirements for:
 - Observations - both announced and unannounced
 - On-going development of an *Individualized Professional Development Plan*
 - Observation reports to be shared with principals
 - Support for the participant teacher over a ten (10) week period
 - Follow-up discussions with the participant teacher
 - Final Assessment of Competence reports
 - Potential participation in hearings
- Peer Observer meets with the participant teacher(s) following each observation to provide feedback and recommendations for next steps
- Peer Observer works to develop trust between him/herself and the participant teacher. This may include:
 - Providing methods of communication between visits
 - Exercising patience with participant teacher's progress
 - Keeping all scheduled appointments or personally rescheduling with the participant teacher
 - Providing positive, as well as instructive, feedback to participant teacher
 - Being a good listener
 - Always being constructive and encouraging in recognizing any sign of progress
 - Being honest and forthright with feedback to the participant teacher
- Peer Observer is collaborative in developing the *Individualized Professional Development Plan* with the participant teacher
- Peer Observer meets with participant teacher prior to and following all planned professional development activities
- Peer Observer participates in professional development activities that are appropriate with the participant teacher
- Peer Observer is always respectful and cognizant of participant teacher's time and obligations



INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PLAN

Date: _____ School: _____

Teacher: _____ Subject/Class: _____

Goal: To improve instructional areas of vulnerability and to acquire new skills and competencies that will result in increased student achievement.

The following are possible areas of focus for professional development. Please select a maximum of three areas that you are interested in developing further in order of priority.

- Content area instruction (specify reading, math, etc.): _____
- Classroom management: _____
- Organizing for effort: _____
- Student engagement: _____
- Teacher/student interaction: _____
- Instructional assessment: _____
- Appropriate use of instructional resources: _____
- Classroom environment: _____

What support will you need to implement your plan? Describe your needs below as appropriate.

- Materials: _____
- Modeling Best Practices: _____
- Other: _____



	Activities	Outcomes Expected	Outcomes Achieved
Week One			
Week Two			

Read and accepted:

Participating Teacher's Signature _____ *Date*

Peer Observer's Signature _____ *Date*



	Activities	Outcomes Expected	Outcomes Achieved
Week Three			
Week Four			

Read and accepted:

Participating Teacher's Signature _____
Date

Peer Observer's Signature _____
Date



	Activities	Outcomes Expected	Outcomes Achieved
Week Five			
Week Six			

Read and accepted:

Participating Teacher's Signature

Date

Peer Observer's Signature

Date



	Activities	Outcomes Expected	Outcomes Achieved
Week Seven			
Week Eight			

Read and accepted:

Participating Teacher's Signature _____ Date _____

Peer Observer's Signature _____ Date _____



	Activities	Outcomes Expected	Outcomes Achieved
Week Nine			
Week Ten			

Read and accepted:

Participating Teacher's Signature

Date

Peer Observer's Signature

Date



Suggested Menu of Professional Development Activities

The following are some examples of professional development activities that may be available to the Peer Observer and participant teacher(s) in the schools. This list is not exhaustive. Additionally, since the Peer Observer may not be able to participate in all of these activities with the participant teacher, a pre-conference to agree on a specific focus and a post conference to review the new skills and knowledge learned as a result of the professional development activity, *must* occur. It is also imperative that the participant teacher's classroom be observed following the post conference to determine if there are any changes in practice as a result of the professional development activity.

- Observing teacher's practices and providing feedback, support, and ongoing assistance (strategies)
- Requesting demonstrations by school-based coaches
- Scheduling classroom intervisitations with a specific focus
- Co-planning lessons with Peer Observers or other appropriate school staff
- Conducting Walkthroughs (Learning Walks) with a specific focus
- Identifying, with principal, appropriate local workshops
- Reading articles and/or other professional materials
- Facilitating a demonstration of technology to improve instruction and classroom management
- Creating a plan for the physical environment
- Developing strategies for enlisting the support of parents



Classroom Observation Protocol

Before the Observation

- Prior to the observation (either on the same day or during the previous visit) meet with the teacher to discuss area(s) of focus for the observation;
- Review lesson plan(s) for the observation period with the teacher and provide any suggestions appropriate to improve the outcome (DO NOT WRITE THE PLAN);
- Share Observation Protocol document with the teacher to communicate expectations;
- Make it clear that the role of the Peer Observer during the observation is to observe only, without active participation;
- Be clear about the date and time of the observation;
- Indicate that feedback will be provided in a timely fashion after the observation is concluded;
- Complete *Pre-Observation Form*

During the Observation

- Arrive at the classroom a few minutes before the observation is scheduled to begin;
- Sit in the rear or on the side of the classroom in order to observe and document all events.
- Each classroom observation should last approximately 45 to 60 minutes;
- The purpose of the observation is to document teaching performance. Therefore, the teacher must be actively involved in teaching. Activities such as viewing of video tapes or movies, lengthy written tests or recess which prevent you from assessing the skills of the teacher are inappropriate for the observation period;
- Use the *Classroom Observation Worksheet* to guide your observations. Additionally, the form should be used to take notes while observing.
- If appropriate (e.g. middle or high school), a review of students' notebooks, work folders/portfolios, and other evidence of student work may provide additional information about the teacher's sequence of instruction and timely feedback to students;

Immediately Following the Observation

- Conduct a brief post-observation interview with the teacher to provide timely feedback, including no more than three (3) recommendations for improvement. Feedback should reflect the execution of plans articulated during the pre-observation discussion;
- This conversation should take place in a private location where there are no students or other adults;
- Provide the teacher with an opportunity to clarify anything that occurred during the observation;
- Ask pivotal questions that promote reflection on the part of the teacher, such as: "What do you think went well during this observation?" "Do you feel you achieved your objective?" "Why or why not?"; "Is there anything you would have done differently?" "If so, why?" "What factors contributed to the outcome of the instruction?" Record questions and teacher's responses.
- Briefly set objective and date of the next observation;
- Explain that an observation report will be written within a week and submitted to the principal. The principal will give a copy of the report to the teacher.

Writing the Observation Report

- Immediately following each observation, while the events observed are still fresh, review the documentation written during the observation to ensure that all notable events were captured and that the notes are coherent and sufficient to write an observation report;
- The steps in writing the Observation Report are as follows:
 - Review *Pre-Observation Form* notes
 - Review *Classroom Observation Worksheet* notes
 - Use *Observation Report Template*:

Description of the Lesson(s)/Observation

- Write a factual account of what you observed (including what the teacher said/asked and what the students said/answered);
- Quote teacher and students when appropriate;
- Write in the third person;
- Highlight the events that related to the area(s) of focus;
- Include events that may relate to students who were not working directly with the teacher;
- Be specific;
- Make NO judgments in the factual account

Positive Aspects of the Observation

- Write positive comments as they relate to the area(s) of focus;
- Write approximately three to four (4) positive aspects noted, if appropriate;
- Include any positive aspects already discussed with the teacher at the post-observation interview.

Recommendations

- Write recommendations only as they relate to the area(s) of focus;
- Write the three (3) recommendations discussed during the post-observation interview;
- Do not introduce any recommendations that have not been previously discussed with the teacher (during the post-observation interview) in this report.

After the Observation Report is Written

- Submit a draft observation report via e-mail to Jamie Alter jalter@rmcres.com no later than four (4) working days following the observation. (N.B. Reports will be sent as password-protected Word documents);
- Write the word "DRAFT" on the top of the report;
- The draft report will be reviewed and edited for format and will be returned to the Peer Observer;
- The Peer Observer will be contacted to discuss any areas of concern.
- The final report must be signed by the Peer Observer and hand-delivered to the principal during the next school visit for discussion (not revision);
- A copy of the signed report must be sent to RMC Research with the bi-monthly Activity Logs for file.



Pre-Observation Form

Name of Peer Observer: _____

Date/Time _____

Name of Teacher _____

Grade Level/Class: _____

School _____

Area(s) of Focus:

- What are the areas for improvement identified in the *Individual Professional Development Plan*?

- Which area(s) will be the focus of the lesson(s) conducted during the observation?

Name of Teacher: _____ Date of Observation: _____
 Peer Observer: _____ School: _____

CLASSROOM OBSERVATION WORKSHEET

Instruction:

	Evident	Not Evident	Comments	Recommendations
<p>A. Conveys information with clarity</p> <ul style="list-style-type: none"> Both orally and in writing Classroom reflects posted, clear communication to students such as academic and behavioral expectations Areas of the classroom are labeled and directions for activities and use of centers/ materials are evident Lesson objective is clear to students 				
<p>B Uses meaningful questioning and discussion strategies</p> <ul style="list-style-type: none"> Teacher's use of questioning techniques reflects high level questions that support standards-based instruction Teacher's discussion strategies include true discussion and full participation by all students Students engage in accountable talk Teachers model "think aloud" strategies 				
<p>C. Involves students in their own learning</p> <ul style="list-style-type: none"> Students are intellectually and actively engaged throughout the lesson Activities and materials appropriate to the understanding of skills and concepts taught are evident The structure and pacing of the lesson support the achievement of the lesson objective/goal Manipulative materials appropriate to the lesson are employed and accessible to all students Materials are age-appropriate A variety of materials are used to support student learning Multiple pathways to learning are apparent Activities that involve the transfer of knowledge to real world settings are available and implemented (i.e. projects) Feedback is timely Feedback is of consistently high quality Time for student self-reflection is provided. In co-teaching situations, evidence of common planning and shared responsibilities to meet the needs of all students is evident. 				
<p>D. Demonstrates ability to meet students' instructional needs</p> <ul style="list-style-type: none"> Teacher seeks ways to ensure successful learning for all students Teacher makes adjustments as needed to instruction plans and responds to students' interests and questions Evidence of use of multiple pathways to learning to meet the needs of all students is available Teacher groups students for differentiated instruction Teacher provides interventions for struggling students. 				
<p>Additional Comments:</p>				

Name of Teacher: _____ Date of Observation: _____

Peer Observer: _____ School: _____

	Evident	Not Evident	Comments	Recommendations
<p>E. Displays competence in subject areas and teaching strategies</p> <ul style="list-style-type: none"> Teacher demonstrates solid understanding of content, prerequisite relationships and connections with other disciplines Curriculum content is integrated Writing across content areas is evident Lesson plans reflect multiple standards Teacher's instructional practices reflect current pedagogical knowledge and teaching strategies 				
<p>F. Provides equal access to the regular curriculum for students with disabilities</p> <ul style="list-style-type: none"> Students use the same textbooks and materials as all students Materials are appropriate to the instructional level of the students A variety of additional resources is provided to support students' needs If inclusion class, students are well integrated into all activities 				
<p>G. Provides appropriate instruction for English Language Learners</p> <ul style="list-style-type: none"> Native language books and materials are available for students Instruction is language appropriate to the English proficiency level of the students ESL instruction is provided 				
<p>H. Employs appropriate resources for teaching</p> <ul style="list-style-type: none"> Teacher accesses needed resources for students Teacher provides a variety of materials/resources in the classroom such as books in Spanish and assortments of instructional materials to support multiple pathways to learning 				
<p>I. Uses on-going assessment to monitor and plan instruction</p> <ul style="list-style-type: none"> Rubrics in all areas of learning that provide clear assessment criteria and standards are communicated to students and are evident Assessment results are used to group students for differentiated instruction Students monitor their own progress in achieving the goals and meeting standards, when appropriate Evidence of on-going assessments is available Evidence that the results of standardized assessments have been analyzed and disaggregated to inform instruction is available 				
<p>Additional Comments:</p>				

Name of Teacher: _____

Peer Observer: _____

Date of Observation: _____

School: _____

Classroom Environment:

	Evident	Not Evident	Comments	Recommendations
A. Creates a respectful environment <ul style="list-style-type: none">Classroom interactions are positive, warm and caringCultural and developmental differences among students are respectedClassroom materials are culturally diverseAccountable talk among students is evident				
B. Establishes an atmosphere for learning <ul style="list-style-type: none">Commitment to the subject on the part of both teacher and students is evidentThere is evidence of challenging, high expectations for student achievementStudents take pride in their workStandards are posted in the classroomRubrics are posted and are in students' notebooks, as appropriate				
C. Develops classroom protocols <ul style="list-style-type: none">Classroom routines and procedures have been established and function smoothlyClassroom routines are clear and evident and are understood by the studentsHomework assignments are meaningful and prepared in advance				
D. Regulates student behavior <ul style="list-style-type: none">Teacher has established clear standards of student conductAcademic and behavioral expectations are postedResponses to student misbehavior are appropriate and respectful of students' needs				
E. Arranges physical environment <ul style="list-style-type: none">Classroom is organized to ensure safety of studentsLearning materials are accessible to all studentsPhysical resources are used well and arrangement of the furniture supports the learning activities, instructional goals and standards-based educationComputers and other technology are available and accessible to all studentsStudents' work is displayed in an organized, respectful manner				
Additional Comments:				



Classroom Observation Report Template

Name of Peer Observer: _____ Date/Time _____

Name of Teacher _____ Grade Level/Class: _____

School/Room #: _____ Number of Students Present: _____

A. Summarize the Pre-Observation conference:

B. Describe the characteristics of the class:

- Class organization/designation (e.g., Integrated Model, ESL, etc.)
- Classroom staffing (e.g. Number of teachers, paraprofessionals, others)

C. Describe the classroom environment, including :

- The physical environment (i.e. desk placement, tables, work areas, computers, centers, etc)
- Is student work displayed? If so, how?
- Is student work graded? If so, how?
- Are rubrics posted?

D Describe the lesson(s) observed during the observation period:

E. Report positive aspects of the observation:

F. Provide recommendations:

G. Summarize progress made:

Submitted by:

Peer Observer's Signature

Date



SAMPLE OBSERVATION A

Name of Observer: Dr. Sandra Kase

Date: November 27, 1995

Name of Teacher: Elizabeth

Grade Level/Class: Kindergarten 106

School/Room #: PS x/Rm. 106

Number of Students Present: 20

A. Summarize the Pre-Observation conference:

At the Pre-Observation conference conducted on November 23, 1995, we reviewed the previous observation report to discuss progress in implementing suggestions made on the introduction of learning centers in the classroom. Elizabeth indicated that the following learning centers were now operational: Art, Science, Mathematics, Housekeeping, Blocks, Writing, Computer and Listening Centers. Elizabeth explained her morning routines (calendar, days of the week, weather, graphing the number of boys and girls). After the morning routines she indicated that the students move into mathematics, then journal writing and then into learning center activities during which she conducts a reading lesson. We reviewed Elizabeth's plans for the week. We agreed that the observation would focus on Elizabeth's development and implementation of classroom routines. No suggestions were offered. Elizabeth had no questions.

B. Describe the characteristics of the class:

This class is a bilingual kindergarten class. There is one (1) teacher and one (1) full-time paraprofessional assigned.

C. Describe the classroom environment:

The class was arranged so that four (4) students were seated at each of five (5) tables. All learning centers indicated above were placed around the classroom. Each was clearly labeled. The computer center contained three (3) computers that were connected to a common printer. There was a lot of print around the classroom, including weather charts, calendars, color cards, poems, and animal names with pictures. Print was in Spanish and English. Students' drawings and related stories were displayed. These were not graded.

D. Describe the lesson(s) observed during the observation period:

As I entered the classroom, I observed the students sitting in a group in the front of the room. Elizabeth was choosing a line leader, a clean-up monitor and an attendance monitor. She then put their names on a chart. When that was done, the children sang a morning song in English: "Hello, how are you? I'm fine. I hope you are, too". Then they moved on to the calendar activity. Elizabeth asked them

what month it was in English and Spanish. The students counted the days of the month first in English and then in Spanish. Then Elizabeth held up the number 27 and asked if the students knew today's date. The children again counted the days of the month in English and Spanish, while the Teacher pointed to the numerals. The students then repeated the date - November 27, 1995 and put the strip with the date into the pocket chart. The students then sang the Days of the Week song while Elizabeth pointed to a chart which had the days of the week written in English and Spanish. Students then completed the "today is, tomorrow will be, yesterday was..." chart in English and Spanish. Next they reviewed the seasons. Students were asked to identify the season while the Teacher pointed to the seasons picture chart. Then they discussed the weather outside. Children were asked to describe the weather. They answered, "Not hot, not cold. A little hot and a little cold." Elizabeth wrote on the chart in English and in Spanish (Sun - Cold). The students then counted the number of children while Elizabeth held up unifix cubes representing the number of girls and boys on register. If there were cubes left after counting, the children were asked who was absent. After they were finished counting, the children were told that they would now have a math lesson. Before the lesson began, they were asked to stand. The children sang "Little Parakeet" twice in English and twice in Spanish. Next they were asked to form a circle by holding hands and then to sit down on the floor.

The Teacher told the children that they were going to play a math game. She held up number cards and asked the children to name the numbers and to put the cards on the floor as they were named. She told them that she was going to give them a number and that they would pick the same number of sticks (popsicle sticks). Elizabeth stood up and passed out the number cards. She then asked the children with the cards to put out the correct number of sticks. When this was completed, the children were directed to put their numbers in the middle with their sticks and count to check accuracy. One child was then identified to help in the clean up. The Teacher then announced that it was time to have reading groups and centers. With her center chart, Elizabeth asked the students to stand and follow her. They went first into the Art Center. Elizabeth showed the children a "hen" bag puppet with a template to color for each child. She then assigned the students to centers as follows: "Blue Group - go to Art; Green Group - go to Blocks; Brown Group - go to Math (put your names on the paper and I'll show you what to do); Red Group - go to Housekeeping". One child requested the Computer Center, one child went to the Listening Center and three children worked with the Teacher in a reading group.

For the reading group, Elizabeth made booklets for each child using seven Xeroxed sheets:

1. This is a rooster
2. This is a _____. (picture of a hen)
3. This is a duck.
4. This is a _____. (picture of a cow)
5. This is a pig.
6. This is a _____. (picture of a sheep)
7. This is a barn.

She read the book to the children and had them repeat - "This is a" Elizabeth then asked the children how they knew that the word said "pig". One child pointed to the letter "p". The same procedure was followed with other words, such as "duck". Elizabeth read through the rest of the pages with the three students. She then told them that they would draw pictures of the animals and write the animal names for homework. Additionally, she told them that she would give them an animal chart to take home.

The students were asked to clean up. Elizabeth turned out the lights, told them that they had five minutes and that she would set the "ringer". The students were reminded that they had to write a story in their journals. She had asked the children working in the Block Center to begin cleaning up earlier. At that point, the observation was concluded.

E. Report positive aspects of the observation:

1. Elizabeth has set a positive tone in the classroom. The children understand that this room is a place where learning occurs and they respond well to the Teacher. She is very nurturing and supportive of the students. They are consistently praised for trying their best. Elizabeth uses phrases such as, "I like the way you are sitting" or "You did a good job", etc.
2. Instruction is conducted in English and Spanish. Students are learning vocabulary and language patterns in English on a consistent basis. This is occurring through regular routines and repetition in songs, poems, stories. These students are immersed in the English language, making it easier for them to construct meaning. At the same time, they are receiving support in their native language.
3. Children wore clothespins with different colors to remind them of their assigned work groups. They also had a chart to which they could refer which displayed their names. The practice of providing different strategies for students is effective. All children can remember using one strategy or the other.
4. Learning centers had been well organized. Activities within the centers were introduced by Elizabeth and well explained. Appropriate directions were provided and materials were accessible.

F. Recommendations:

At the Post-Observation interview, the following suggestions were made and agreed upon:

1. Using a Helper Chart is an excellent idea. However, it would help to create a larger chart that allows children to know who will do the jobs next. This new chart will provide for an orderly, continuous progression of helpers. In this way, children will know what to expect and have something special to anticipate.

2. Children were clearly sitting too long. When they finally stood to sing their song it did not take very long and they were sitting again. While Elizabeth recognized the importance of alternating passive and active activities for young children, she should plan to break up the morning routines and intersperse them with activities that require movement. Young children need activity as part of their development. It was suggested that the Paraprofessional be directed to assist during the morning routines as well.
3. It is important to foster creativity in children. Elizabeth should keep away from templates and the Xeroxed sheets. It would be better to allow students to draw their own hen faces on the bag puppets. Also, they should create their own drawings and stories rather than filling in pre-printed sheets.

G. Summary

Overall, I observed significant progress from the last observation. Learning centers were in place and were operational. Routines were consistent and clear to the children in all areas. Beginning with morning routines, movement, use of materials and clean-up, children knew what to expect and how to proceed.

Submitted by:

Sandra Kase

Peer Observer's Signature

November 29, 1995

Date



SAMPLE OBSERVATION B

Name of Observer: Dr. Sandra Kase

Date: November 12, 1997

Name of Teacher: Linda

Grade Level/Class: 3-309

School/Room #: PS x/Rm.309

Number of Students Present: 22

A. Summarize the Pre-Observation conference:

At the Pre-Observation conference conducted on November 10, 1997, we reviewed the previous observation report to discuss progress in implementing suggestions made on the conduct of reading instruction and of the routines established for "streaming". Linda indicated that the instructional theme for the class was Forest Habitats. She discussed her morning routines, including directed reading lessons to "streamed" groups. It was discussed that the process and routines used with the Grade 3 classes to "stream" for reading would be observed, including the lesson content and the movement of students. Linda had no questions.

B. Describe the characteristics of the class:

This class is a regular Grade 3 classroom comprised of heterogeneously placed students.

C. Describe the classroom environment:

The class was arranged by grouping desks together so that four (4) students were seated at each of three (3) groupings and five (5) students were seated at each of two (2) groupings. Three (3) computers on one side of the classroom were connected to a common printer. In another section of the room, library books were displayed. Adjacent to the library area, there was a carpeted area with a chair and easel. No other learning centers were evident. There were some book reports and "Who Am I" books displayed.

D. Describe the lesson(s) observed during the observation period:

As I entered the classroom, students were writing in journals on "lessons learned:". Linda was walking around the room looking at these and reminding the students that there were only two minutes left until they could share their entries. After approximately five minutes, she asked them to come to the meeting area, even if they were not finished, so they could share one or two entries. Linda reminded them that this was a "work in progress". The children gathered. Linda asked, "Who knows which two letters make the sound "ch"? The children guessed incorrectly until one child gave the correct answer. The Teacher told the children that they only had time to share one entry. William was asked

to read from his journal. He read the story and was asked to tell what lesson he had learned. He announced, "Never play karate in the house". Linda then announced that it was time for reading groups. She called for children going to Ms. X's class to line up. She then did the same for the students going to Ms. Y's class. As the students lined up, they moved out of the classroom to their assigned reading rooms. At the same time, students were coming in from the other classes. Those students sat down in the carpeted area. When they were seated, Linda reminded them that they had WIP's (Works in Progress). They discussed that some writing was almost ready for publishing. They then began the reading lesson.

Linda reviewed the vocabulary words for the story they were going to read, "Ms. Rumphius". She wrote the sentences containing the vocabulary words on chart board. For example:

I planted seeds for jasmines and lupines in my flower bed.

I like to eat porridge for breakfast when it is cold outside.

During the winter, we put the flowers in the conservatory because it is too cold for them outside.

Linda then handed stories to eight (8) students to work on independently. These students went to work at the desks. Eleven students stayed with her in the first reading group. One child asked, "What page?" Linda told him to turn to page 32. Students then read the sentences with vocabulary words and discussed their meanings. Linda reminded them that, when they read the last story, it was important to know the order in which things happened. She told them to pay attention to the sequence of events and asked, "Who knows what *sequence* means?" "Who knows what *events* means?" She related these words to the months of the year. Linda elicited that they were going to pay attention to what happened and in what order. The students were then asked to read p. 133 silently to find out three (3) things Alice wants to do when she grows up. Students were reminded to "Put your hands on your head when you're finished to let me know you're done". When they were finished reading they were asked, "What was the first thing that she wanted to do?" Linda wrote the students' answers as they read them:

- 1) go to far away places
- 2) live beside the sea
- 3) do something to make the world more beautiful

Linda told them that they would have to see if she really does those things. Students were then told to turn the page to find out how Alice spent her days. Students were asked to read to find five (5) things she did. When they were finished, students were asked, "Who can tell me what was the first thing she did?" "What was the next thing?" etc. Linda continued the lesson in this manner, eliciting the sequence of events in the story. Students were then directed to read pages 135 and 137 to find out if Alice did do the last thing she wanted to do. Linda reminded the students that they were looking for words that tell when something is happening. She directed them to put their fingers on these words as they saw them. While the students were reading, Linda walked around looking at the words on which the children had their fingers. She reminded one child, "Look for *time* words". When they all finished reading, students engaged in a discussion about whether Alice did, in fact, do something to make the world more beautiful. They decided that, since she had just planted seeds, the world was not yet more

beautiful but would be in the future. Students were then asked to retell the story in sequence referring to the original list of the three (3) things Alice wanted to do for reference. The next reading group was then called to the meeting area.

Linda asked one child to share her journal entry. Linda then held up that paper and asked, "Is this still a WIP?" Students answered in the affirmative. Linda then reviewed what one child did first (she wrote the story) and second (she re-read the story and corrected it). They discussed the next thing to do (write a second draft). Two more students then shared their entries. When they were finished, all of the students were directed to line up if they belonged in other classes and the students in Linda's class were directed to take a book for silent reading. At that point, the observation was concluded.

E. Report positive aspects of the observation:

1. The transition into the literacy period was smooth and orderly. Routines for movement were established and were followed by the students. When students entered the classroom they were focused and understood what they were supposed to do. Routines for the independent group were also evident and understood. Those students had writing assignments which they knew and understood.
2. The objective of the reading lesson was clear and ultimately realized. Students were told that they were going to learn about and practice putting the events of the story in sequence. There was discussion about what sequence is and all questioning elicited answers that supported the objective. The questions Linda asked the student regarding the steps she took to write her story reinforced the students' understanding of sequence of events as well.
3. Students were asked to read silently for a purpose. For example, they were asked to read one page to find out what Alice wanted to do when she grew up. This was a very specific aim for the students and gave them a focus for their reading. This practice was appropriately repeated each time the students were asked to read silently. Reading for meaning was promoted through this practice. Additionally, students were presented with strategies for constructing meaning from the story. Linda instructed them to look for "time" words or "words that tell us that something is happening". Our mission is to make the students strategic readers, which is the only way to ensure that they can read independently and effectively.
4. The story read by the first group was appropriately summarized by having students retell the story in order of sequence of events. This was an important method of bring closure to the lesson and for assessing whether the objective had been achieved. It was clear that the students did understand the lesson

F. Recommendations:

At the Post-Observation interview, the following suggestions were made and agreed upon:

1. It is important to utilize all of the instructional time to its greatest advantage. Instead of walking around while the entire group was writing in their journals, it may have been more productive to work with a small group on modeling or conducting a mini-lesson on a skill or concept. Another option would have been for Linda to sit with one (1) or two (2) children to help them with their writing or to provide guidance and/or instruction.
2. Both reading groups MUST have the opportunity to engage in directed, guided reading lessons DAILY. During this observation, only one group had this opportunity. The other group did not. The time for each lesson must be well planned ahead of time, including how many pages will be read, which vocabulary words will be introduced and/or reviewed, etc. In this case, the lessons must be conducted within a thirty minute period. Children are being "short changed" if they do not receive direct reading instruction daily.
3. The students in the first reading group engaged in silent reading. This component of the reading lesson is critical for comprehension. Then they answered questions asked by Linda. However, there have to be opportunities for students to read orally so that their pronunciation and fluency can be checked. This is accomplished by asking the students to locate the sentence that told them the answer to the question and to read it aloud. Several students can be asked to do this during each lesson. This was done only once during the lesson with one child. The rest of the students answered questions, but they did not read from the text.
4. The assignment on which the independent group was working was evidently carried over from the day before. However, one child finished early and had nothing else to do. Even though some of these children are from other classes, the assignments have to be more multi-faceted and complex so that this situation does not occur. At the very least, the child could have illustrated the story he finished. In order to do that, he must have knowledge of and access to materials in this classroom. Other kinds of assignments can be presented that will engage students and result in the achievement of instructional goals. There can be projects, including book extensions, making puppets to depict characters in stories read, dioramas that show favorite parts of books, stories with new endings from those written by the authors, etc. All of these activities and others will support writing, which was the focus during the independent time.

G. Summary

Overall, I observed progress from the last observation. Many routines were in place and were consistent and clear to the children. The reading lesson was generally effective, but work done with the second group needs improvement.

Submitted by:

Sandra Kase
Peer Observer's Signature

November 29, 1995
Date



SAMPLE OBSERVATION C

Name of Observer: Dr. John Smith

Date: December 16, 2006

Name of Teacher: Stephen

Grade Level/Class: 7-412

School/Room #: PS x/Rm.309

Number of Students Present: 23

A. Summarize the Pre-Observation conference:

During the Pre-Observation conference conducted on December 12, 2006, we reviewed the previous observation report to discuss progress in implementing suggestions made on the delivery of mathematics instruction. We reviewed the lesson plan Stephen developed to ensure that all essential components in the lesson were present and that the lesson was developed in a coherent, sequential manner with appropriate activities. We discussed the difficulties observed in prior lessons when Stephen missed key steps so that the students did not understand what was meant to be taught. We discussed the critical nature of questioning as a tool to build on prior knowledge and to elicit information and understanding about the concepts being taught from the students. This discussion was consistent with suggestions made for improvement in prior unsatisfactory observations. Stephen had no questions.

B. Describe the characteristics of the class:

This is a regular Grade 7 mathematics classroom. The students observed were in the second period class comprised of heterogeneously placed regular education students.

C. Describe the classroom environment:

The desks in the classroom were arranged in rows facing the front chalkboard. Bulletin boards were lined with construction paper but had no work on them. There was a bank of five computers in the rear of the room that were connected to a common printer.

D. Describe the lesson(s) observed during the observation period:

The lesson objective was written on the board: *What is probability without replacement?* Under the objective was listed an example 2: *An urn contains ten red marbles and six yellow marbles. One marble is drawn at random.* Directly under that example Stephen listed the *Do Now* and the homework assignment:

Evaluate A. $\frac{1}{115}$
B. $\frac{51 \times 4}{52 \times 51}$

Homework - page 150, 12-14

Stephen took attendance as students worked at their seats on the *Do Now*. He then asked, "Who would like to do the *Do Now* on the board?" No student volunteered and so the Teacher worked out the problem at the board. A student was then called on to read aloud example #2 from the board. Stephen wrote on the board various probabilities stemming from the example.

He asked students to raise their hands in order to give an answer. Students called out answers and the Teacher reprimanded them to raise their hands and wait to be called on by name. Students continued to call out answers and he continued to accept them as they were called out. Stephen then placed additional probability problems on the board. Once again, he called upon students to give their answers to this problem. Four (4) additional probability problems were completed in the same fashion.

Stephen asked, "What has to happen in order to reduce fractions to the lowest common denominator?" The worksheet of similar problems was then distributed.

Students were assigned to work on one of eight (8) problems by row. The Teacher indicated that he would be coming around to see how well the students were working on their problems. He told students to work in their respective groups, to work with their peers and that he would collect the papers for grading. He said that the students should select someone to come to the board. Students proceeded to work on the problems at their own seats.

Stephen then asked the students to stop working and called on a student in the first row to come to they board in order to work out the question. No one volunteered and Stephen accepted the answer from students from their seats. The same was done for the second problem. As the bell was ringing, the third answer was just being addressed and Stephen said, "Can someone tell us the answer, quickly?" He collected the papers and the worksheets and the students left. The observation was concluded.

E. Report positive aspects of the observation:

1. The lesson topic was appropriate to the Grade 7 mathematics curriculum and to the level of the students.
2. While students were working independently, Stephen did circulate around the room to monitor their work.

F. Recommendations:

At the Post-Observation interview, the following suggestions were made and agreed upon:

1. It is critical that students understand the purpose of the lesson. Prior to beginning the lesson, there should be a discussion of the topic and what is to

be learned by the conclusion of the lesson. The purpose of this lesson was not made clear to the students. Although the objective was written on the board, Stephen never explained or referred to it. No definition was ever given for probability without replacement. The objective of this lesson was not achieved.

2. Students must be actively engaged in the lesson to derive understanding of concepts being taught. In this lesson, few students were actively participating. Stephen attempted to encourage student participation yet never waited for students to respond nor never asked the students to explain how they arrived at their answers. Stephen simply accepted called-out answers if they were correct and wrote them on the board himself. Students could have been called upon to come to the board to write the answers. Additionally, there is a side board that could have been used to engage more than one student at a time.
3. A teacher's role is to help students understand and develop skills and concepts in a subject area. During this observation, there was no attempt made by Stephen to help the students understand the work. He simply put a problem on the board and told students to begin to work. When he assigned the exercises to the different rows, he did walk around the room making comments but he did not redirect the students to work in their respective groups or with their peers, as he had asked them to do. As a result, the students did not have an opportunity to come up to the board to share their work with one another or to "talk-through" the problems. Stephen should rethink the classroom environment to encourage students to engage in discussion that will lead to greater understanding of the lessons. He can then act as a facilitator, guiding the discussions with pivotal questions designed to help students discover the meaning of concepts taught.
4. Homework should provide practice and reinforcement of concepts taught during the school day. The Teacher did not explain the homework assigned for this day or the following day and did not reference that the homework supported or reinforced the probability lesson. Stephen should select homework assignments that relate directly to skills and concepts taught. Also, he must ensure that students understand the work and the assignment(s) before they leave class in order to provide the greatest probability that they will be successful.

G. Summary

Overall, I observed no progress from the last observation. Work in all areas previously discussed continues to be areas in need of improvement for Stephen.

Submitted by:

John Smith
Peer Observer's Signature

December 16, 2006
Date



Record-Keeping, Procedures, and Protocols

Schedule of Visits and Observations

- Post tentative ten-week schedules of visits and observations on Yahoo Calendar within three (3) days of initial meeting with principal

Activity Logs

- Send Activity Logs for each teacher **bi-weekly** to:
RMC Research Corporation, ATTN: Jamie Alter
60 East 42nd Street, Suite 1345
New York, New York 10165

Observation Reports

- Submit a draft observation report via e-mail to jalter@rmcres.com no later than four (4) working days following the observation. Reports will be sent as password-protected Word documents.
- Submit signed final observation reports **bi-weekly** with activity logs to:
RMC Research Corporation, ATTN: Jamie Alter
60 East 42nd Street, Suite 1345
New York, New York 10165

Individualized Professional Development Plan

- Send copies of IPDP **bi-weekly** (or as completed) to:
RMC Research Corporation, ATTN: Jamie Alter
60 East 42nd Street, Suite 1345
New York, New York 10165

Final Assessment of Competence Report

- Submit a draft final assessment of competence report via e-mail to jalter@rmcres.com no later than one (1) week after the last observation. Reports will be sent as password-protected Word documents.

Invoices

- Submit consultant invoices by the 20th of each month to:
RMC Research Corporation, ATTN: Jamie Alter
60 East 42nd Street, Suite 1345
New York, New York 10165

Procedures for Visit Cancellation and Rescheduling

- Principals are asked to call Nadia Ben-Marzouk or Jamie Alter at RMC at 212-972-4762 if someone is absent or if a meeting needs to be rescheduled
- RMC contacts Peer Observer to communicate the need to reschedule
- Peer Observer reschedules visit and informs RMC of new date

YAHOO! CALENDAR

To access the Yahoo! Peer Observation and Evaluation Calendar:

1. Use the following address to access the Yahoo calendar: <http://calendar.yahoo.com>
2. Type **peerobsandeval** in the Yahoo! ID box.
3. Type **peerobserver** in the Password box.
4. Click on [Sign In]

Sign in to Yahoo! - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Search Favorites 1568 blocked Check Send to

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Sign in to Yahoo! Add Tab

YAHOO! CALENDAR

Welcome to Yahoo!

Enjoy all the benefits of Yahoo! Calendar.

- Access dates and meetings from anywhere, anytime.
- Share your calendar with specific friends and co-workers.
- Remember important dates, set up automatic reminders.

Get all the best with one Yahoo! ID.

Your Yahoo! ID gives you access to powerful communications tools like mail and instant messaging, security features like email AntiVirus and Pop-Up Blocker, and favorites like online photos and music — all for free.

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Keep me signed in for 2 weeks unless I sign out. News!
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Done

start Peer Observation docs Peer Observer Instru... Inbox - Microsoft O... Yahoo! Calendar - P... Sign in to Yahoo! - P... Microsoft Office Pctu... Internet 1:39 PM

YAHOO! CALENDAR

- Once you have clicked [Add] you will be directed to an **Add Event** page. This is the page you will use to add your site visit. Place your cursor in the **TITLE** box and click to enter the text.

Please note that we are requiring the following label in the title box:

Title: CONSULTANT'S LAST NAME_SCHOOL NUMBER, BOROUGH LETTER
&TEACHER NUMBER_ ½ DAY OR ¼ DAY [EX: SMITH_172M1_1/2 DAY]

Event Type: Appointment

Date: Date of visit

Time: Beginning time of visit and duration of visit (in hours)

Location: Name of school

Notes: Indicate what number observation if applicable

The screenshot shows the Yahoo! Calendar interface in Microsoft Internet Explorer. The browser window title is "Yahoo! Calendar - peerobsandeval - Microsoft Internet Explorer". The address bar shows the URL: "http://calendar.yahoo.com/Y/YZ8kce/rt/0/Y-98ov-61bt=1193130000". The page content includes the Yahoo! logo, navigation tabs (Mail, Contacts, Calendar, Notepad), and the "Add Event" form. The form fields are: Title (max. 0/80 characters), Event Type (Appointment), Date (October 23, 2007, Tuesday), Time (Starts at 9 am :00, Duration 1 hr 0 mins), Location, and Notes (max. 0/2000 characters). There are also options for "This is an all day event" and "Invite / Find Free Times".

The detailed view on the right shows the "Add Event" form with the following fields:

- Title: [] (max. 0/80 characters)
- Event Type: Appointment
- Date: October 23, 2007, Tuesday
- Time: This is an all day event
- Starts at: 9 am :00
- Duration: 1 hr 0 mins
- Location: []
- Notes: [] (max. 0/2000 characters)
- Sharing: Private, Shows as Busy, Public
- Repeating: [] (Set these options if your event repeats periodically)
- Invitations: [] (Invite other people to this event)
- Reminders: []



Peer Observer: _____ School: _____ Teacher: _____ Principal: _____

**PEER OBSERVATION AND EVALUATION
ACTIVITY LOG**

Date of Site Visit *	Met with following person(s)	Activities/Outcomes	Next Steps

*Date: Indicate whether day was: ¼ (2 hours); ½ (3½ hours); or a full day; and if AM or PM.
Submitted by:

Peer Observer's Signature _____

Date _____



How to Secure an MS Word document

1. Once your document is completely in MS WORD and ready to be emailed, go to the top of the page; Click **TOOLS**.
2. Click the last item listed, named **OPTIONS**.
3. Click the **SECURITY** tab.
4. Under *File encryption options for this document* section you should see **PASSWORD TO OPEN** followed by a box. This is where you will type the universal password: **swordfish**.
5. You will be prompted again to enter the password. Please reenter this password in the box provided for you.
6. Once you have entered the password for a total of 2 times, please save your document.
7. You are finished.



Curriculum Constructs

Framework

Based on successful work done in other states (e.g. Colorado, Nevada, Texas and Wyoming) and in other school districts to support their efforts to produce more robust student outcomes, RMC Research has created a framework which reflects indicators identified in the research literature related to high academic performance. These are presented in a list of **constructs** which are organized in broad categories, such as Curriculum, Teaching and Learning, Professional Development and Assessment as seen below. As part of RMC's previous work, these constructs were used as the context for in-depth classroom observations, follow up recommendations to the teachers and school administrators for improvement and for consistent, evidence based written reports. They are as follows:

Curriculum Constructs

1. The school has an enacted curriculum that is aligned with the New York City and New York State Core Curricula.
2. The enacted curriculum provides access to the New York City and New York State Core Curriculum for all students.
3. Grade levels and departments collaborate to reach common curricular goals. (Horizontal articulation)
4. There is effective curricular coordination and articulation among all grade levels within the school as well as with other schools in the district. (Vertical articulation)
5. Curriculum expectations are communicated to all stakeholders.

Teaching and Learning Constructs

1. The enacted curriculum emphasizes the development of critical thinking and decision-making skills.
2. The enacted curriculum emphasizes the development of communication and collaboration skills.
3. Teachers demonstrate strong content knowledge and are NCLB highly qualified to teach the subject matter.
4. Teachers use culturally responsive instructional strategies.
5. Educators and staff collaborate with a focus on the Utah State Core Curriculum, instruction, and assessment for improved student achievement.
6. Effective, varied, and differentiated research-based instructional strategies and materials are used to meet the needs of all students.
7. Teachers manage classroom behavior so that students are actively engaged in learning.
8. Students are provided with additional instruction and intervention as needed to improve achievement.
9. Teachers and students use technology effectively in classroom activities and instruction.
10. Teachers use instructional strategies that facilitate transfer of knowledge.

Curriculum Constructs (continued)

Assessment Constructs

1. Classroom assessments of student learning are ongoing, rigorous, and aligned with core content.
2. Both formative and summative evaluation data are analyzed to plan for continuous improvement for each student, subgroup of students, and the school as a whole.
3. Educators and staff systematically analyze assessment data to determine the effectiveness of programs and materials.
4. Performance standards are clearly communicated, evident in classrooms, and observable in student work.
5. Ongoing, specific, constructive feedback is given to students.
6. Teachers use common assessments to evaluate student learning and inform instruction.

Professional Development

1. Professional development is provided for school administrators, teachers, and staff that has a direct connection to student achievement data.
2. Professional development helps teachers, administrators, and staff acquire deeper knowledge of curriculum content.
3. Professional development helps educators and staff acquire greater knowledge of effective, research-based, content-specific pedagogy.
4. Adequate resources for professional development are provided.
5. Professional development is based on teacher need.

School Culture/Climate Constructs

1. The instructional organization of the school and the classroom supports the achievement of all students and disaggregated student groups.
2. Student achievement is highly valued and publicly celebrated.
3. Staff, students, and the school community share a set of goals and practices aligned with a common vision for the purpose of fostering academic achievement for all students and disaggregated student groups.
4. School/classroom rules, practices, and activities foster a sense of community and belonging.

Professional Teaching Standards

NEW TEACHER CENTER

**FORMATIVE
ASSESSMENT
SYSTEM**

From the *California Standards for the Teaching Profession*, Adopted January 1997
California Commission of Teacher Credentialing and the California Department of Education

Professional Teaching Standards

New teachers thrive on intensive learning activities that build upon their pre-service preparation and related experiences, and that lead to lifelong professional development. They need a common language and a vision of the scope and complexity of teaching that can enable them to define and develop their practice. The *Professional Teaching Standards (PTS)* address these needs. They are designed to be used by teachers to:

1. prompt reflection about student learning and teaching practice
2. formulate professional goals to improve teaching practice
3. guide, monitor, and assess the progress of a teacher's practice toward professional goals

The *Professional Teaching Standards* also address the diversity of students and teachers in America's schools today; and they reflect a holistic, developmental view of teaching and learning.

Diversity of Teaching

Professional educators are serving the most diverse population of students in the history of education. This diversity among students can greatly enrich and enliven the educational experience. There is a critical need for teachers who are responsive to the diverse cultural, linguistic and socioeconomic backgrounds of all students. The *Professional Teaching Standards* support the creation of inclusive classrooms in which diverse students of varying abilities are engaged and challenged as learners. The *PTS* reflect an expectation that the education of diverse students is likely to be most productive when teachers use effective pedagogical principles and practices in all subject areas.

The *Professional Teaching Standards* also value the diversity of teachers' backgrounds, perspectives, skills, knowledge and practices. Teaching is not a profession in which a single approach to professional practice will be effective for all practitioners.

Although the *Standards* articulate a common vision of excellence in teaching, different teachers have different ways to fulfill them effectively. By respecting the diverse ways in which teachers pursue excellence in professional practice, schools enrich and enliven the education of diverse students.

A Holistic Vision of Teaching

A holistic view of teaching recognizes that teaching and learning are complex processes that are interdependent, occur in a variety of contexts, and are affected by many factors that are intrinsic and external to the classroom. A vision of teaching must therefore emphasize relationships between the various aspects of teaching and learning. A teacher's knowledge of students, of subject matter and curriculum, and of instructional methods, strategies and styles is ultimately linked to how the teacher plans instruction and creates and assesses opportunities for student learning.

Teaching is more than methodology. Philosophical and theoretical understandings of teaching and learning empower teachers to make thoughtful, informed decisions about instructional strategies and ways to support students' learning. A teacher's practice cannot be viewed or evaluated separately from her or his professional ideas and understandings; all aspects of teaching are interdependent. The *Professional Teaching Standards* are broad and interdependent because the professional practice of teaching needs to be seen comprehensively as a complex, dynamic process in which practical and conceptual elements are woven together as a seamless fabric.

A Developmental View of Teaching

Teachers' knowledge, skills and practices develop throughout their professional careers. The nature of teaching requires continuous growth in order to engage and challenge increasingly diverse students in a rapidly changing world.

Teachers are never "finished" as professional learners, no matter how extensive or excellent their formal education and preparation. If teachers' expertise, capabilities, and accomplishments are to be enriched over time, the teachers must become reflective practitioners who actively seek to strengthen and augment their professional skills, knowledge and perspectives throughout their careers.

A developmental view of teaching gives particular attention to the early years of each teacher's career. Individual teachers enter the profession at varied levels of experience and expertise. New teachers may move forward in their professional practice in a variety of ways, developing at different rates in different areas of teaching, just as students develop at individual rates in different curricular areas as a result of varied life experiences and perspectives. Support, mentoring, and assessment during the early years of teaching are essential to a beginning teacher's development and success in the profession.

The policies and practices of teacher education programs, certification bodies, and schools must be guided by clear and realistic standards regarding professional performance. The *Professional Teaching Standards* incorporate and inform a developmental view of teaching, and are an integral part of fostering excellence in teaching and learning.

Six Narratives

Standard for engaging and supporting all students in learning

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Teachers actively engage ALL students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

The California Standards for the Teaching Profession

provide a common language and a vision of the scope and complexity of teaching by which all teachers can define and develop their practice. The *Standards* are to be used by teachers to prompt reflection about teaching and learning; develop professional goals; and guide, monitor, and assess the progress of teachers' practice toward professional goals. The *Standards* address the diversity of the student population in California schools today and reflect a holistic, developmental view of teaching.

Standard for developing as a professional educator

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote common school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

Standard for assessing student learning

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for ALL students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage academic progress.

Standard for creating and maintaining effective environments for student learning

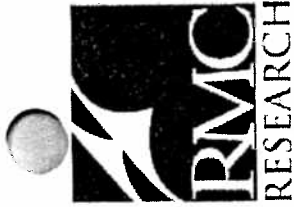
Teachers create physical environments that engage ALL students in purposeful learning activities, and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

Standard for understanding and organizing subject matter for student learning

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

Standard for planning instruction and designing learning experiences for all students

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade level curriculum expectations, and include a repertoire of instructional strategies. Teachers sequence curriculum and use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.



Peer Observer: _____ School: _____ Teacher: _____ Principal: _____

PEER OBSERVATION AND EVALUATION
ACTIVITY LOG

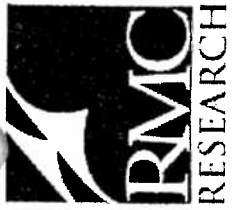
Date of Site Visit *	Met with following person(s)	Activities/Outcomes	Next Steps

*Date: Indicate whether day was: ¼ (2 hours); ½ (3½ hours); or a full day; and if AM or PM.

Submitted by: _____

Peer Observer's Signature _____

Date _____



Peer Observer: _____ School: _____ Teacher: _____ Principal: _____

PEER OBSERVATION AND EVALUATION
ACTIVITY LOG

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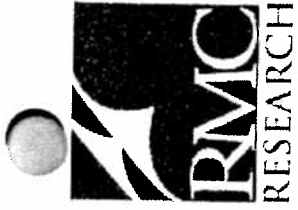
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Submitted by: _____

Peer Observer's Signature _____

Date _____



INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PLAN

Date: _____ School: _____

Teacher: _____ Subject/Class: _____

Goal: To improve instructional areas of vulnerability and to acquire new skills and competencies that will result in increased student achievement.

The following are possible areas of focus for professional development. Please select a maximum of three areas that you are interested in developing further in order of priority.

- Content area instruction (specify reading, math, etc.): _____
- Classroom management: _____
- Organizing for effort: _____
- Student engagement: _____
- Teacher/student interaction: _____
- Instructional assessment: _____
- Appropriate use of instructional resources: _____
- Classroom environment: _____

What support will you need to implement your plan? Describe your needs below as appropriate.

- Materials: _____
- Modeling Best Practices: _____
- Other: _____



	Activities	Outcomes Expected	Outcomes Achieved
Week One			
Week Two			

Read and accepted:

Participating Teacher's Signature _____

Date _____

Peer Observer's Signature _____

Date _____



	Activities	Outcomes Expected	Outcomes Achieved
Week Three			
Week Four			

Read and accepted:

Participating Teacher's Signature _____ Date _____

Peer Observer's Signature _____ Date _____



	Activities	Outcomes Expected	Outcomes Achieved
Week Five			
Week Six			

Read and accepted:

Participating Teacher's Signature _____

Date _____

Peer Observer's Signature _____

Date _____



	Activities	Outcomes Expected	Outcomes Achieved
Week Seven			
Week Eight			

Read and accepted:

Participating Teacher's Signature _____ Date _____

Peer Observer's Signature _____ Date _____



	Activities	Outcomes Expected	Outcomes Achieved
Week Nine			
Week Ten			

Read and accepted:

Participating Teacher's Signature

Date

Peer Observer's Signature

Date

Planning and Preparation:

- Is the plan for the observation period appropriately constructed?
- Does the plan address the area(s) of focus?
- Are there any suggestions that may potentially improve the outcome(s)?



Pre-Observation Form

Name of Peer Observer: _____

Date/Time _____

Name of Teacher _____

Grade Level/Class: _____

School _____

Area(s) of Focus:

- What are the areas for improvement identified in the *Individual Professional Development Plan*?

- Which area(s) will be the focus of the lesson(s) conducted during the observation?

Planning and Preparation:

- Is the plan for the observation period appropriately constructed?
- Does the plan address the area(s) of focus?
- Are there any suggestions that may potentially improve the outcome(s)?



Pre-Observation Form

Name of Peer Observer: _____

Date/Time _____

Name of Teacher _____

Grade Level/Class: _____

School _____

Area(s) of Focus:

- What are the areas for improvement identified in the *Individual Professional Development Plan*?

- Which area(s) will be the focus of the lesson(s) conducted during the observation?

Planning and Preparation:

- Is the plan for the observation period appropriately constructed?
- Does the plan address the area(s) of focus?
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