

District 59 Mentoring Program

Peer Observation Process

1. *Pre-Observation Conference*

- Develop rapport
- Establish confidentiality
- **Agree on the observer's location and focus during the observation**
- The **PERSON BEING OBSERVED** shares how components of Domain 1 were applied in planning for the lesson.
- The **PERSON BEING OBSERVED** identifies one component from Domain 2 and one component from Domain 3 as areas of focus for collecting evidence during the observation.
- Identify lesson/activity to be observed.
- Select data gathering procedure (scripts, diagrams, seating charts, video taping, audio taping, etc.
- Determine the date and time of the observation.
- Arrange for substitute coverage, if needed.

2. *Observation*

- The observer enters at the designated time and finds the designated seat
- The observer should be as invisible as possible
- The observer should have the evidence gathering form prepared ahead of time
- The observer gathers data on requested area only
- The observer does not intervene or offer any comments to students or teacher during the observation
- The observer leaves the evidence sheet
- The observer leaves at the end of the allotted time

3. *Independent Analysis*

- Review the evidence collected independently and reflect on the lesson
- Prepare for the post observation conference by reviewing the reflective questions

4. *Post-Observation Conference*

- Guide the conversation toward self-analysis using the reflective questions
- Stick to the evidence, areas of focus, and reflective questions
- Critique and document the *process* using the Documentation Form

5. *Follow-up*

- Schedule a date and time for the reciprocal observation
- Mail the completed Documentation form to Cindy Pullen in Human Resources by the end of January.
- See your building Mentoring Committee representative if you have any questions

COMPONENTS OF PROFESSIONAL PRACTICE

DOMAIN 1: PLANNING AND PREPARATION

- 1a. **Demonstrating Knowledge of Content & Pedagogy**
 - Knowledge of content
 - Knowledge of prerequisite relationships
 - Knowledge of content-related pedagogy
- 1b. **Demonstrating Knowledge of Students**
 - Knowledge of characteristics of age group
 - Knowledge of students' varied approaches to learning
 - Knowledge of students' skills and knowledge
- 1c. **Selecting Instructional Goals**
 - Value
 - Clarity
 - Suitability for diverse students
 - Balance
- 1d. **Demonstrating Knowledge of Resources**
 - Resources for teaching
 - Resources for students
- 1e. **Designing Coherent Instruction**
 - Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure
- 1f. **Assessing Student Learning**
 - Congruence with instructional goals
 - Criteria and standards
 - Use for planning

DOMAIN 2: THE CLASSROOM ENVIRONMENT

- 2a. **Creating an Environment of Respect and Rapport**
 - Educator interaction with students
 - Student interaction
- 2b. **Establishing a Culture for Learning**
 - Importance of the content
 - Student pride in work
 - Expectations for learning and achievement
- 2c. **Managing Classroom Procedures**
 - Management of instructional groups
 - Management of transitions
 - Management of materials and supplies
 - Performance of non-instructional duties
 - Supervision of volunteers and paraprofessionals
- 2d. **Managing Student Behavior**
 - Expectations
 - Monitoring of student behavior
 - Response to student misbehavior
- 2e. **Organizing Physical Space**
 - Safety and arrangement of furniture
 - Accessibility to learning and use of physical resources

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- 4a. **Reflecting on Professional Practices**
 - Accuracy
 - Use in future
- 4b. **Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning
 - Non-instructional records
- 4c. **Communicating with Families**
 - Information about the instructional program
 - Information about individual students
 - Engagement of families in the instructional program
- 4d. **Contributing to the School and District**
 - Relationship with colleagues
 - Service to school
 - Participation in school and district projects
- 4e. **Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Service to profession
- 4f. **Demonstrating Professionalism**
 - Service to students
 - Advocacy
 - Decision-making

DOMAIN 3: INSTRUCTION

- 3a. **Communicating Clearly and Accurately**
 - Directions and procedures
 - Oral and written languages
- 3b. **Using Questioning and Discussion Techniques**
 - Quality of questions
 - Discussion techniques
 - Student participation
- 3c. **Engaging Students in Learning**
 - Representation of content
 - Grouping of students
 - Instructional materials and resources
 - Structure and pacing
- 3d. **Using Assessment for Instruction**
 - Quality: accurate, substantive, constructive, and specific
 - Feedback to students
 - Timeliness
- 3e. **Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment
 - Response to students
 - Persistence

**District 59 Mentoring Program
Peer Observation
*EVIDENCE COLLECTION***

Domain 2 - Classroom Environment

Component Selected for Area of Focus: _____

Domain 3 - Instruction

Component Selected for Area of Focus: _____

Keep for your use.

Suggested Questions to Promote Teacher Reflection

- ✓ Was there anything in the evidence that was not clear to you?
- ✓ Was there anything in the evidence that you found of special interest?
- ✓ In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
- ✓ Did you depart from your plan? If so, how and why?
- ✓ If you had the opportunity to teach this lesson again, what changes you would make?

Reminder: All observation discussions are confidential.

Substitute Request Procedures

- Choose a date: a Tuesday, Wednesday or Thursday
- Attempt to coordinate with another mentor/mentee partnership so subs can work a full day
- Check with your school office for any potential conflicts or days that are closed for sub requests
- Request a sub according to your buildings official procedures
- Remind your secretary to charge the sub to the mentoring account

Additional Important Information

- ❖ **Every 1st year mentee and their mentor have access to 3 – half days for release time to be utilized by June 1st.**
- ❖ Each mentor and mentee are expected to complete ONE peer observation of each other (release time can be used to facilitate this)
- ❖ The additional release time can be used for:
 - Continued observation
 - Preparing for goal setting
 - Preparing for first trimester/quarter report cards
 - Curriculum planning
 - Other collaborative activities

Peer Observation Documentation

Name _____

I am the Mentor

I am the Mentee

School _____

Date of observation _____

I have completed a peer coaching observation on the above date. I have shared reflections of the observation with my partner.

Signature _____ Date _____

Please give the mentoring committee some feedback by answering the following questions:

1. What about this process helped you?
2. Do you have any suggestions for the mentoring committee on how we can improve the observation process?

Please forward a copy of this completed form to Cindy Pullen in Human Resource by the end of January.