Peer Observation Format and Team Incentive

Based on discussion from our recent Professional Development Committee (PDC) meeting and feedback from various building faculties, the PDC has expressed interest to pursue a team incentive for peer observation. As our district progresses toward open sharing of effective instructional practice, it will be essential to develop a method for teachers to observe effective practice and share strategies that will make an impact on student learning. It is also considered necessary to provide sufficient latitude to each building to identify and observe effective strategies that apply to building learning needs, while providing some structure at the district level to lend consistency and accountability to the process. Based on this input, the following concepts are being proposed to address further growth in peer observation throughout the school district:

<u>Identification and Selection of Standards and Strategies</u>

- Select collaborative teams demonstrating growth or high levels of proficiency toward a selected power standard utilizing a specific instructional strategy. The routine collaborative process should be used to select the specific standard for learning, and the building leadership team (with input from each faculty) will engage the faculty in dialogue to identify a specific instructional strategy for an instructional focus (e.g. utilizing similarities and differences).
    - Example: Utilizing student performance data, the collaborative teams will identify specific power standards as a focus for the upcoming year. If, through the analysis of formative assessment, the team recognizes the need to change this standard to a different standard, this is acceptable.
- Through interaction with the various building collaborative teams, the building leadership team will select between one and three research based instructional strategies and each collaborative team will have a choice in the selection of one of these strategies. It will be the option of each building to use local professional development funds to provide external support to teachers, but this is not required through the process.

<u>Design, Implementation, and Collection of Performance Data</u>

- From this point, each collaborative team will discuss the design and implementation of one of the selected instructional strategies. Data from pre-assessment and subsequent formative assessments (in addition to other computerized assessment such as SRI, Acuity, etc.) will be used evaluate the effective implementation of a particular instructional strategy.
- The building leadership team will need to discuss the timeline for submission of data to demonstrate the effectiveness of an instructional strategy. While the design for this process will be primarily left up to the building, there will be an expectation to conduct at least one round of observations each semester.
- Three data points demonstrating the effectiveness of the team will be required for stipends to be paid to the team for the observation process. These points could include the following: teacher developed assessment, common power standard assessment, SRI, Acuity, Benchmark

exams, DRA II, running records etc. The three points need to be distinct or different data sources, unless approved by the building leadership team and subsequently the PDC.

- After the team submits the standard and plan of instruction featuring one of the selected instructional strategies, the team will submit this information to the building leadership team, who will send a copy to the PDC, and begin implementation of the process.

  Marzano's Strategies are as Follows:

  - **Identifying Similarities and Differences**
  - **Summarizing and Note Taking**
  - **Reinforcing Effort and Providing Recognition**
  - **Homework and Practice**
  - **Cooperative Learning**
  - **Nonlinguistic Representations**
  - **Setting Objectives and Providing Feedback**
  - **Generating and Testing Hypothesis**
  - **Cues, Questions, and Advanced Organizers**
  - **In addition, other unique strategies to address the needs of specific teams**

Evidence of Effectiveness

- Two avenues to evaluate team effectiveness will be used during this process. The first avenue, overall growth, measures the growth a team experiences when utilizing a particular strategy. To measure growth, pre-assessment data, preferably by utilizing the district common power standard assessment, to a mutually agreed assessment point (this could be a formative on the instructional focus calendar through to the final post-assessment) should be compared and the growth of the teams' students from the diagnostic (pre-assessment) to the first agreed upon measurement recorded. The second, proficiency, would be the overall performance of the group of students.
- This process can be applied to a Tier 1 setting, regular instruction in the classroom, or Tier 2 setting, in the evaluation of the intervention process, to consider growth as well as the overall proficiency of the students.
- Questions regarding targets for growth and for proficiency have been addressed by the PDC and are difficult to address in a consistent manner. The following factors should be considered:
  - Regarding overall proficiency, the district non-negotiable goal of 80% of the students achieving proficiency or 80% on power standard assessment and those who do not reach 80% will make at least a 25% gain through intervention. Given this goal, teams achieving 80% of students 80% on a power standard assessment or proficiency would be considered candidates for peer observation. However, latitude may be given for teams who have a high proficiency level, but not at the 80%, on standards that have been problematic to the building.
  - In regard to student growth, a similar standard would be applied. If student growth for a team is superior to other teams in the building, though not at the 80% or proficiency

level as described in the non-negotiable goal, this team could be considered as a candidate for peer observation.
    - As the local assessment component continues to improve and the validity increases, the district will have a stronger indicator to evaluate significant growth and proficiency.
- The central office leadership team will review the selections for peer observation with the building administrator to verify consistency in the selection of peer observation teams throughout the school district.

<u>Peer Observation</u>

- After determination has been made by the administrator and building leadership team regarding the team for observation, an observation schedule will be created utilizing all members of the selected teams and pairing them with members of other teams seeking exposure to the effective instructional strategy.
- This might vary by building as the collaborative structure is different because of size, grade level, and content need.

<u>Post-Observation and Evaluation</u>

- Time should be allotted for sharing after the peer observation process following the template currently provided by the school district (see Appendix A).
- Observed strategies need to be utilized in other classrooms and further documentation regarding growth while utilizing these strategies.
- The building should review the data regarding the effectiveness of selected strategies and will be monitored through the building review process.

<u>Process for Peer Observation (see below)</u>

<u>Funding for the Process</u>

- Each building will be given a stipend consistent with two hours of substitute coverage per faculty member to be utilized as deemed appropriate by the building leadership team.
    - This would be approximately $15,000.00 allocated for substitute coverage for the school year across the school district.
- An allotment equal to 1/3 of the number of the building faculty will be given to each building and from this stipend $100.00 will be given to teachers selected (based upon the

aforementioned criteria) to lead the peer observation process. **Note these stipends may only be paid to teachers from the team selected to lead the peer observation process.**

- In smaller buildings (e.g. those with under 15 faculty members), an allotment of ¾ of the faculty will be given to the building to cover the observation process.
    - For example, the high school has 90 faculty members, $3,000.00 will be given for stipends to support those leading peer observation sessions and $3,600.00 will be given to cover substitute cost for the process.
    - At Hurricane Deck, there are 11 faculty members, so approximately $850 will be given for those leading the process and $1,100.00 will be given to cover substitute cost for the process.

<u>Appendix A: Protocol for Peer Observation</u>

Peer Observation Protocol

Teacher Observing **<u>[an online form will be developed and each underlined area will be a textbox]</u>**

Teacher Observed ____

Primary Instructional Strategy to be Observed ____

Important Dates:

Pre-Observation ____________

Observation ____________

Post-Observation ____________

Pre-Observation Notes:

Briefly describe the lesson to be observed.

____

Are there any specific issues for the observer to consider during this lesson?

____

Observation Notes:

Key points:

____

Questions:

____

Post-Observation Notes:

Key Ideas and Reflections:

____

Implications for Changes in Instruction:

____

Application:

When will the observer utilize this/these strategies in his/hers classroom (e.g. what learning standard and approximately when)?

____

(Optional) Scheduled Date for Observation Exchange (observer and observed change roles) ____________

(Optional) Observation Exchange Notes:

Key Points:

____

Questions:

____

Concluding Meeting:

Key Points from Discussion:

____