Teacher Performance Evaluation and Professional Growth (T-PEPG) Model

Facilitator Guide for Training Module 4: Evidence, Observation, and Feedback

Teacher Performance Evaluation   
and Professional Growth (T-PEPG) Model

Facilitator Guide for Training Module 4: Evidence, Observation, and Feedback

November 2014

Contents

**Page**

T-PEPG Modules: Purpose and Goals 1

Audience 1

Timing and Structure 1

List of Training Modules 2

Preparing for Module 4 5

Module Overview 5

Intended Outcomes 5

Agenda 6

Equipment and Materials 7

Model System Resources 7

Facilitator Guide 8

I. Welcome (5 minutes) 8

II. Connecting (20 minutes) 10

II. Learning (1 hour, 35 minutes) 12

IV. Implementing (1 hour, 20 minutes) 27

V. Reflecting and Wrap-Up (15 minutes) 34

# T-PEPG Modules: Purpose and Goals

This series of five T-PEPG modules is designed to provide teachers with information and guidance on the Maine Department of Education (Maine DOE) Teacher Performance Evaluation and Professional Growth (T-PEPG) model, which is being implemented in their schools. T-PEPG Leads and the administration (if necessary) will train the Professional Cohort facilitators, who will then train teacher participants using the module materials. The module materials are intended to:

* Make the four-step T-PEPG process meaningful, doable, concrete, and actionable for teachers
* Support teachers in developing a common understanding of the evaluation model, the MSFE Rubric, and the opportunities for professional growth and development grounded in the five National Board Core Propositions
* Provide participants with tips, strategies, and opportunities to share best practices aligned with the T-PEPG model

The T-PEPG modules provide facilitators with consistent, standardized materials and content, detailed facilitator guides, and participant handouts that align with the T-PEPG model. Facilitators may use some or all of these materials and may modify them as appropriate to meet teachers’ needs and accommodate the amount of available time.

## Audience

The T-PEPG modules will be presented to teachers by Professional Cohort facilitators in their respective schools. Districts and schools can determine whether to bring educators together for a schoolwide or districtwide training session or provide training to smaller, grade-level or content-area teams.

The modules are designed so that Professional Cohort facilitators can facilitate abbreviated, chunked, or complete versions of each module to teachers as necessary (see the section on timing and structure for more details).

## Timing and Structure

Each training module varies in length (from two to three hours) and includes interactive learning activities, which were designed within a framework of adult learning theory and best practice. Suggested assignments described at the conclusion of each module are intended to help participants extend and apply their learning and are designed to be integrated into the work teachers are already doing. Each module allocates time for participants to share what they have learned as a result of completing the assignment and collaborate on the appropriate next steps.

The modules are organized into four parts to help facilitators and participants pace the content appropriately. The four segments of each module are as follows:

* **Connecting**—Builds community, prepares the team for learning, and links to prior knowledge, other modules, current work, and the MSFE Rubric; designed for all school-based educators
* **Learning—**Describes key concepts and highlights various implementation scenarios; supports teams in applying knowledge and sharing ideas; designed for all school-based educators
* **Implementing—**Supports teams in problem solving and planning next steps for schools and districts; geared toward school leadership teams
* **Reflecting—**Engages participants in providing feedback, reflecting on learning, and closing the session

## List of Training Modules

**Module 1: Model Overview.** The first module provides participants with a big-picture overview of the key features of the T-PEPG model, including its purpose and goals, timelines, and annual process; the National Board for Professional Teaching Standards (NBPTS) Core Propositions; multiple measures of effectiveness; summative scoring; and professional growth plans. Participants unpack the basic structure and terminology of the MSFE Rubric and examine the rubric’s standard indicators in preparation for self-assessment, reflection, and goal setting, which are covered in Module 3.

**Module 2: Student Learning Objectives.** The second module engages participants in the student learning objective (SLO) development process. Knowing how to set realistic and rigorous targets is critical for supporting student learning throughout the year. SLOs are specific and driven by needs, and they include an instructional plan that enables students to meet their learning targets. SLOs also inform teachers’ professional goal setting, which is covered in Module 3.

**Module 3: Reflection and Goal Setting.** The third module supports participants in reflection in order to set professional goals. Participants engage in SMART goal development, which is a process that can help teachers achieve or maintain effective practice and ensure students meet the rigorous learning targets established through the SLO process. Professional growth is one of the multiple measures of the T-PEPG model, and SMART goals provide participants the opportunity to strategically identify specific areas of growth and focus for the school year.

**Module 4: Evidence, Observation, and Feedback.** The fourth module describes expectations for observations (both inside and outside classrooms); the collection and organization of observation evidence; and the sharing of timely, constructive feedback. All participants engage in peer observation, and the module provides information about how to make the process meaningful, collaborative, and constructive.

**Module 5: Reflecting and Adjusting.** The fifth module supports participants in the use of the MSFE Rubric, evidence, and student data to monitor progress toward their professional goals. Participants explore when and how to revisit their professional goals, check in on student progress, and collaboratively determine appropriate midcourse adjustments to their practice. The module includes an extension section that facilitators can use (as needed) to prepare teachers to gather evidence for the summative evaluation conference, and as a tool to guide reflection and future goal setting. The section also includes an overview of the summative scoring process and professional growth planning process.

# Preparing for Module 4

## Module Overview

The fourth module describes expectations for observations (both inside and outside classrooms); the collection and organization of observation evidence; and the sharing of timely, constructive feedback. All participants engage in peer observation, and the module provides information about how to make the process meaningful, collaborative, and constructive.

## Intended Outcomes

At the end of this session, participants will be able to:

* Understand the Points of Contact Framework documentation
* Identify types of teacher-collected evidence
* Distinguish between high- and low-quality evidence
* Understand the observation process
* Give feedback to peers using observation evidence
* Explain their role in peer observation

## Agenda

1. Welcome (5 minutes)
2. Connecting (20 minutes)

* Connecting Activity: Problem Pose/Problem Solve (15 minutes)
* Connecting Wrap-Up/Debrief (5 minutes)

1. Learning (1 hour, 35 minutes)

* Learning Content: Evidence Collection (15 minutes)
* Learning Activity 1: Turn and Talk (15 minutes)
* Learning Content 2: Collecting Observational Evidence (10 minutes)
* Learning Activity 2: Conducting a Pre-observation Conversation (10 minutes)
* Learning Activity 3: Evidence Versus Opinion (10 minutes)
* Learning Activity 4: Conducting a Post-observation Conversation (10 minutes)
* Learning Content 3: The Post-observation Conversation (10 minutes)
* Learning Wrap-Up/Debrief (5 minutes)

1. Implementing (1 hour, 20 minutes)

* Implementing Activity 1: Conducting a Practice Observation (45 minutes)
* Implementing Activity 2: Role Playing: Giving Feedback to a Peer (30 minutes)
* Implementing Wrap-Up/Debrief (5 minutes)

1. Reflecting and Wrap-Up (15 minutes)

* What’s Next
* Assignment

## Equipment and Materials

* **Equipment:** Laptop computer, projector, and speakers. Internet connection to play the a classroom video.
* Materials:
* Make a copy of the Participant Handout packet for each participant.
* Put the following materials on each table:
  + One or two sheets of plain paper per person
  + One packet of sticky notes per table (only two sticky notes are needed per person, so one or two packs can be divided across all the tables, if appropriate for the number of attendees)
* Bring the following materials with you (for you to use as the facilitator):
  + Chart paper, easel, and markers
* If it has not already been done, we recommend e-mailing the electronic version of the Handbook to participants prior to the session and letting them know they will need it during the session. They may wish to use it during the practice observation.

## Model System Resources

Maine DOE model resources can be found on the Maine DOE website at <http://www.maine.gov/doe/effectiveness/index.html>. Specific resources that are useful to review before facilitating this training include:

* [Maine DOE Teacher Performance Evaluation and Professional Growth Model **(T-PEPG Model) Handbook and Implementation Guide for School Administrative Units**](http://www.maine.gov/doe/effectiveness/maine-doe-tpepg-model.pdf)
* [MSFE TEPG Rubric Companion Guide 2014–15](http://www.maine.gov/doe/excellence/documents/MSFE-TEPG-Rubric-Companion-Guide.pdf) (which includes the MSFE Rubric in Appendix A) of the Maine DOE T-PEPG Handbook)

# Facilitator Guide

## I. Welcome (5 minutes)

### Slide 1 is the title slide.

|  |  |
| --- | --- |
| *Welcome participants to the training and introduce yourself as the facilitator.* | Slide 1 |
| **Explain:**  “This is Module 4 of a series of five modules on the Maine DOE teacher evaluation model.  In this fourth module, we will be examining expectations for observations; the collection and organization of observation evidence; and the sharing of timely, constructive feedback. All participants engage in peer observation, and the module provides information about how to make the process meaningful, collaborative, and constructive.” | Slide 2 |
| *Provide an overview of the agenda to participants or give them a minute to read the agenda themselves.* | Slide 3 |
| **Explain:**  “This module will help you develop foundational knowledge for completing the T-PEPG process. By the end of today, you will be able to:   * Understand the Points of Contact Framework documentation * Identify types of teacher-collected evidence * Distinguish between high- and low-quality evidence * Understand the observation process * Give feedback to peers using observation evidence * Explain your role in peer observation” | Slide 4 |

## II. Connecting (20 minutes)

### Slide 5 is the title slide for this section.

### Connecting Activity (15 minutes)

|  |  |
| --- | --- |
| **Explain:**  “This activity is called Problem Pose/Problem Solve. It is a chance for you to bring up any challenges you have faced so far and ask your peers to help you brainstorm solutions. Take out Handout 1 (Problem Pose/Problem Solve).  Everyone should leave with at least one or two helpful suggestions for solving a problem they have encountered. As we have mentioned before, this work is new for everyone and it is natural to have experienced some road bumps. It is important that we lean on each other to find solutions to our challenges.”  *Read the directions for the activity on the slide.*  “Choose a challenge that is related to your implementation of SMART goals or student learning objectives (SLOs). If you cannot think of a challenge related to either, that is great! You are welcome to use a different challenge instead, though I hope you choose one that relates to the new evaluation in some way.”  *Give participants 10 minutes to complete the activity. Prompt them to finish up when they have two minutes left.* | Slide 6 |
| **Modification:** *Depending on your participants’ needs, you may want to narrow and focus this activity. Below are several topics you might consider asking participants to focus on when thinking about their challenges:*   * *Formative assessment for assessing SLO progress* * *Instructional adjustments based on formative assessments* * *Adjustments to SLO growth targets or instructional cohorts* | Slide 7 |

### Connecting Wrap-Up/Debrief (5 minutes)

|  |  |
| --- | --- |
| *Ask a few people to share out their challenge and the top one or two ideas they received from colleagues.*  *Encourage others to also use any solutions that are shared with the whole group. Make note of any emerging patterns that indicate a need for follow up with your principal or with your district’s designated T-PEPG support person or team.* | Slide 8 |

## II. Learning (1 hour, 35 minutes)

### Slide 9 is the title slide for this section.

### Learning Content 1: Evidence Collection (15 minutes)

|  |  |
| --- | --- |
| *Let participants know that you are transitioning into the first learning portion of the agenda, which focuses on teacher-collected evidence.* |  |
| **Explain:**  “Here is the four-step, annual evaluation process that you have seen before. Step 2 is the longest and arguably most time-intensive step. It lasts almost the whole school year, during which time you will use the Points of Contact Framework (with your evaluator) to collect and document evidence about your performance and progress. This includes classroom observations conducted by your evaluator and your peers.” | Slide 10 |
| **Explain:**  “As you document Points of Contact, collect evidence, and participate in classroom observations of your peers, you contribute to your own professional growth. Here are the Core Propositions and standard indicators that link with the content in this module.”  *Ask a participant to read the language on the slide (or direct them to read from page 5 of the Companion Guide).* | Slide 11 |
| **Explain:**  “By now, you should be familiar with the Points of Contact Menu. Let’s just revisit it here for a moment to refresh our memories. You started to become familiar with the different types of activities in Module 3. For now, let’s focus on the quality assurances. All Points of Contact must be:   * Person to person (*This is defined as a two-way conversation during which evidence is collected and feedback on teacher practice and student growth is shared and discussed. Length and format [in-person versus electronic] are dependent upon the activity and individuals involved.)* * Documented *(That is, documented using a Points of Contact documentation form, which presents information that reasonably reflects the evidence collected and feedback on teacher practice and student impact, as well as summarizing the person-to-person conversation. Documentation is a shared responsibility between the teacher and evaluator or peer.)* * Evidence-based *(This involves collecting evidence and feedback to inform a teacher’s ongoing implementation of his or her plan, grounded in a teacher’s individual growth plan and the Core Propositions. Documentation should be directly tied to the practice standards and/or student learning and growth.)*   Can someone volunteer to describe what these mean for your evidence collection?”  *As people volunteer, clarify the responses using the italicized text that follows each bullet above to correct or add to responses.*  “Has anyone completed a Point of Contact activity yet?”  *If yes, ask participants to share about the activity, how it went, and any advice they have for their colleagues.*  *If no, say*:“No problem. Today we are going to spend time becoming more familiar with the Points of Contact process and you will have time to start firming up your selections.”  *Pass out or prompt participants to take out Handout 2 (Points of Contact Documentation Form; Appendix F).*  “Before we move on, take a few minutes and read through Handout 2as a table. Take the next five minutes and read through the form with your table. Jot down any questions you have about the form.”  *After five minutes, ask participants to share their questions. Provide answers as needed.* | Slide 12 |
| **Explain:**  “Prior to your first summative rating and assignment to a growth plan—you must complete six minimum Points of Contact (POC), distributed as follows:   * Teacher-selected: One Point of Contact with a peer and one Point of Contact with an evaluator * Required: One peer observation and one formal observation by your evaluator * Evaluator-selected: Two Points of Contact   For the teacher-selected POCs, you will use the Points of Contact menu to select which type of Point of Contact you want to use for your peer POC and for your evaluator POC. For example, you might select a student engagement analysis as your POC with your peer, and you might select a series of informal classroom observations with your evaluator.  For required POCs, you don’t have choices. Instead you must complete one peer observation and one formal observation by your evaluator.  For evaluator-selected POCs, the evaluator will select two additional points of contact from the POC menu.  Does anyone have questions on these requirements?” | Slide 13 |
| **Explain:**  “In Module 1, you created guiding questions to help with selecting your Points of Contact. Let’s revisit a few of these questions:   * **Professional growth goals:** Which Points of Contact will provide me with the feedback I need to ensure I meet my professional goals? * **Student needs:** Which Points of Contact will provide me with the feedback I need to help ensure my students meet their learning goals? * **Evidence:** Which Points of Contact will help me provide strong evidence of my practice on each of the Core Propositions and indicators in the MSFE Rubric?   As part of your self-evaluation and goal setting—and in collaboration with your principal—each of you should have chosen some standard indicators of focus for this school year, based on your professional goals and SLOs. These standard indicators should also inform your Points of Contact selection.  It is up to both you and your evaluator to collect evidence of your progress using the Points of Contact Framework. This evidence will include observable behaviors (that is, what your observer sees and hears in your classroom), and it will also include artifacts that you want to make sure your evaluator knows about, as well as evidence and feedback from peers. These artifacts and activities can come in many forms and will depend on your subject, grade, and goals.  You will use the Points of Contact documentation form to keep track of your evidence as you complete each Point of Contact.  In addition, you will also track evidence of your progress toward meeting your professional goals. Turn to page 65 in the *Handbook.* In Part 4 of Appendix O, you will list five to eight pieces of evidence for submission, selecting high-quality, authentic illustrations of your practice to demonstrate your accomplishments related to Core Propositions 5.1 and 5.2.  When considering what artifacts to select, it is really important to note that the emphasis should be on quality over quantity. It is better to have five solid pieces of evidence that clearly align with your standard indicators of focus than 10 pieces of evidence that only partially align or are not very informative for your observer or evaluator. Think of this as your chance to show off aspects of your classroom or practice that may be less apparent during a classroom observation—the things you make and do to assure that your lessons run more smoothly, and which might not be immediately visible to someone who is observing your teaching.  Let’s pause here for a moment and read through page 65.   * What artifacts or other types of teacher-collected evidence are you considering including in Appendix O, Part 4? * How do you plan to organize and keep track of your artifacts and Point of Contact documentation forms?   *Give participants 1-2 minutes to share ideas on each of these questions.* | Slide 14 |

### Learning Activity 1: Turn and Talk (15 minutes)

Purpose and Intended Outcomes

Participants help a fictional teacher, Ms. Jones, select her Points of Contact and brainstorm the types of evidence to collect through each Point of Contact.

|  |  |
| --- | --- |
| **Explain:**  “Meet Ms. Jones. We are going to use what we know about her SLO and her professional goals to help her select her Points of Contact, and to consider what types of evidence we might expect to be generated through each Point of Contact. Take out Handout 3 (Selecting Points of Contact) and your Points of Contact Menu (see pages 18 and 19 in the *Handbook*).First, a few quick facts about Ms. Jones:   * She teaches fourth grade. * She has three years teaching experience in sixth-grade mathematics. * This is her first year teaching fourth grade.   *Review Ms. Jones’ SLO and professional goals on the slide. (Note: These are also reproduced in Handout 3.)*  “Help Ms. Jones select her Points of Contact by using her SLO information and professional goals to fill out the chart in Handout 2. In the first column, we have listed the Core Proposition and standard indicator(s) she is focusing on. In the second column, list the Points of Contact you have selected for Ms. Jones. In the third column, describe or give examples of the types of evidence you expect the Point of Contact to provide for Ms. Jones on each standard indicator.”  *After 10 minutes, ask for volunteers to share out their Points of Contact and expected evidence.* | Slide 15 |

#### Possible Facilitation Challenges and Solutions

|  |  |
| --- | --- |
| Challenge | Solution(s) |
| Participants may feel that they do not have enough information about Ms. Jones to complete the handout. | Remind participants that this activity is designed to provide them with an opportunity to practice considering which Points of Contact provide the best evidence for different Core Propositions and standard indicators. They can make assumptions about Ms. Jones’ practice, school, classroom context, and so on (as needed) to complete the chart. The focus should be on linking the practices described in the MSFE Rubric with different Points of Contact. |

### Learning Content 2: Collecting Observational Evidence (15 minutes)

|  |  |
| --- | --- |
| **Explain:**  “Now we are going to shift our focus to the evidence collected during observations. Take out the Points of Contact Menu again. The T-PEPG model allows for observations beyond the classroom setting. You may be observed in professional contexts, such as a faculty meeting or in a teacher leadership role. You may also be observing others as a peer in these contexts. In addition, the T-PEPG model offers a range of formats for classroom observation:   * Formal observation * Extended observation * A series of informal observations * Student engagement analysis (an observation tracking student engagement or another response)   The Points of Contact Menu and description provide an overview of each of these types of observation.  What questions do you have about the format for each of these types of observations?”  *Give participants a few minutes to raise questions and clarify any areas of confusion that remain.* | Slide 16 |
| **Explain:**  “Let’s talk for a minute about how evaluator observations might look different from peer observations.  As we discussed, different types of observations will go on during the year. One type is observations conducted by evaluators. They may be announced or unannounced. Either way, they should always result in feedback to you. When an evaluator is conducting the post-conference, you should expect the evidence he or she collects to inform your summative rating.  Another type of observation is peer observation. These observations are purely for your own growth and reflection. They do not contribute in any way to your summative rating. A peer observation provides a chance to have a new set of eyes in your classroom. You agree to the person who observes you and you choose the focus. For example, perhaps one of your goals is to improve student engagement. You have been trying a few strategies and you want to know whether they are really working. A peer observation might be a way to gather feedback and get some reassurance. Alternatively, perhaps you know you need to work on student engagement, but nothing you’ve tried seems to be working. A trusted peer observer might be able to come into your classroom and help you troubleshoot.”  *Read through the table on slide 17. Emphasize with participants that one of the key differences between an evaluator observation and a peer observation is the role of ratings. Peer observation should be collaborative and focused on sharing ideas. While the MSFE Rubric is crucial to a peer observation conversation in providing a common language for discussing instruction, it should not be used in the peer observation to “rate” another teacher’s practice.*  **Explain:**  “There are several protocols to support the observation process. We are going to walk through the first one, the pre-observation protocol, using a practice activity.” | Slide 17 |

### Learning Activity 2: Conducting a Pre-observation Conversation (15 minutes)

Purpose and Intended Outcomes

The next activity will walk participants through the pre-observation conversation. Participants will review sample forms for pre-observation conversations.

|  |  |
| --- | --- |
| *Note: There are two sample pre-observation protocols in the Participant Handout packet. Handout 5 provides an elementary example (Mrs. Smith) and Handout 6 provides a high school example (Mr. Smith). Choose the option that best fits your participants, or group participants by grade level and use both.*  **Expand:**  “Handout 5/6 is a sample pre-observation protocol (Appendix G and Appendix H). The pre-observation conversation—as outlined in Appendixes G and H—provides an important opportunity for you to ensure that you and your observer are on the same page in terms of what he or she should be looking for. This is also your time to provide important background information that will help your observer understand the context he or she will be observing. For example, you can talk about your unit planning, what has preceded the observed lesson, and how you have taken student needs into account in your planning.  Take a minute to review this sample pre-observation protocol for Mr./Mrs. Smith, then work with a partner or small group to discuss the questions you see up here.” *(See questions on the slide)*  *If time permits, allow some groups to share out their responses to the questions.* | Slide 18 |

### Learning Content 2: Collecting Observational Evidence (Continued)

|  |  |
| --- | --- |
| **Explain:**  “Regardless of the format and location of an observation, you will need a few foundational skills.  Your role as a peer observer is gather observation evidence on a few standard indicators your colleague is interested in focusing on. In order to do this effectively, you first need to sharpen your skills at capturing evidence.  To start off, I would like you all to look at this picture for a minute. I will then ask you to share what you noticed about it.”  *As participants spend one minute thinking, prepare a piece of chart paper with a large T-chart on it. Do not label the two sides of the chart yet, but be ready to record FACTS on one side and OPINIONS on the other.*  “Would anyone be willing to share something you thought when you saw this picture?”  *As participants call out their ideas, record anything factual on one side and anything that is an opinion on the other side. For example, one person might say “brown,” which is probably closer to a fact. Another person might say, “hunt,” which is probably closer to an opinion since many people do hunt moose, but others might not associate hunting with this animal.*  *Once the chart has been adequately populated (four or five examples on each side), ask* “Would anyone venture to guess why we have two columns up here?”  *Label the columns and ask some follow-up questions, such as:*   * “How do you think this applies to observations?” * “What kind of statement would be more helpful to you during an observation—fact or opinion? Why?” * “Which type of statement is easier for you to make? Why?”   *Note: Make sure that the conversation ends by concluding that fact-based statements are the aim during observations. Opinion-based statements have their place in an observer–teacher relationship, but they must be based on fact. If observers commit to collecting facts, the conclusions discussed during the post-observation conference, and the resulting next steps, will be more specific and helpful for the teacher.* | Slide 19 |
| **Explain:**  “In Module 3, you will recall that we discussed different types of evidence. Let’s refresh our memories. When we think about gathering evidence, it is helpful to think about four categories: **verbatim** (e.g., Teacher: ‘Group 5, please get started on your assignment’); **numeric** (e.g., ‘23 out of 30 students were reading silently’); **factual statements** (e.g., ‘Mrs. T stood by the door to greet students’); and **observed** (e.g., ‘Classroom rules were posted’). All four types can inform classroom observations.”  *As an extension, you could point participants back to their statements about the moose picture and try to categorize the fact-based ones into these four categories.* | Slide 20 |

### Learning Activity 3: Evidence Versus Opinion (10 minutes)

Purpose and Intended Outcomes

Participants will work in pairs or groups of three to discuss sample statements from fictional observation notes. Together, they will determine the type of evidence, and they will rewrite the statement if they determine it to be an opinion rather than a fact. The whole group will then review each statement and ask for suggestions that would change it from opinion to fact.

|  |  |
| --- | --- |
| **Explain:**  “Now we are going to look at a few examples of statements that an observer might write down after completing an observation. Take out Handout 4*.* In pairs, you will read through each statement together and determine which type of evidence the example provides. If you determine that it is actually an opinion (rather than a fact), work together to rewrite it.”  *Facilitators should circulate around the room while pairs work, answering questions and offering help as needed.*  *After five minutes of partner work, review the samples as a whole group, asking pairs to share out their responses and their rewrites.* | Slide 21 |

### 

#### Possible Facilitation Challenges and Solutions

|  |  |
| --- | --- |
| Challenge | Solution(s) |
| Participants may struggle to rewrite the non-evidence statements. | Suggest that participants look closely at the *Companion Guide* examples for a standard indicator that relates to the type of evidence under discussion. |
| During the share out, someone shares out a response that is incorrect. | Make sure not to let it go unaddressed. Say: “I actually think that the answer is \_\_\_\_\_. Would someone else share some thoughts about what you wrote and why?” With luck, you can lean on other participants to help you correct the mistake you heard. |

Guiding Questions

* What is the purpose of a classroom observation—both for the teacher and the observer?
* What are the four types of evidence that can be collected during an observation?
* Why should evidence be fact-based rather than opinion-based?

### Learning Activity 4: Conducting a Post-observation Conversation (10 minutes)

Purpose and Intended Outcomes

The next activity will walk participants through the post-observation conversation. Participants will review sample forms for post-observation conversations.

|  |  |
| --- | --- |
| **Explain:**  “Now we will look at Handout 7/8—a sample post-observation protocol (Appendix J and K).  The purpose of the post-observation conversation is to look at the evidence that was collected during the observation and to provide or be provided with actionable feedback. The teacher begin observed should leave this conversation with specific next steps that he or she can integrate into his or her professional learning and teaching practice.  Take a minute to review this sample post-observation protocol for Mr./Mrs. Smith, then work with a partner or small group to discuss the questions you see up here.”  *Note: in this sample, the last three sections are not filled out. Participants will return to this form in Implementing Activity 2, later in the session. If you have time, allow some groups to share out their responses to the questions.* | Slide 22 |

### Learning Content 3: The Post-observation Conversation (10 minutes)

|  |  |
| --- | --- |
| *Note: Content for Slides 23 through 26 was modified in whole or in part with permission from the Center on Great Teachers and Leaders.*  **Explain:**  “After the observation is complete, you will participate in post-observation conversation. Regardless of whether you are participating in the conversation as a peer, or as a teacher who has been observed by your evaluator, the next few slides will provide you some helpful tips and considerations for having a productive conversation.  First, the bulk of the feedback discussed should be focused on evidence collected during the observation. This helps avoid several big dangers in post-observation conferences, such as:   1. **Loose interpretation:** Evidence-based feedback is the key factor that differentiates an actual observation conversation from a conversation that focuses on different opinions about instruction. 2. **Subjectivity:** Using evidence effectively during the conversation keeps things centered on a common, shared understanding of effective instruction and depersonalizes the feedback process. 3. **Emotion:** Evidence-based feedback can also help remove some of the emotion from the evaluation process.” | Slide 23 |
| **Explain:**  “Look at these two excerpts from feedback conversations. With a partner, discuss the differences between these two excerpts. Which is more evidence-based? Which is more likely to lead to deeper reflection for the teacher and will require the teacher to ‘do the work’?”  *Pause. Ask a pair to share what they discussed.*  *If needed, share the following:*  “Excerpt A does not provide specifics about what the observer saw during the observation. It does not cite specific evidence and does not provide the teacher an opportunity for reflection. It does provide an interpretation but does not include the actual observation evidence. Alternatively, Excerpt B is very specific, citing that the teacher had to tell a student to pay attention five times. In addition, it provides a follow-up question that prompts the teacher to reflect and reason in a way that leads to a deeper conversation around classroom management and student engagement.” | Slide 24 |
| **Explain:**  “When providing evidence-based feedback, observers need to learn to incorporate the language and vocabulary of the MSFE Rubric into their feedback. This helps build and reinforce a shared understanding of good instruction and also ensures that the rubric remains the objective point of reference in the conversation.” | Slide 25 |
| **Explain:**  “In an effort to make giving feedback to each other easier, this chart shows some ‘conversation stems’ that you might find helpful. As you can see, they are categorized according to type. Paraphrasing and clarifying stems can be useful in both the pre-observation and post-observation conversations to ensure that you are on the same page. Reviewing stems can be helpful during the post-observation conversations when you are sharing your notes. This is a time when you will want to stay very grounded in evidence. The last two columns are useful for the post-observation conversation when you offer praise or make suggestions. Can you think of anything else to add to this chart?”  *Chart any additional suggestions and hang the chart so that it is visible.* | Slide 26 |

### Learning Debrief/Wrap-Up (5 minutes)

|  |  |
| --- | --- |
| **Explain:**  “What are some of the unique benefits and challenges of peer observation?”  *Ask participants to share out a few ideas. If they do not come up with any, you may want to mention these:*  *Benefits*   * *Peer observation offers a chance to gain feedback that is candid and honest, without fear of it affecting your summative rating.* * *Peers can have more subject or grade-level expertise than administrators/evaluators and can therefore provide more specific feedback.* * *The peer observer also stands to gain from visiting another classroom and observing another teacher’s practice.*   *Challenges*   * *Being reflective and discussing practice can be uncomfortable for some teachers at first.* * *Scheduling and making time.* * *Peers are not used to being observed and maybe hesitant at first.* | Slide 27 |

## IV. Implementing (1 hour, 20 minutes)

### Slide 28 is the divider slide for this section.

### Implementing Activity 1: Conducting a Practice Peer Observation (45 minutes)

Purpose and Intended Outcomes

This activity will allow participants to practice their observation evidence collection. Participants will watch a video (of Mr. Smith or Mrs. Smith’s lesson) to practice conducting an observation.

|  |  |
| --- | --- |
| **Explain:**  “We are now going to move on to practice an actual observation. You may take notes in any format you wish, but if you wish to practice using the Points of Contact documentation form (Handout 2), we recommend opening the *Handbook* in Microsoft Word on your computer or tablet and entering your observation notes in the ‘Evidence Gathered’ section.”  *If it has not already been done, we recommend e-mailing the electronic version of the Handbook to participants prior to the session and letting them know they will need it during the session.*  “You will be focusing on collecting evidence for Standard Indicators 2.2 and 2.3. Take a minute and read through those Standard Indicators in your *Companion Guide.*  Today, we are going to take notes on what we see in Mr./Mrs. Smith’s lesson. As a reminder, you’ll want to write or type quickly. Don’t worry about being neat. You can always go back and clean up your notes later. Focus on what you see and hear and try to capture all four types of evidence.”  *Mrs. Smith’s video found at:* [*http://insidemathematics.org/index.php/classroom-video-visits/public-lesson-number-operations*](http://insidemathematics.org/index.php/classroom-video-visits/public-lesson-number-operations)  *Mr. Smith’s video found at:* [*http://commoncore.americaachieves.org/*](http://commoncore.americaachieves.org/)*. Click on “Sign-in,” which is located in the top right corner of the screen. The login information is:*  *Email: mzefran@air.org*  *Password: mainetif4*  *After you log in, select the video titled “Developing evidence-based arguments (Riesenfield),” which is listed in the “Recently Viewed” column on the right side of the screen.*  *Show ten minutes or so of the video.*  *While participants are observing, create one T-chart for each table. Label one column with 2.2 and the other with 2.3.*  *After ten minutes, stop the video.*  “What are some of your immediate reactions—not to the teaching you observed, but to the *process* of observing and taking notes?”  *As participants share, encourage them to share ideas, shortcuts, or tips for collecting observational evidence. As they share, place the T-Charts on each table.* | Slide 29 |
| **Explain:**  “Let’s compare the evidence we collected. Take a few minutes and to review your notes.  Did you collect the four types of evidence?  Do your notes include some opinions or biases?”  *Give participants 5 to 7 minutes to do this, ask them to share out a few responses.*  “Now, I want you to use the T-Chart on your table to write down the evidence your table came up with for each standard indicator. When you are done post your chart around the room.” | Slide 30 |
| ***This slide transitions the group to the next activity.***  **Explain:**  “As I mentioned before, teachers will participate in peer observation as both an observer and an observed teacher. These observations offer an opportunity to get feedback on your teaching from a knowledgeable peer and they do not influence your summative rating. The pre- and post-observation conference protocols as well as the Point of Contact documentation forms for a peer observation are not provided to the teacher’s evaluator. Your peer observation feedback and notes, as well as all the forms, are between you and your peer observer. The goal of these observations is to give you another source of meaningful, collaborative, and constructive feedback.  Let’s discuss some strategies for providing this type of feedback to a peer.” | Slide 31 |

#### Possible Facilitation Challenges and Solutions

|  |  |
| --- | --- |
| Challenge | Solution(s) |
| Teachers find the note-taking process too difficult. | Spend some time brainstorming work-arounds. For example, teachers who are faster at typing than writing might want to type notes into spreadsheet software where they can recreate the columns, hit enter to move down a row each time they would start a new line, and then record the standard indicators in the next column. Another suggestion might be to develop shorthand in which they use “T” for teacher, “S” for students, and so on. Offer teachers more time to practice by watching more of the “Mr./Mrs. Smith” video. Assure them that the note taking will get easier with time. |
| Teachers are struggling to correctly link observations with standard indicators, or they are struggling to keep their observation notes fact-based. | Offer teachers more time to practice by watching more of the “Mr./Mrs. Smith” video. Try to give teachers more practice with observations before they conduct an actual peer observation. Explain to participants that building a common language and understanding of the rubric takes time and practice. The discussion about evidence is what makes the process rich and authentic. |
| Teachers do not take notes, or take very few notes. | Pause the video one minute in and ask participants to share out what they’ve already collected. This can encourage the more reluctant note-takers to collect more notes going forward. |

### Implementing Activity 2: Role Playing: Providing Feedback to a Peer (30 minutes)

Purpose and Intended Outcomes

Participants will gain practice providing critical feedback to a peer using the video observation of Mr./Mrs. Smith and using some tips for structuring the conversation to be productive.

|  |  |
| --- | --- |
| **Explain:**  “Let’s discuss some strategies to help structure your post-observation conversation so that it is productive and collaborative.  Start first by sharing the evidence you collected. Walk your colleague through the evidence and explain how you see it’s alignment to the Standard Indicators established in the pre-observation conversation.  As you discuss the evidence, pose some reflective questions, such as, “What went well? How do you know?” or “What were some challenges? Why were there challenges?”  Use the conversation stems we covered earlier to probe for specific, evidence-based statements.  Collaborate with your peer to identify actionable next steps.” | Slide 32 |
| **Explain:**  “During feedback conversations, observers translate the text of the rubric or other evaluation measures into exactly what the peer might do in his or her own classroom. From there, peers should develop a list of next steps for improvement, such as implementing a new strategy in the classroom or seeking out targeted professional development. If possible, the observer should help the peer practice, or model the practice, during the post-observation conference. If this is not possible, the observer should point the peer to print and online resources.” | Slide 33 |
| **Explain:**  “We are now going to return to Mr./Mrs. Smith—the teacher from the video lesson we observed earlier.  Pair up with another table group and use their evidence chart to guide your role-play, as well as the Companion Guide and the information you’ve learned today to talk about how you would approach the postobservation conference with Mr/s. Smith.  Walk through a collaborative conversation, using the guidance and conversation stems provided. Fill-out the last three sections of Mr/s. Smith’s post-observation conversation protocol in Handout 8 from earlier in the session. Make sure you practice at least two actionable next steps.  Swap roles so both tables can practice having an evidence-based conversation.  After each role-play, assess how well the group:   * Used evidence and the language of the rubric * Used conversation stems and probed for more information * Developed actionable next steps.” | Slide 34 |

### Implementing Wrap-Up/Debrief (5 min)

|  |  |
| --- | --- |
| **Explain:**  “We will now spend a few minutes talking about the observation process as a whole. There are two options for sharing out. Either share a strategy or some conversation tip you learned today that you plan to use as part of the observation process, or ask a question that you still have about collecting and submitting evidence, conducting a peer observation, or being observed.”  *Allow each participant to share out. Either answer questions or record them to answer later.* | Slide 35 |

#### Possible Facilitation Challenges and Solutions

|  |  |
| --- | --- |
| Challenge | Solution(s) |
| Participants seem unwilling to participate in role playing. | Gather the whole group together and ask for some volunteers to do the activity fishbowl style (i.e., participants role play in the center of a circle while others watch). Debrief the role play as a whole group. Encourage two or three rounds so that participants still get the benefit of seeing various approaches to giving both positive and constructive feedback. |

**Guiding Questions:**

* What are the differences between peer observations and observations conducted by an administrator?
* How can teachers work toward peer observations that are meaningful, constructive, and collaborative?

## V. Reflecting and Wrap-Up (15 minutes)

### Slide 36­­­ is the divider slide for this section.

|  |  |
| --- | --- |
| **Explain:**  “Let’s take a few minutes and do some initial reflection and planning for your own peer observation. Here are two questions to spend the next ten minutes either considering by yourself, or discussing with a colleague:   * Based on your self-evaluation and professional goals, what standard indicators will you focus on for your peer observation? * Who will you ask to conduct your peer observation?” | Slides 37 |
| **Explain:**  “The next time we gather, we will be looking at Module 5. Here is a preview.”  *Allow participants a moment to read the slide.* | Slide 38 |
| **Explain:**  “In preparation for Module 5, here are a few next steps:   * Read Handout 9 (Leveraging Teacher Talent: Peer Observation in Educator Evaluation) by Catherine Jacques at AIR’s Center on Great Teachers and Leaders. *Optional modification: You could also make this part of a reading and reflection activity earlier in this module.* * Schedule and participate in a peer observation. It is entirely up to you how you do this, with whom, and when. Do make sure you have at least scheduled it by the next time we meet.   Module 5 will provide some time for us to take stock of where we are and think about any adjustments we might need to make for the remainder of the school year. Please bring your professional goal(s) and SLO(s) to Module 5, as well as any Points of Contact documentation forms. Module 5 is scheduled for [DATE, TIME, LOCATION.] | Slide 39 |
| *Come to Closure (1 minute)*  *NOTE: Enter your e-mail address on this final slide so participants know where to send questions.* | Slide 40 |