

Peer Observations Session 1

Monson Public Schools

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June 21, 2016

8:00 a.m. – 12:00 p.m.

Mastery Objectives

- Identify what we know, or what we want to know about peer observation & coaching
- Review Monson Public Schools' *Confidentiality Statement*
- Explore the three peer observation competencies for our workshops
- Collaboratively take a “first look” (overview) at the definition and type of peer observation & coaching that are part of this training
- (Before we observe), examine best practices of “what we would see happening in effective differentiated instruction (DI) classrooms.

Agenda

- Do-Now Pre-Assessment
- Guidelines for working together (a.k.a. Behavioral Norms)
- Processing Partners
- Triad Activity and Whip Around
- Direct Teach (3 Competencies)
- Forms of Peer Coaching
- How can I help?
- Benefits & Challenges/Roadblocks
- Best Practices & “Non-negotiables’ in effective DI classrooms
- Wrap-up

Essential Question: *How do peer observation and coaching help a school or district build a culture of continuous growth for teaching and learning and ultimately maximize student achievement?*

Do Now – Activator

Write T or F for each statement with the exception of #5 which is a fill in. Complete this with a partner sitting next to you. One or both of you record.

1. Peer Observation and Peer Coaching are the same thing. _____
2. Developing and articulating the curriculum can be part of peer coaching. _____
3. There are only two colleagues who are part of the peer observation and coaching experience. _____
4. Peer coaching can be voluntary or mandatory. _____
5. In our district peer coaching and peer observations will be (fill in) _____. (*Voluntary? Mandatory?*)
6. The purpose of peer observation is to reflect on teaching practices. _____
7. Pre- and Post- conferencing are part of the peer observation and coaching process. _____
8. Peer observations are part of the evaluation process. _____
9. Peer observations are discussed with the evaluator. _____
10. Collaborative work and formal coaching are the same. _____
11. Best practices include cognitive context strategies and areas of classroom management. _____
12. Even with a confidentiality statement, agreement must be made as to what can be said outside the observation classroom. _____

Processing Partners

Peer Coaching _____

Peer Observation _____

Collaboration _____

Trust _____

Formal Coaching _____

Observation Data _____

Conferencing _____

(insert teachers' binder pages 141 – 144 here)

(insert PPT slide #20 here. It is ok if it appears horizontal)

Wrap-up

What did you learn today? (list at least 2 things)

What resonated with your thinking?

What are your next steps?

How can I help?