

PEER VISITS

Conferencing skills that support reflection and decision making:

- Active listening
 - Silence- wait time- congruent body language
 - Acknowledging
 - Paraphrasing
 - Summarizing
 - Interpreting or inferring
- Inquiring for details
- Asking reflective questions
- Sharing data without judging

BEFORE the lesson...	DURING the lesson...	AFTER the lesson...
<p>The teacher shares and clarifies with the observer:</p> <ul style="list-style-type: none"> ▪ Purpose of the observation ▪ Lesson objective – the mastery and/or thinking objective of the lesson ▪ Context – what has led up to/will follow this lesson ▪ Sequence of lesson – the sequence of events within the lesson ▪ Experiment – teaching strategy or behaviors the teacher will experiment with ▪ Student behaviors the teacher hopes to hear/see ▪ Concerns – any concerns the teacher has about the lesson, the experiment, the students, etc. ▪ Data – the specific kind of data the teacher wants the observer to collect during the lesson ▪ Form of collecting data – the specific form in which the observer should record the data 	<p>The peer observer records literally whatever data was agreed upon in the planning conference.</p>	<p>The teacher reflects with the observer and...</p> <ul style="list-style-type: none"> ▪ Identifies feeling and impressions – the teacher describes how s/he felt about the lesson and experiment ▪ Recalls data – the teacher recalls what happened in the lesson to support those feelings and impressions ▪ Requests, analyzes and interprets data that the observer has collected; the observer shares data and asks related questions ▪ Compares what was planned to what actually occurred re: teacher behaviors, student behaviors, and student achievement of lesson objectives ▪ Makes inferences about what contributed to the success of the lesson or what might have interfered with the intended outcomes ▪ Synthesizes and summarizes insights and conclusions drawn from this lesson or experiment, and ideas for applications to future lessons

PEER REFLECTIVE CONVERSATION FOLLOWING A PEER VISIT

Once you have completed your peer visit, you will meet with your colleague to discuss the visit. Whether you were observing a teacher to provide specific feedback in an area or you were being observed to receive feedback, consider the following:

An effective peer reflective conversation:

- Generates new ideas
- Allows a teacher to reflect, make connections, and problem-solve before advice is given
- Provides a safe, collegial environment for a teacher to reflect on the lesson in relation to the focus area, analyze causes that may have affected the outcome, and articulate next steps for growth/refinement
- Builds learning and focuses relationships that support professional growth

Provide any written information and feedback to your colleague.

Summarizing topic for the conversation can include:

The benefits of this collegial process-

- What worked for you?
- What improvements would make it more beneficial?