

**Peer to Peer Observation Self-Assessment - Where should we start?**

**Open Doors**  
(The beginning stages of building trust & relationships)



**Open Minds**  
(A culture of learning through a culture of observation & feedback)

Considerations	Suggestion: Beginning Steps	Challenges Rate each (3=tire pop, 2=herd not moving, 1=path blocked)	Suggestion: Advanced Steps
Who's involved? Individuals? Group?	Volunteers (on their own or to be part of a group)  Selected teams  Departments or grade levels on their own	____ Teachers are reluctant to open doors  ____ Teachers don't get along  ____	Whole school
When can it occur/How often?	During their own planning time  With coverage from an instructional leader  Several times per year	____ Time  ____ Union issues  ____	During PLC's/ data team time  Monthly
How will they observe?	Videoing of their lessons  Partner review of video lessons  Individuals visit self-selected classrooms (personal selections or using a pineapple chart)	____ Teachers worried about who will see the video  ____ Observers do not understand or are not calibrated in expectations or concepts such as, engagement, rigor, clarity, learning  ____	Live classrooms: Build capacity for effective 10-15 minute visits  Lesson studies  Video: Group share, teacher reflection, and group deconstruction
What will be observed?	Selected areas of focus (e.g., NGSS aligned lessons, new math curriculum, S engagement, individual interest)  Outside videos for training/ practice	____ Do not understand expectations for teaching & learning  ____ Not calibrated in expectations or not trained in new standards, programs, etc.  ____	In alignment to teacher goals  In alignment to expectations  In alignment with student performance outcomes

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How will observers build capacity?	<p>Book study of <i>Feedback to Feed Forward</i> (2019)</p> <p>Remain in classrooms for 20-30 min for practice engaging with learners</p> <p>Focused practice with a partner or group collecting evidence about the learning and discussing impact/causal attributions</p>	<p>_____ Do not know how to observe for learning</p> <p>_____ Do not know how to identify teacher impact</p> <p>_____ Do not have time for trainings</p> <p>_____</p>	<p>Book study of <i>Learner-Focused Feedback</i> (2020)</p> <p>Facilitated direct and embedded skill and strategy training (toward train the trainer)</p>
What form will feedback take?	<p>No feedback (just gaining insight, gathering data or ideas)</p> <p>Glows &amp; Grows/Wows &amp; Nows (1 positive, 1 action step or thinking question)</p>	<p>_____ Fixed Mindset</p> <p>_____ Teachers afraid to give constructive feedback (beyond praise)</p> <p>_____</p>	<p>Feedback aligned to our standards</p> <p>Peer/Complementary Evaluators</p>

### Building a Culture of Learning Through a Culture of Observation and Feedback

Districts/regions and schools must commit to building relationships so that there is a:

- Cultivation of a common, collective mindset about learning for all,
- Creation of opportunities for teachers to develop honest and accurate perceptions of progress and performance, and
- Feeding of each others' professional learning needs towards the highest levels of practice by all on behalf of students.

### Six Steps to Making a Culture Shift

**Step 1:** Define “intent” and build towards a collective understanding of vision and purpose—student learning. **Step 2:** Assess the readiness to facilitate and receive learner-focused feedback within the school or organization. **Step 3:** Build the capacity of all to develop and receive learner-focused feedback.

**Step 4:** Set up and implement the operational systems for schoolwide focus on impact and learners.

**Step 5:** Design a systematic professional learning model that is responsive.

**Step 6:** Rinse and repeat.