Peer to Peer Feedback: Formative Classroom Walkthroughs

Leading Our Profession
Level 1: Foundational
Growing Educators as Instructional Leaders
Session ID: LOP1-228
Presenter: Brandy Cooper

• Milford School District 2016 Teacher of the Year
• Over the past 8 years, Brandy has taught 6th grade mathematics, 8th grade and special education
• Mathematics Instructional Coach and member of the Delaware Math Coalition Leadership Cohort
• Member of the Schools That Lead Teacher Leadership Initiative
• Member of the School Improvement Team, with a focus on peer-to-peer feedback protocol
Presenter: Sherry Geesaman

- Currently an 7th grade English Language Arts Teacher at the Milford Central Academy in Milford, Delaware where she is a member of the School Improvement Team, the Liaison Committee, and serves as the instructional coach for the Language Arts Department.
- Sherry has been teaching since 1995 and has taught from the elementary to high school level. In addition, she wrote the curriculum to open a business and finance charter high school and served as the Dean of Instruction for 3 years.
- Sherry participates in The Schools That Lead Teacher Leader Initiative, and was selected to the 2015 Delaware Dream Team.
- She has worked with the Delaware State Education Association (DSEA) serving as a member of the CCLEAR Cadre (Common Core Leaders Educating and Advocating for Reform).
Currently an 8th grade Mathematics and Special Education Teacher at the Milford Central Academy in Milford, Delaware.

During his 12 years in Delaware education, Jesse has taught Business and Accounting, Mathematics, and Special Education.

Jesse participates in the Delaware Math Coalition’s Leadership Cohort, The Schools That Lead Teacher Leader Initiative, and was selected to the 2014 Delaware Dream Team.

He has worked with the Delaware State Education Association (DSEA) serving as a member of the CCLEAR Cadre (Common Core Leaders Educating and Advocating for Reform) and with NEA’s Common Core Work Group for the Mid-Atlantic Region.

His work as an America Achieves Fellow, involves advancing the teacher profession ensuring that teacher have a voice.
Session Outcomes

• The content from this session can be used in the following ways in your current position/role:
  – Enhance Student Learning
  – Non-evaluative and not used for a formal observation
  – Always Teacher driven
  – Collaborative learning culture where educators can grow as a professional
Student Learning Reflection Cycle

A Focus on Student Learning

In a culture of trust, curiosity and community...

Ownership
The teacher examines the Student Learning Rubric and identifies an area of interest.

Common Aim
Alone or with peer, the teacher selects a Student Learning Question.

Evidence
Teacher asks peer to gather data on Student Learning Question using Data Collection Tool.

Agency
Teacher determines appropriate next steps and works to advance student learning in the selected area.

Feedback
Teacher and peer review the evidence. Using the Focus on Student Learning Protocol, peer listens and asks questions to aid teacher in reflection.

Transforming Outcomes:
The Social Capital required to Advance Powerful Student Learning
Student Learning Rubric
What do these components mean to you?

- Student Creativity
- Academic Discourse and Student Collaboration
- Student Questioning
- Student Cognitive Engagement
- Student Agency
What do you want to know? (Narrowing the Focus)

- Student Learning Focus

- Choosing your student learning question (SLQ’s)

- Data Collection
  - Using protocols to ensure that the correct data is being collected
Pre-conference

• Selecting an area of focus and student learning question

• https://youtu.be/iDHkr6e36jc
Feedback Protocol

• Use the process with fidelity
  – Focus data collection using SLQ
  – Collect Data
    • https://youtu.be/DvnEsiF4Wfo
    • https://youtu.be/yFrOEfKmFRE
  – Leave data collection tool with host
  – Return
  – Listen to teacher reflection
    • https://youtu.be/Zk5bM8ViWcQ
  – Consider impact

• Did the question and tool provide the correct information?
How do you make this work at your school?

• Our thoughts
  – PLC
  – School Improvement Team – new protocols – reflection
  – 5 day turn around
  – 1 time a marking period
  – 30 minute time period – overall cycle
  – Timeline what happens when

• Your thoughts
4 Ps

• Purpose – to advance powerful student learning
• Picture – what’s it look like – who’s involved
• Plan – when and where
• Part – you are blue
Scaling Your Impact

• Why you – what makes you special?
• What’s your role in all this
  – Green dot
  – Blue dots
  – Yellow dots
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  – Always Teacher driven
  – Collaborative learning culture where educators can grow as a professional
  – How to implement this in your building
Please complete the evaluation for this breakout session!