

BERKSHIRE HILLS REGIONAL SCHOOL DISTRICT PEER OBSERVATION PROCESS

1. All educators involved in the process meet to create and then agree to the peer observation norms of collaboration:
 - Teacher being observed speaks first in post-observation conversation.
 - When observer speaks, start with a positive.
 - Be honest. Both sides acknowledge each other and don't have to agree.
 - Focus on students
 - Focus on mini-lesson – purpose, clarity, discourse.
 - Try not to perceive feedback as personal. We are all learning.
 - Be punctual.
2. To provide clarity, observations are focused on the key standards and indicators of effective practice that are the focus for the year. Teachers write peer observing into their action plan. They choose a way to embed observations within or across grade levels to best support their goals.
3. Teachers take the initiative to connect and schedule when they will observe and when they will be observed. Release time is scheduled through the main office. Another possibility is setting regular, recurring times per month in which a substitute is in the building for the purpose of covering for peer observations. Teachers are aware of those times, and simply sign up for an available slot.
4. Observations last fifteen to twenty minutes, scheduled to focus on a minilesson. Observer uses the BHRSD Observation log to take notes, and then uses the Evidence form to provide written feedback.
5. The post-observation conversation takes place immediately following the lesson, using the norms stated above. In discussion areas of growth, teachers discuss possible action steps to try new strategies, seek outside support, and identify professional development.
6. There is no requirement for observation logs and feedback forms to be submitted to the principal, however, the principal requests a record that shows observations and conversations are taking place as evidence of completing the action plan connected to goals. Also, educators are invited to include artifacts and reflections from the peer observation process as part of their evidence of professional practice at the end of the year.
7. Observed teachers are encouraged to be in continuous conversation with the principal, discussing lessons learned from the process. This gives the principal and assistant principal the chance to hone school wide improvement planning in connection with faculty.