



# Peer Teacher Guide

**Hamilton County  
School District**

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## **PEER TEACHER PROGRAM INTRODUCTION**

In an effort to assist teachers that are new to the Hamilton County School District with the completion of the requirements established by the Florida Department of Education, which are outlined as per their Statement of Eligibility, the following procedures have been established. These procedures will assure the completion of the Professional Education Competence Program as well as the Hamilton County Peer Teacher Program.

**This program has been designed to assist teachers who are currently employed with a temporary certificate the ability to move to a professional certificate as well as teachers in their first year. The procedures are as follows:**

1. Within the first ten (10) days of employment, the principal will assign an experienced teacher as the peer teacher and will provide the peer teacher guide to the beginning teacher.
2. The principal then sends a letter to the Personnel Department recommending the experienced teacher for the peering assignment.
3. After one year, the beginning teacher will submit their portfolio to the Director of Administrative Services. The Personnel Department will also forward paperwork to the principal for confirmation of the new teacher's mastery of the competencies to be signed by the principal and peer teacher.
4. Upon approval of the portfolio, the Personnel Department will forward the necessary paperwork to the Finance Department for processing of payment to the peer teacher.

## PEER TEACHING PORTFOLIO GUIDE

### For Principals and Peer Teachers

All beginning teachers should have a peer teacher assigned to them for a period of 180 school days. Beginning teachers should complete a portfolio during their first year of employment. The portfolio should include the following:

1. lesson plans for two weeks;
2. unit of study done by the beginning teacher to include photographs, exemplars of student work, scoring rubrics, etc.;
3. copies of at least two summative and two formative evaluations to include:
  - a. the completed summative evaluations by the principal along with the two first year's annual observations;
  - b. the completed formative evaluations by the peer teacher;
4. copy of parent conference forms/logs, progress reports, letters home to parents, and classroom rules;
5. copy of documented staff development attended by the teacher during the first year of service;
6. documentation of the peer teacher meetings with the beginning teacher on a monthly basis to include a brief synopsis of the activities and discussion during the meetings (See Monthly Meeting Summary Form);
7. documentation of a "growth mindset" activity and reflection between the peer and beginning teacher (See page 20);
8. documentation of at least one content planning activity and reflection along with the attached lesson plan (See page 21).

The portfolio for beginning teachers should be submitted to the Director of Administrative Services no later than the last day of student attendance for the current school year. For beginning teachers starting later in the school year, portfolios are due one calendar year from hire date.

At the end of the school year, principals are to submit in writing, confirmation to the Director of Administrative Services, that the peer teacher has completed their duties so that paperwork can be forwarded to payroll for payment of stipend. For beginning teachers hired later in the school year, stipends will be paid to the peer teacher upon completion of the 180 school days.

## DEFINITION OF TERMS

1. At-Task Observation: Data is used to determine level of student engagement.
2. Anecdotal Observation: Used to develop a narrative description of classroom events.
3. Beginning Teacher/Developing Professional: A teacher who does not hold a valid professional Florida Teaching certificate.
4. Building-Level Administrator: A certified school-based administrator.
5. Classroom Observable Behavior: Teacher behaviors that indicate competencies and domains; they must be documented by classroom observation.
6. Classroom Traffic: Observation instrument used to focus on patterns of student movement.
7. Exemplar: Item or artifact that serves as an excellent example.
8. FEAP: Florida Educator Accomplished Practices; Florida's core standards for effective educators.
9. Formative Observations: Process of assessing and improving the teacher performance of the beginning teacher.
10. Full School Year: To include 180 days of instruction (Summer School is not included.)
11. Interview Observable Behavior: Teacher domain and competency behavior which is difficult to document by classroom observations; they will often be documented through the use of interviews and the portfolio.
12. Other Professional Educator: Professionally trained and experienced individual.
13. Peer Teacher/Clinical Educator: An experienced teacher who holds a valid professional certificate at the same level, in the same subject, or service area as the beginning teacher.
14. Portfolio: File maintained for the beginning teacher which contains records and documents relevant to the Beginning Teacher Program.
15. Selective Verbatim Observation: Data focused on specific questions/statements.
16. Student Focus-Shadowing Observation: Data collected on a specific student.
17. Support Staff: Peer teacher, building-level administrators, and other professional educators who assists the beginning teacher.
18. Teacher Movement Observation: Data focused on patterns of teacher movement within the classroom.
19. Verbal Flow Observation: Provides information on the verbal interaction within a class.

## HAMILTON COUNTY PEER TEACHER PROGRAM MONTHLY MEETING SUMMARY

<b>Peer Teacher:</b>	<b>Beginning Teacher:</b>
<b>Date/Time:</b>	<b>Location:</b>
<b>Items Discussed:</b>	
<b>Challenges/Concerns:</b>	
<b>Beginning Teacher's Next Steps:</b>	
<b>Peer Teacher's Next Steps:</b>	
<b>Next Meeting Date:</b>	

## PEER TEACHER OBSERVATION GUIDELINES & PROCEDURES

- Pre-Observation Conference
  - Review the Pre-Observation Conference Checklist
  - Complete the Pre-Observation Planning Guide
    - Should be held within 24 hours of the observation
    - Should be held in the instructional setting
    - Should strengthen the team's relationship
    - Should provide for alternative plans
    - Should focus on curriculum and instruction
- Observation
  - Complete the Identification and Format Guide
  - Complete the Observation Instrument Checklist
  - Observation must be at least 30 minutes in length
- Data Analysis & Strategy Session
  - Examine data to complete the Data Analysis Form
- Post-Observation Conference
  - Review the Post-Observation Conference Checklist
  - Complete the Post-Observation Conference Log
    - Should be held as soon as possible following the observation
    - Should be held in the instructional setting
    - Should review the presence and absence of patterns of behavior
    - Should reinforce effective patterns
    - Should develop plans to alter the ineffective patterns
    - Should be held in a climate of trust
- Post-Observation Analysis
  - Collect Data to determine progress and next steps

# PRE-OBSERVATION CONFERENCE CHECKLIST (FOR REFERENCE ONLY)

**Procedures:**

- \_\_\_\_\_ Identify the session objectives.
- \_\_\_\_\_ Identify and review the areas of focus.
- \_\_\_\_\_ Complete the Pre-Observation Conference Planning Guide.
- \_\_\_\_\_ Select the observation method/ data collection process.
- \_\_\_\_\_ Agree on observation time and logistics.

**Communication:**

Skills:	Notes:
<b>Clarifying</b> (Why are we meeting?)	
<b>Perception Checking</b> (How are things going?)	
<b>Empathy</b> (the action of understanding)	
<b>Concrete Examples</b> (specific focus)	



**PRE-OBSERVATION CONFERENCE PLANNING GUIDE**

Peer Teacher:	Beginning Teacher:
Observation Date:	Grade/Period:
Subject:	Lesson Topic:

**Provide a brief response to each question that applies to the upcoming observation.**

<b>CHAMPS/ Classroom Management</b>	1. Identify 3 CHAMPS activities that you plan to incorporate within the classroom.
	2. Define your behavioral expectations regarding the major types of transitions that will occur within the lesson.
	3. What are the behaviors that you would like to maintain, increase, reduce, or eliminate? (provide specific examples)
<b>Deeper Knowledge</b>	4. Provide a brief description of your lesson objective(s).

<b>Deeper Knowledge</b>	5. Does your lesson essential question align with state standards? How does your essential question require students to think critically about a concept or the content?
	6. How does this lesson help you achieve your final objective or outcome?
<b>Engagement/ Collaboration</b>	7. What types of formative assessments will you use during the lesson? How will you differentiate and remediate based on these assessments?
	8. Discuss the teaching strategies and resources that will be used during the lesson. What engaging learning opportunities did you provide students for vocabulary acquisition, critical thinking, demonstration of knowledge, and application? (i.e. word walls, Cornell notes, pair-share, ticket out the door, acceleration, graphic organizers, student choice, student-teacher conferencing, etc.)
<b>Focus/ Concerns</b>	9. List specific areas in which the observer will focus.
	10. Concerns/Additional Notes

**PEER TEACHER FORMATIVE OBSERVATION  
IDENTIFICATION AND FORMAT GUIDE**

Teacher’s Name: \_\_\_\_\_ Date: \_\_\_\_\_

Observer’s Name: \_\_\_\_\_ School: \_\_\_\_\_ Department/Team: \_\_\_\_\_

Observation Number: \_\_\_\_\_ Start Time: \_\_\_\_\_ Length of Observation: \_\_\_\_\_

Brief Statement of Lesson Purpose Content:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**The following observations are designed to assist the developing teacher with their formative and professional growth.**

**DIRECTIONS:**

1. Fill out the above Identification and Format Information Box.
2. Choose an observation on the following page by placing an “X” next to your selection.
3. Attach a copy of the data and an analysis of the observation to this sheet and the Observation Instrument Checklist and place in the developing teacher’s portfolio along with the pre-conference and post-conference materials.

*Remember: A pre-conference and a post-conference are required for each observation.*

*Observations must be at least 30 minutes in length.*

## OBSERVATION INSTRUMENT CHECKLIST

**\*Observer must attach observation forms/notes to this form.**

<p><b>1. _____SELECTED VERBATIM</b>  <i>Verbatim data are the exact words said by the developing professional during an activity.</i>  <b>Examples:</b>              Teacher questions/Teacher response to student behavior,              Student questions,              Student-initiated statements,              Teacher using effective probing skills</p>	<p><b>2. _____VERBAL FLOW</b>  <i>Verbal flow provides information about the verbal interactions between the teacher and students.</i>  <i>Observation must be done more than once.</i>  <b>Examples:</b>              Teacher interacting equally with both genders,              Teacher interacting equally with all races,              Teacher calling on one area of the room more than others</p>
<p><b>3. _____AT-TASK</b>  <i>At-task observation provides data for the teacher that specify whether or not individual students, during a classroom activity, were engaged in the task(s) which the teacher indicated was appropriate.</i>  <b>Example:</b>              Collect data on student engagement during seatwork,              Collect data on patterns of teacher during seatwork,              Observer must identify teacher’s expectations of “at-task”</p>	<p><b>4. _____CLASSROOM TRAFFIC</b>  <i>The classroom traffic technique relies upon the use of student seating patterns and records the physical movements visible during a lesson or activity.</i>  <b>Example:</b>              Distribution of teacher attention,              Teacher efficiency,              Off-task relation to teacher proximity,              Repetition of movement</p>
<p><b>5. _____ANECDOTAL</b>  <i>An anecdotal record is a narrative description of everything that happens in a classroom, consultation, or counseling session. Anecdotal records are a concentrated and sustained collection of data that potentially reveals new insights and suggests interpretation and explanations.</i>  <b>Example:</b>              Diary description; Specimen description; Shadowing and physical movement; Running account of classroom procedures/activities;              Documentation of change; Recording method that needs no special setting, codes, categories, or time frames</p>	

### Data Analysis Form

Beginning Teacher:	Peer Teacher:	Date:
Observation#: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4	Observation Tool:	Time/Period:

What patterns in behavior and practice do you notice in the observation data?	How does this data impact student learning and teacher practice?	Plan for reflective questions.	Possible solutions and resources to share during the post-conference.

## POST-OBSERVATION CONFERENCE CHECKLIST (FOR REFERENCE ONLY)

**Procedures:**

- \_\_\_\_\_ Review pre-observation conference agreements.
- \_\_\_\_\_ Discuss data and analyze identifiable patterns.
- \_\_\_\_\_ Guide the beginning teacher to identify behaviors to maintain, increase, reduce, or eliminate.
- \_\_\_\_\_ Discuss strategies/activities to explore/try.
- \_\_\_\_\_ Specify and document everyone’s responsibilities.
- \_\_\_\_\_ Schedule next observation or conference.

**Communication:**

Skills:	Notes:
<b>Clarifying</b> (Why are we meeting?)	
<b>Perception Checking</b> (How are things going?)	
<b>Empathy</b> (the action of understanding)	
<b>Concrete Examples</b> (specific focus)	

## Peer Teacher Post-Observation Conference Log

Beginning Teacher Signature: \_\_\_\_\_

Peer Teacher Signature: \_\_\_\_\_

Grade Level/Subject Area: \_\_\_\_\_

Date: \_\_\_\_\_

<b>MEETING PURPOSE:</b>	
<b>What's Working:</b>	<b>Current Focus /Challenges /Concerns:</b> (use data to identify focus)
<b>GOAL:</b>	
<b>Beginning Teacher's Next Steps:</b> (what data will be collected to determine if progress is made)	<b>Peer Teacher's Next Steps:</b> (what data will be collected to determine if progress is made)
Next Meeting Date:	

**Florida Accomplished Practices:**

<input type="checkbox"/> Instructional Design and Lesson Planning	<input type="checkbox"/> Assessment
<input type="checkbox"/> The Learning Environment	<input type="checkbox"/> Continuous Professional Improvement
<input type="checkbox"/> Instructional Delivery and Facilitation	<input type="checkbox"/> Professional Responsibility and Ethical Conduct

**VERBAL FLOW CHART (TEACHER RESPONSES & TEACHER QUESTIONS)**


+-Praise                                      U-Used Idea                                      ↓-Volunteered Response                                      C-Corrected Answer  
 R- Repeated Answer                                      S-Sarcasm                                      ↑-Teacher Directed Response                                      ?-Student Question  
 P-Procedural Response                                      O-Rejected Answer                                      D-Discipline                                      I-Ignored

Observation Time/ Notes: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### TEACHER MOVEMENT CHART


Observation Time/Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### AT-TASK OBSERVATION CHART


A= At-task      O= Off-task      H= Helped by teacher      D= Distracted/ Daydreaming

Observation Intervals/Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### CLASSROOM TRAFFIC OBSERVATION CHART


Observation Intervals/Notes: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**“ESSENTIAL THREE” OBSERVATION INSTRUMENT**

Beginning Teacher:	Peer Teacher:	Class Period:	Time In:
Date:	Location:	Lesson:	Time Out:

**Deeper Knowledge:**

Components:	Evidence:
Academic rigor	
Demonstration of student knowledge	
High-level texts, resources, and language	

**Collaboration:**

Components:	Evidence:
Students ability to synergize and learn with/from others	
Cross curricular, thematic units; PLC's	
Structure for group work	

**Engagement:**

Components:	Evidence:
Student choice and ability to demonstrate growth	
Teacher as facilitator-What are students doing?	
Differentiated instruction for teaching/learning styles	

**Commendables/Observations:** \_\_\_\_\_

\_\_\_\_\_

## Growth Mindset Activity & Reflection

<b>Peer Teacher:</b>	<b>Beginning Teacher:</b>
<b>Date/Time:</b>	<b>Location:</b>

**Checklist:**

- \_\_\_\_\_ Peer and beginning teacher will conduct an initial mindset assessment in order to reflect on feedback.  
<http://blog.mindsetworks.com/what-s-my-mindset?view=quiz>
  
- \_\_\_\_\_ View Carol Dweck’s Growth Mindset Video on “The Power of Believing That You Can Improve.”  
[https://www.ted.com/talks/carol\\_dweck\\_the\\_power\\_of\\_believing\\_that\\_you\\_can\\_improve?language=en#t-17450](https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en#t-17450)
  
- \_\_\_\_\_ Develop a strategy for implementing growth mindset within the classroom.
  
- \_\_\_\_\_ Complete the chart below.

<b>Beginning Teacher:</b>	<b>Notes:</b>
<b>Reflect on your mindset self-assessment results.</b>	
<b>What was your take-away from the video?</b>	
<b>How do you plan to incorporate a growth mindset within your classroom?</b>	

Peer Teacher: \_\_\_\_\_ Beginning Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**Content Planning Conference Guide** (*Adapted from 15 Minutes to a Transformed Lesson*)

<b>Question #1:</b> What content are you focusing on?	<b>Answer #1:</b>
<b>Question #2:</b> What are the chapters and materials that you are using now?	<b>Answer #2:</b>
<b>Question #3:</b> What are the most important concepts that you want them to understand?	<b>Answer #3:</b>
<b>Question #4:</b> Can you provide additional details regarding those key concepts?	<b>Answer #4:</b>
<b>Question #5:</b> What would you say students to need to understand in order to complete the task at hand?	<b>Answer #5:</b>
<b>Question #6:</b> How are you going to present the objective and information to the class?	<b>Answer #6:</b>
<b>Question #7:</b> How will you check for understanding?	<b>Answer #7:</b>
<b>Question #8:</b> a. So, at the end of the day, what would you want students to tell you that they really understood? b. Just to clarify, the content and objectives are...	<b>Answer #8:</b> a. b.
<b>Question #9:</b> What activities are you going to have students to do to accomplish this objective?	<b>Answer #9:</b>
<b>Beginning Teacher Reflection:</b> <i>How did this content planning conversation impact your lesson planning and classroom instruction?</i>	

## **Florida Educator Accomplished Practices**

### **Purpose and Foundational Principles**

**Purpose:** The Educator Accomplished Practices are set forth in rule as Florida’s core standards for effective educators. The Accomplished Practices form the foundation for the state’s teacher preparation programs, educator certification requirements, and school district instructional personnel appraisal systems.

**Foundational Principles:** The Accomplished Practices are based upon and further describe three essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

**The Educator Accomplished Practices:** Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

#### **Quality of Instruction**

1. **Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:**
  - a. aligns instruction with state-adopted standards at the appropriate level of rigor;
  - b. sequences lessons and concepts to ensure coherence and required prior knowledge;
  - c. designs instruction for students to achieve mastery;
  - d. selects appropriate formative assessments to monitor learning;
  - e. uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continuously improve the effectiveness of the lessons; and
  - f. develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

**2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:**

- a. organizes, allocates, and manages the resources of time, space, and attention;
- b. manages individual and class behaviors through a well-planned management system;
- c. conveys high expectations to all students;
- d. respects students' cultural, linguistic and family background;
- e. models clear, acceptable oral and written communication skills;
- f. maintains a climate of openness, inquiry, fairness and support;
- g. integrates current information and communication technologies;
- h. adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. utilizes current and emerging assistive technologies that enable students to participate in high quality communication interactions and achieve their educational goals.

**3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:**

- a. deliver engaging and challenging lessons;
- b. deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. identify gaps in students' subject matter knowledge;
- d. modify instruction to respond to preconceptions or misconceptions;
- e. relate and integrate the subject matter with other disciplines and life experiences;
- f. employ higher-order questioning techniques;
- g. apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. utilize student feedback to monitor instructional needs and to adjust instruction.



**4. Assessment. The effective educator consistently:**

- a. analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);
- f. applies technology to organize and integrate assessment information.

**5. Continuous Professional Improvement. The effective educator consistently:**

- a. designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. examines and uses data-informed research to improve instruction and student achievement;
- c. collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- d. engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- e. implements knowledge and skills learned in professional development in the teaching and learning process.

**6. Professional Responsibility and Ethical Conduct.**

- a. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.