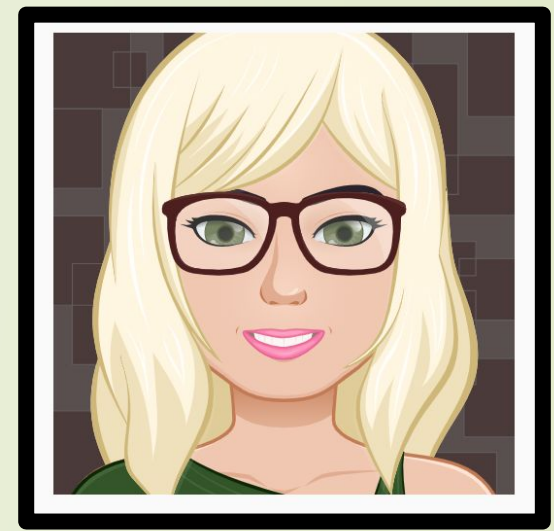


#ObserveMe



Improving Our Practices Through Peer Observations

Galena-Abesville Elementary School

Melody Wooten-Fourth Grade Teacher

Megan Dotson-Kindergarten Teacher

Tawni McCoy- Special Education Teacher

Staci Baker- Principal

Andrea Rockney- School Improvement Consultant-
Agency for Teaching, Leading & Learning, MSU
arockney@missouristate.edu

How Are You?

Which Pencil
Most
Represents You
Right Now?



The Pencil's Tale - a story that everyone should hear

1



2



3

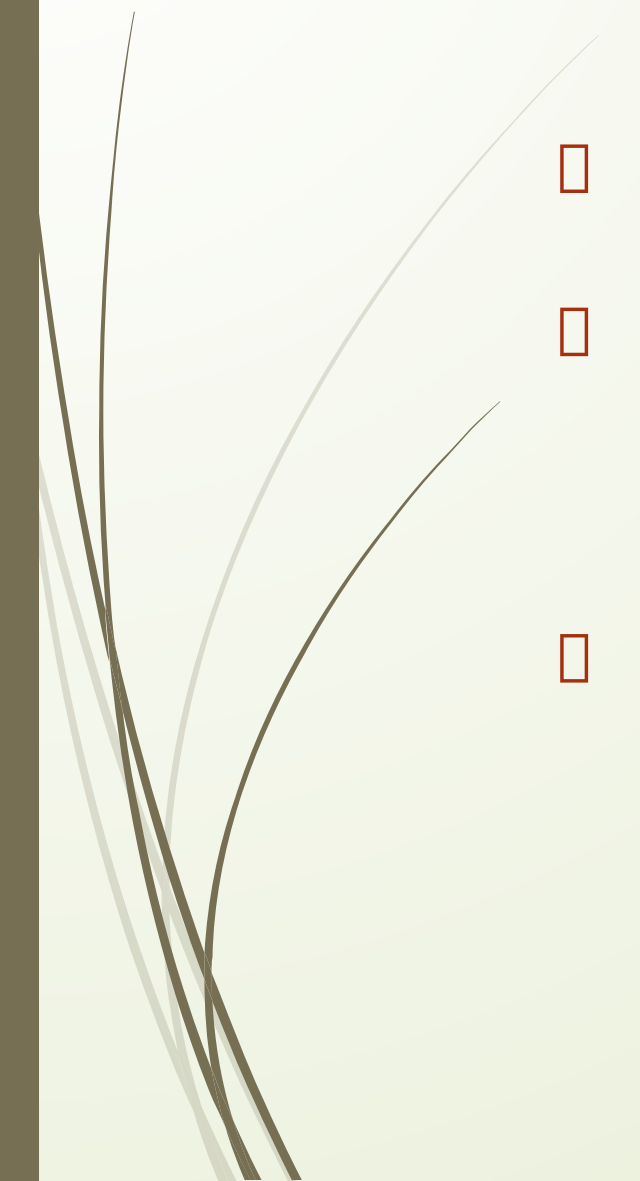


4





Session Outcomes:

- 
- Explore the #ObserveMe method for peer observations and feedback
 - Engage with a building leadership team to learn about their process for implementing a peer observation model aligned to specific effective teaching and learning practices
 - Consider current reality of building systems for peer observations and the culture of trust that fosters growth mindset

Who We Are as a School

- Southwest MO rural school with about 200 students
 - Elementary building: Pre-K through 6th grade
 - Middle/High school building: 7th-12th grade is 15 mins away
- About 70% Free and Reduced Lunch
- Title 1 services for the whole school
- **(Baker have updated info?)**



Who We Are as a Team: Dadgum Where'd they Pull Y'all From!!!



- Megan Dotson
- 7 years as a paraprofessional (6 years in SPED, 1 year in preschool)
- 3rd year teaching Kindergarten.



- Tawni McCoy
- Paraprofessional for 2 years with the SPED dept.
- 4th year teaching as a SPED resource teacher



- Melody Wooten
- Stuck in 4th grade for 16 years (all at Galena)

INSERT
PHOTO
HERE

- Staci Baker
-

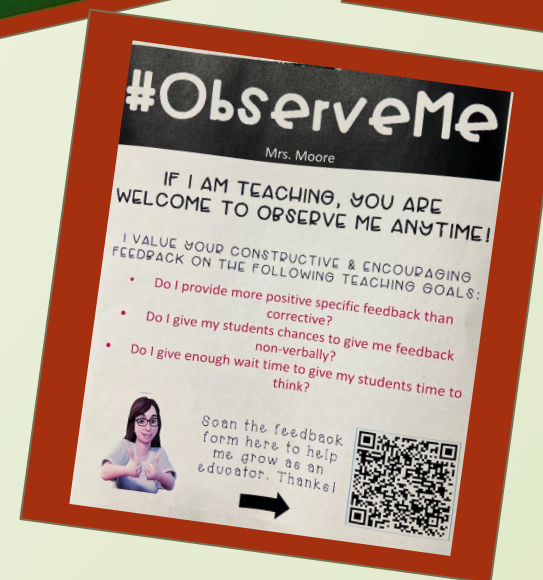
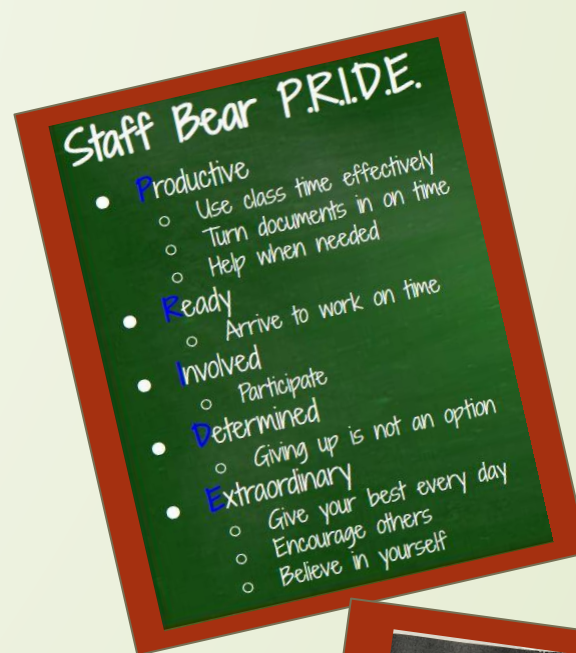
Our Journey (2023-2024)

- Attended bi-monthly trainings at PBIS Behavior Cohort with the ATLL in Springfield, Missouri
- Established our team
- Completed a new expectations matrix for our building
- Created a PBIS binder for every teacher
- Attended Summer Institute 2024



Our Journey (2024-2025)

- ❑ Tier 2 and 3 Training with ATLL
- ❑ PBIS Bootcamp for teachers
- ❑ Provided “sideline” materials to every teacher
- ❑ Created new committees for our building
 - ❑ Community Outreach
 - ❑ Celebrations
 - ❑ Family Groups
- ❑ Started Bear P.R.I.D.E. points with teachers and staff
- ❑ Conducted a PBIS Survey for feedback
 - ❑ We can reflect and improve!
- ❑ Started the #Observe ME



What if....



**...teachers were empowered to
personalize their own learning and
growth?**

Imagine....



...a building culture in which teachers work alongside colleagues to get unbiased feedback and peer observations provide a supportive environment for teachers to flesh out opportunities for reflection and professional growth.

#ObserveMe



Please come in and #ObserveMe.

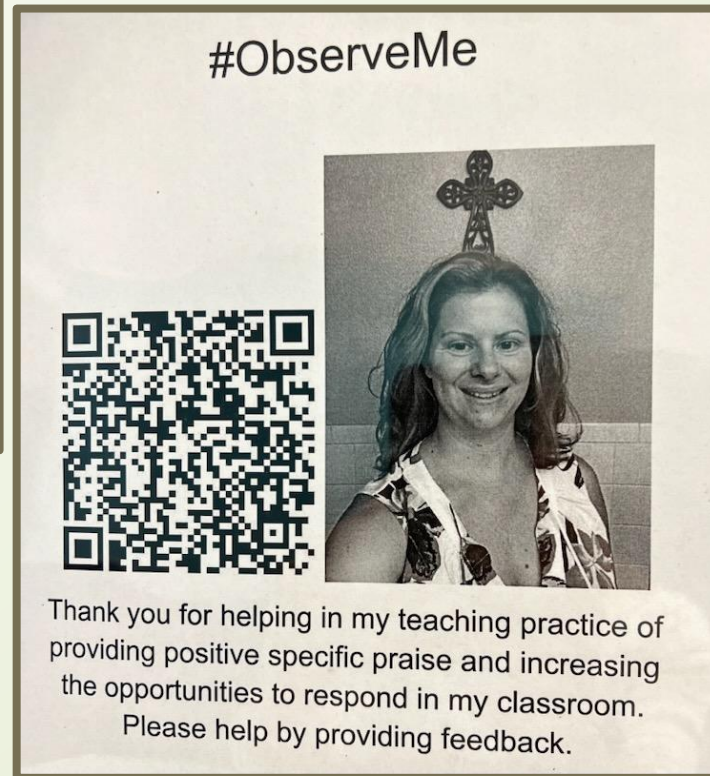
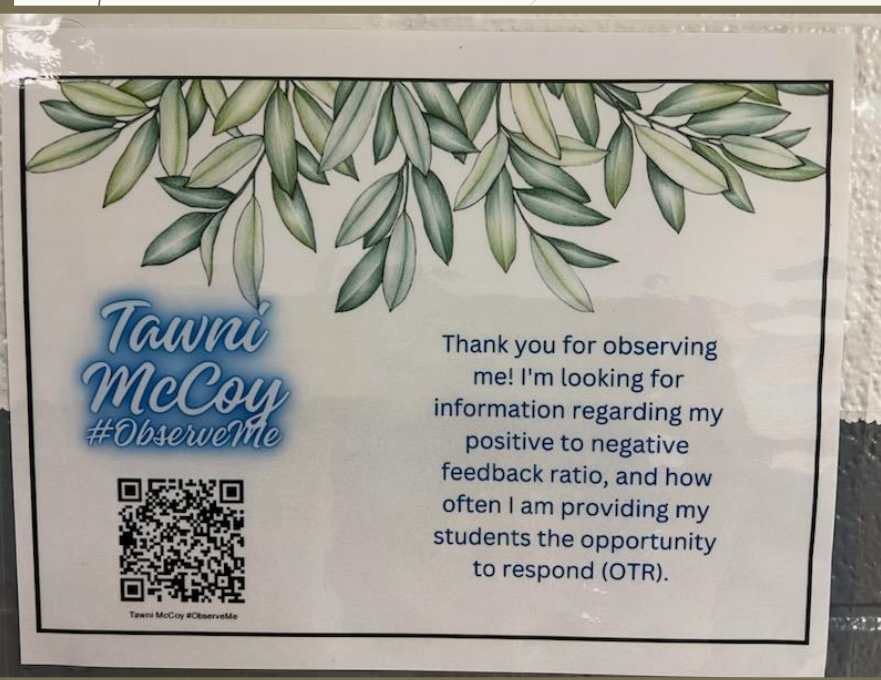
I would appreciate feedback on my goals:

- *Engaging students in the learning process*
- *Providing opportunities for perseverance and critical thinking*
- *Generating more “student talk” and less “teacher talk”*

Send feedback to joanna.stevens@lincoln.kyschools.us
or use the form available via the QR code
or the form available at <http://bit.ly/2cqD00y>



Examples of #ObserveMe signs



Why #ObserveMe?

Turn & Talk:

- Quickly & quietly find a “Proximity Partner” (You can stand or sit with your partner)
- Engage with the SBIC Infographic together and create a “Most Important Point” (Best Take-Away)
- Thank your partner and wander back to your space

School-Based Implementation Coaching



Overview

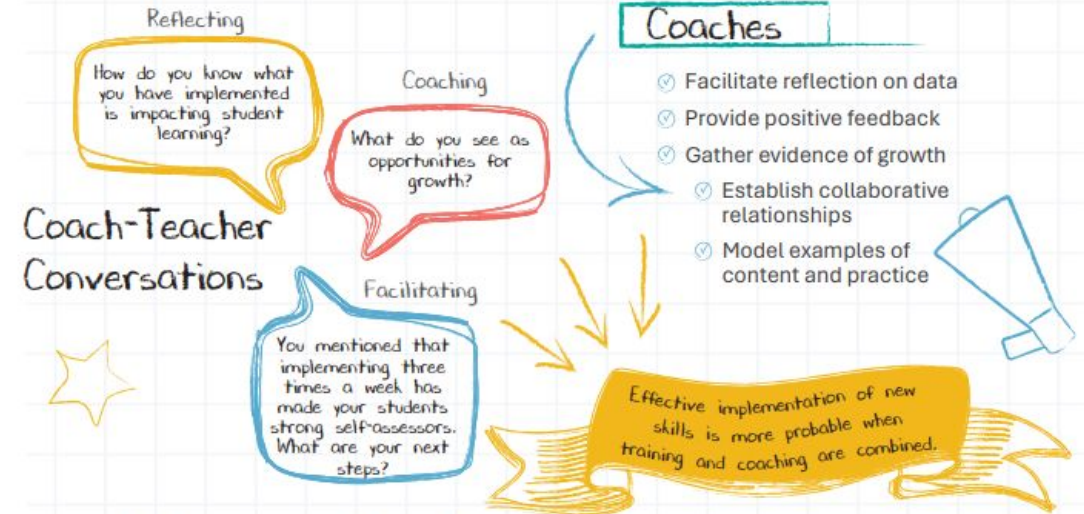
School-Based Implementation Coaching (SBIC) is a non-evaluative method of professional learning that supports an educator in applying new learning to their unique context. SBIC can take many forms, but requires a collaborative relationship between at least two professionals; the coach and the person(s) being coached.

Benefits of Coaching

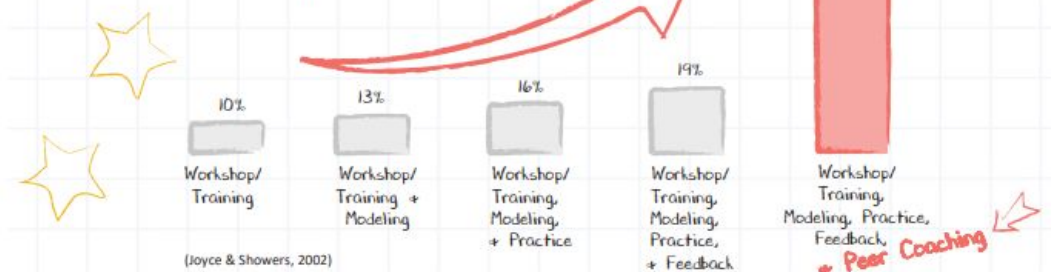


Coaches

- ✓ Facilitate reflection on data
- ✓ Provide positive feedback
- ✓ Gather evidence of growth
- ✓ Establish collaborative relationships
- ✓ Model examples of content and practice



Adding Peer Coaching Increases Implementation



“The best teacher learning comes from seeing each other in practice.”

–Lainie Rowell

#OBSERVE ME STEPS

1

Create Your Sign

(Keynote, Pages, Slides, Word)



2

Create Your Feedback Form



3

goqr.me


Create QR CODE



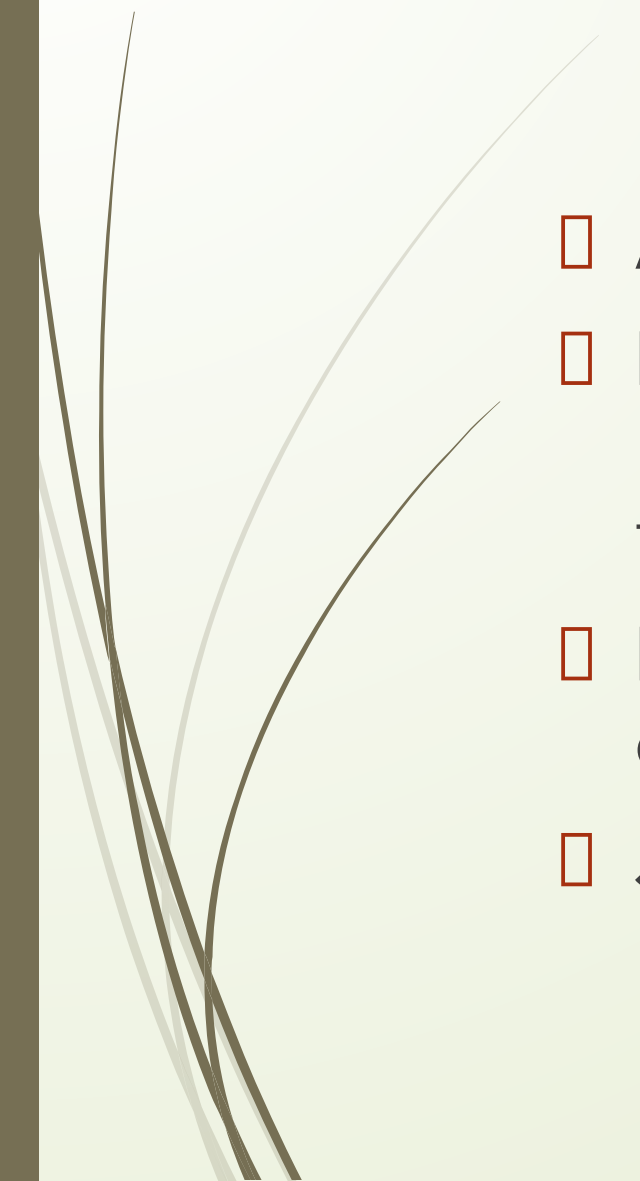
4

Share!





Timeline For #ObserveMe

- **August** - Introduced to our principal
 - **November** - Leadership Team chose the Effective Classroom Practices we were going to focus on as a building
 - **November PD Day** - Introduced to the teachers and they created their #ObserveMe Posters
 - **January** -Started Observation with #ObserveMe
- 

#ObserveMe Google Form Example

SCAN ME



Melody Wooten

#Observe Me

I am looking for feedback on opportunity to respond and positive specific praise.

Please tally the positive and corrective remarks I make. *

My goal is to have at least 4:1 positive specific praise.

Positive Praise

1 2 3 4 5 6 7 8 9 10

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Please tally the positive and corrective remarks I make. *

My goal is to have at least 4:1 positive specific praise.

Corrective Feedback

1 2 3 4 5 6 7 8 9 10

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Please note the date of the observation *

Date

mm/dd/yyyy

Please note the time of the observation. *

Time

: AM

Any extra information or comments *

Your answer

Back Submit Clear form

#ObserveMe Form - Tawni McCoy

B I U ↺ ✕

Thank you for observing me! I'm looking for information regarding my positive to negative feedback ratio, and how often I am providing my students the opportunity to respond (OTR).

This form is automatically collecting emails from all respondents. [Change settings](#)

Date *

Month, day, year



Observation Time *

Time



How many times did I provide positive specific feedback?

- ☐ 0
☐ 1
☐ 2
☐ 3
☐ 4+

How many times did I provide corrective feedback?

- ☐ 0
☐ 1
☐ 2
☐ 3
☐ 4+

On average, did I provide students with at least 2 opportunities per minute to respond?

- ☐ Yes
☐ Not observed

During the observation, how did I provide an OTR?

- ☐ Verbally
☐ Non-verbally
☐ Both

Comments: *

Long answer text

#ObserveMe Google Form Example



1. Encourage Expected Behavior – Provide Specific Positive Feedback
2. Opportunities to Respond

Megan Dotson #ObserveMe

B I U ☒ ✕

Thank you for hanging out in our classroom with us for a little while! I look forward to hearing what you observed. I am working on specific positive praise as well as giving students multiple opportunities to respond (both verbally and nonverbally). Thank you for your time!

Email *

Valid email

This form is collecting emails. [Change settings](#)

Day of Observation *

Month, day, year



During instruction, did I provide multiple opportunities for students to respond? *

☐ Yes

☐ No

How many different opportunities to respond methods did you observe me using? *

☐ 0

☐ 1

☐ 2

☐ 3

☐ 4+

Did I give positive feedback after expected behaviors? *

☐ Yes

☐ No

#ObserveMe Google Form Example

How many times did I provide specific positive feedback to students? *

☐ 0

☐ 1

☐ 2

☐ 3

☐ 4+

What were we learning when you completed your observation? *

☐ Math

☐ Reading

☐ Phonics

☐ Centers/Small Groups

☐ Writing

☐ Science/Social Studies

Observer's Name *

Short answer text

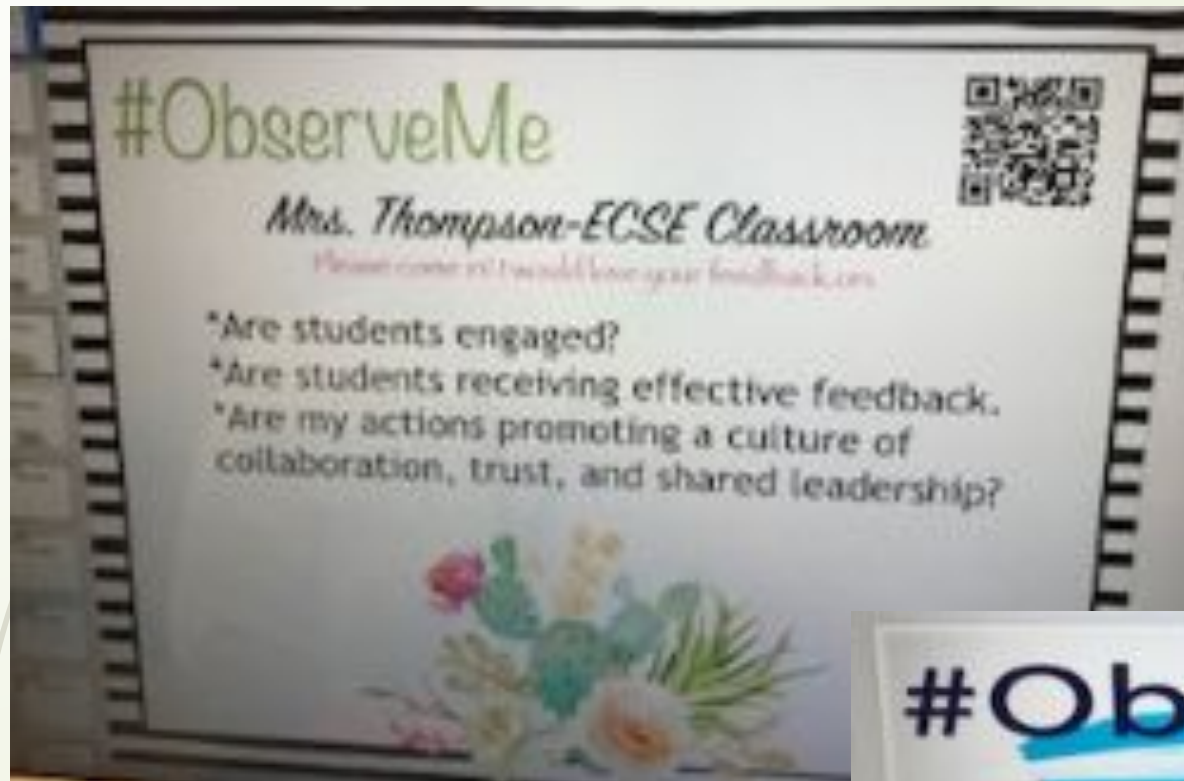
Additional Comments *

Long answer text



Megan Dotson #ObserveMe

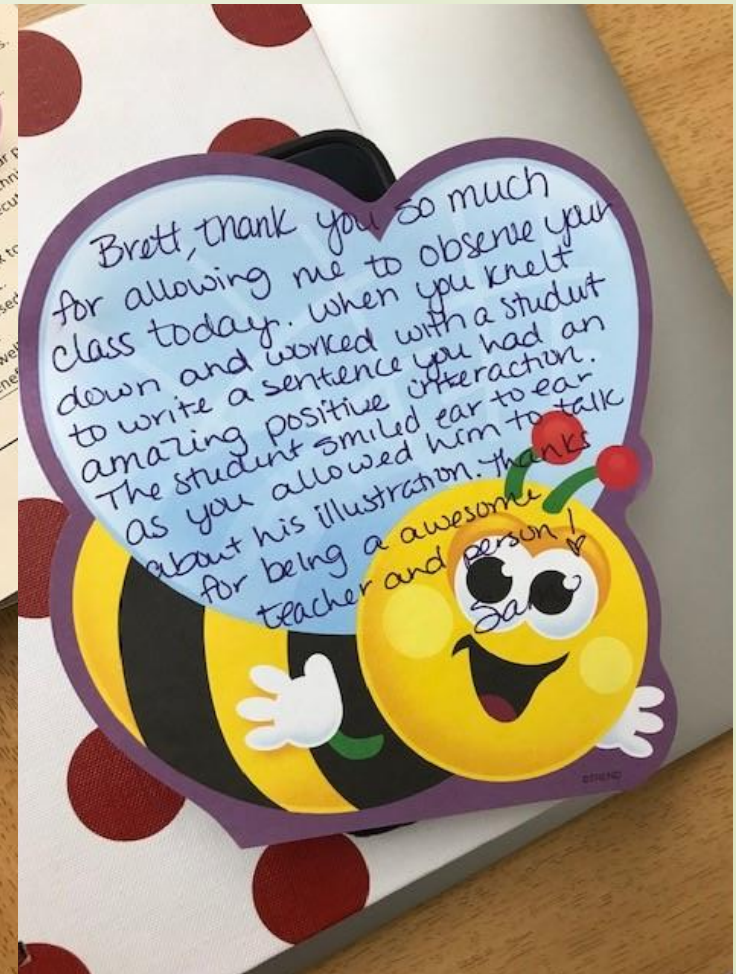
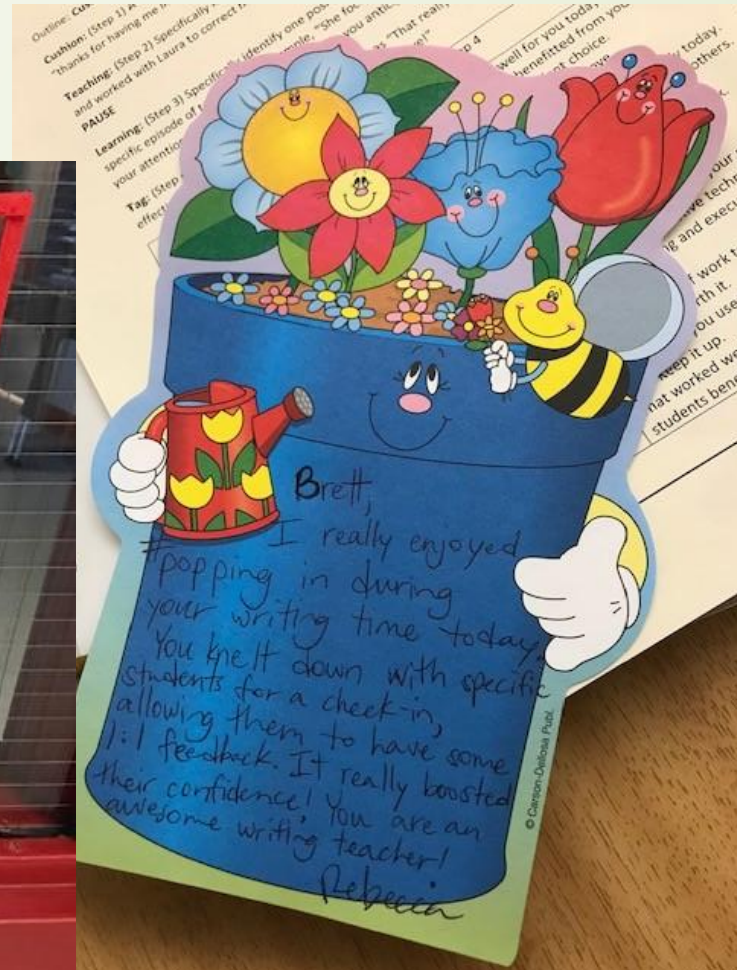
#ObserveMe



#ObserveMe



Make it Your Own



Quick Feedback Examples:

Tool 1: 30 Second Feedback

Quick Description... A short burst of positive reinforcement that links a specific teaching practice to a specific learning outcome.

Purpose/Rationale: 30 second feedback seeks to deliver a short, but meaningful, bit of positive reinforcement based on a walk-through or short observation. This tool's effectiveness is based on the observer's ability to be specific in describing the short episode of teaching and the subsequent learning effect. 30 second feedback is often delivered in an informal fashion— in the hallway, on the way to the cafeteria, etc.

Intended Effect: 30 second feedback serves as a quick affirmation of a specific aspect of a teacher's practice. It is a professional compliment. It focuses attention on the "nuts and bolts" of teaching. It portrays the provider as a keen observer of the teaching-learning process.

When to and when not to: Use 30 second feedback for positive messages only, not for critique or correction. This tool is best used with brief observations, not lengthy ones.

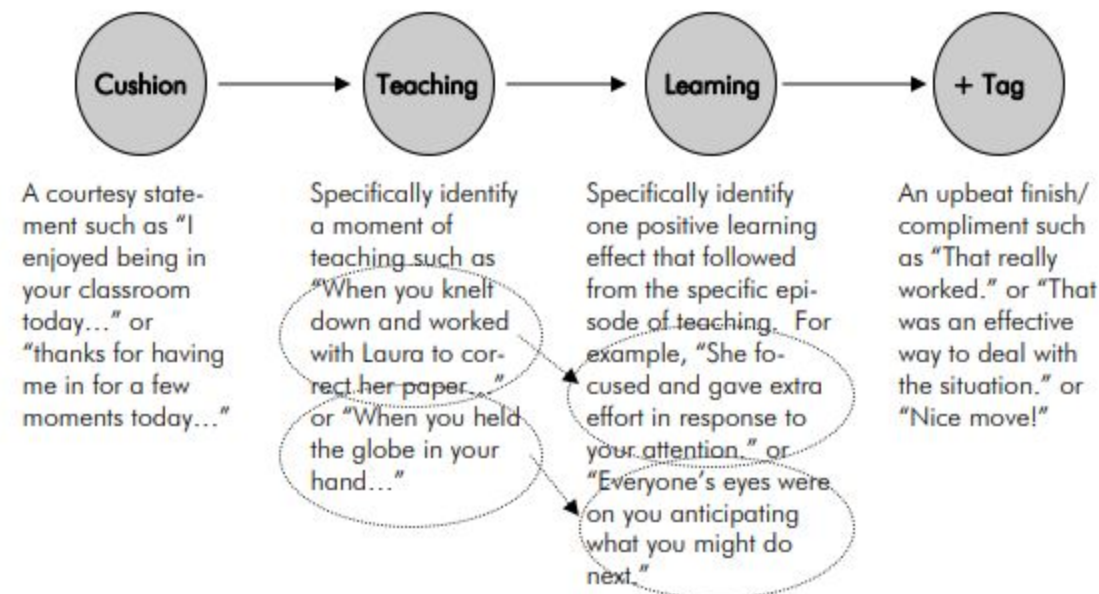
Notes: 30 Second Feedback is also very effective when provided in written form. Avoid complimenting the teacher personally ("you're such a good teacher...") or offering personal affirmation ("I really like it when you..."). Instead affirm the teaching decision and its positive effect on learning ("When you did this... the effect was this...").

7

Tools for Developing Teachers & Teaching

Tool 1: 30 Second Feedback, cont'd.

Outline: Cushion → Teaching → Learning → + Tag





P

Praise:

(Courtesy statement for observation opportunity)

E

Example:

(Specific teacher move/strategy)

E

Effect:

(Effect on student/class)

R

Response:

(Peer's response to observation/Shout-out to teacher/Professional compliment)



Lessons Learned



- ❑ Test the Google Forms and QR codes **before** you conduct your observation
 - ❑ On the Google Form, have a required response section for the date, observation time, and comments
- ❑ When scheduling, make sure the observation is during a “teaching time”
- ❑ Teachers enjoyed being able to see more than one teacher and classroom
- ❑ Prep students before the observation time with how to handle an extra adult in the room

LEVEL UP!



Mr. Casey M. Roberts
Principal
@VAeducatorCMR

Welcome to Smithfield High School! Our goal is to grow everyday to become the best versions of ourselves that we can be (educator **AND** students). As the leader of Smithfield High School, my goal is to continuous learn to be a better leader! Will you help me? If you see me out and about, would you #ObserveMe?
Thanks for your help!

Mr. Roberts would love feedback on:

Administrators/Parents/Visitors	Teachers/Staff/Students
1. IS THE FEEL OF THE SCHOOL POSITIVE, EXCITING, AND WELCOMING?	4. DO MY ACTIONS CREATE A VIBRANT, POSITIVE, AND COLLABORATIVE CULTURE?
2. ARE THE INTERACTIONS BETWEEN STAFF AND STUDENTS POSITIVE AND KIND?	5. DO I VALUE STAFF AND STUDENT OPINIONS BY ACTIVELY LISTENING?
3. ARE THE INTERACTIONS BETWEEN THE STAFF, STUDENTS, FAMILIES, AND ADMINISTRATION POSITIVE AND HELPFUL?	6. DO I KEEP STUDENT LEARNING AT THE FOREFRONT OF MY CONVERSATIONS, ACTIONS, AND ACTIVITIES?

#ObserveMe



TO SUBMIT FEEDBACK,
SCAN THE QR CODE
OR GO TO:



<https://goo.gl/forms/DBXRscg1hxrcTcci1>

Demand Excellence; Expect Greatness.
Everyone. Everywhere. Everyday.

Principal's can get in on the movement, too! –Casey M. Roberts @VAeducatorCMR

ETLP Classroom Observation- Let's Practice!



[Powerful Teaching and Learning Video-HS Math](#)



SCAN ME



Teacher Tools



SCAN ME

Remember....

The most helpful part of the observation is not checking off items, but the conversations and reflections that happen after the visit.





Helpful Websites/Resources:

- www.bit.do (URL shortener & QR code generator)
- www.google.com (Google Docs, Forms, Slides....)
- www.qr-code-generator.com (QR Code Generator)
- [How to Use Micro-Coaching For Teacher PD](#) (eSchoolNews article on teacher professional development)

Questions? Feedback?

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