



#ObserveMe: Empowering Teachers and Improving Our Practices Through Peer Observations



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Check-In: How Are You?



1.

2.

Which song
best depicts
your
current
feeling?

3.

4.





Intended 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....



Strafford Middle School



Who We Are...Building Demographics:

- 5th–8th Grade Building
- 404 Students
- 37% Free and Reduced
- Rural Community– 14 miles East of Springfield



Our Journey...



- We have been slowly evolving with our practices so please don't think this all happened overnight.
- This year we have added SWAY tickets for good behavior, as well as pop-up awards for targeted good behaviors within the entire student population, quarterly earned field trips, and Friday SWAY ticket drawings.
- We then decided that we needed guidance and feedback on our teaching strategies when it comes to rewarding and managing behaviors. That is when we found out about the Observe Me signs and practices.
- This activity was slowly doled out. Our committee elected to practice this first, with the idea that we would start the year fresh with participation from the whole faculty once we had it more streamlined and could get more buy-in.

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

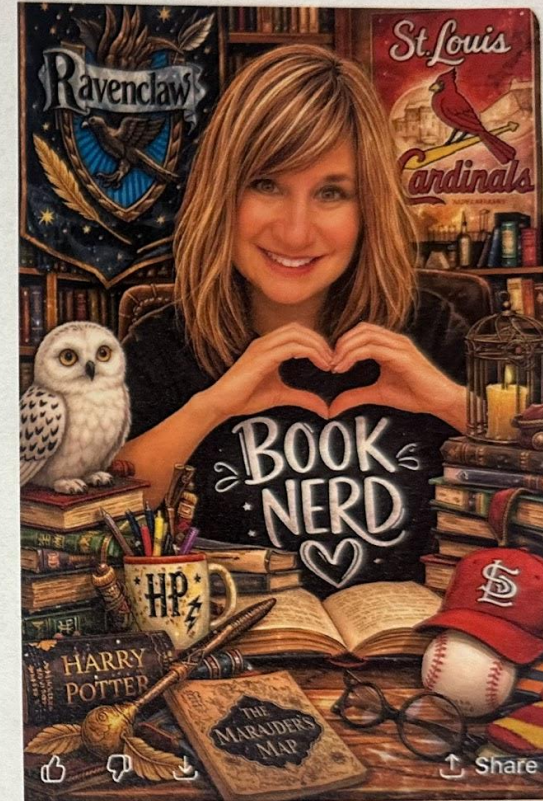
COME ON IN:

DISCOURAGING UNEXPECTED BEHAVIOR

***Are there instructional responses to manage minor classroom misbehavior?**

CLASSROOM TASK DIFFICULTY

***Are the assignments/tasks adjusted to decrease problem behaviors and increase academic success?**



Examples of #ObserveMe signs

#ObserveMe

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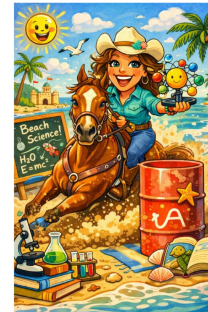
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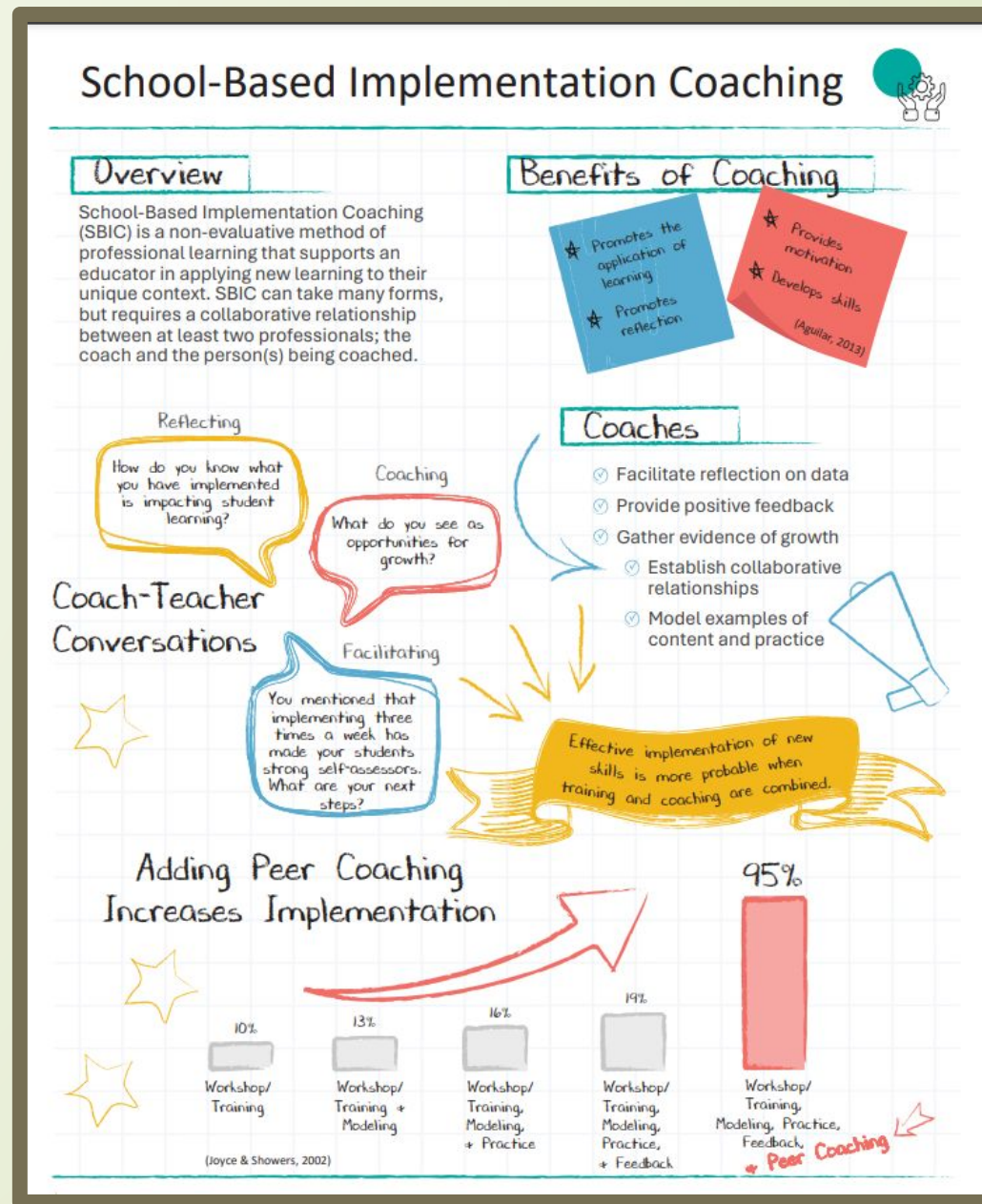
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Why #ObserveMe?

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



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

**–Lainie
Rowell**

OBSERVE ME!

MRS. DOKKEN – MATH & SCIENCE



please come in! i'd love your feedback on:

- STUDENT ENGAGEMENT: ARE STUDENTS ACTIVELY PARTICIPATING IN THE LESSON?
- LEARNING GOALS: CAN STUDENTS DESCRIBE WHAT THEY'RE WORKING ON AND WHY?
- LEVELS OF COMMUNICATION: ARE STUDENTS DOING THE MAJORITY OF THE TALKING? HOW CAN I BETTER FACILITATE THEIR DISCUSSIONS?



#ObserveMe Google Form Example

#ObserveMe Matthews

Thank you for helping me grow in my teaching practice of using effective strategies to manage minor classroom behavior and appropriately adjusting tasks to decrease problem behaviors and increase opportunities for academic success.

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

Observer Name *
Short answer text

Identify the teacher you are observing *
Short answer text

Date of Observation *
Month, day, year

Time of Arrival for Observations *
Time

Time of Departure for Observation *
Time

If you see it, check it:
Description (optional)

Using Indirect Strategies:

- Proximity (move next to a struggling student & give positive specific feedback)
- Ignore, attend, praise (ignore off task behavior, praise a student close by with specific, positive feedback, ...)
- Signals or non-verbal cues (sustained eye contact, hand gestures, hand clap, finger snap...)

Using Direct Strategies:

- Re-teach (specifically instruct or model expected behavior)
- Re-direct (private verbal reminder of expected behavior)
- Provide choice (two or more acceptable alternatives)
- Student conference (individual, private re-teaching or problem solving opportunity)

SCAN ME



Jennifer Matthews

#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






#ObserveMe...



Peer Observation Tool Google Form

Observation tool for teachers observing teachers

- ✓ Easy-to-use Google Form
- ✓ Supports collective efficacy
- ✓ Encourages growth through observation




#OBSERVEME


Please come in! I'd love your feedback on:

- Responses. Am I giving students multiple ways to respond? How many different ways did I allow students to respond?
- Specific positive praise. Am I giving students positive feedback? How many times did I provide my students positive feedback? Is the ratio at least 4:1?

GOAL Getter Thank you for your time and for hanging out with us for a little while!
I appreciate your feedback!



Megan Osborn #ObserveMe



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 continuously 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

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.

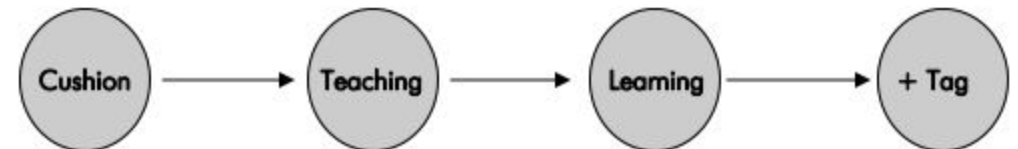
Notes: 30 Second Feedback is also very effective when provided in written form. Avoid complimenting the teacher personally ("you're such a good teacher...") or offering personal affirmation ("I really like it when you..."). Instead affirm the teaching decision and its positive effect on learning ("When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



A courtesy statement such as "I enjoyed being in your classroom today..." or "thanks for having me in for a few moments today..."

Specifically identify a moment of teaching such as "When you knelt down and worked with Laura to correct her paper..." or "When you held the globe in your hand..."

Specifically identify one positive learning effect that followed from the specific episode of teaching. For example, "She focused and gave extra effort in response to your attention..." or "Everyone's eyes were on you anticipating what you might do next..."

An upbeat finish/compliment such as "That really worked..." or "That was an effective way to deal with the situation..." or "Nice move!"

P

Praise:

(Courtesy statement for observation opportunity)

E

Example:

(Specific teacher move/strategy)

E

Effect:

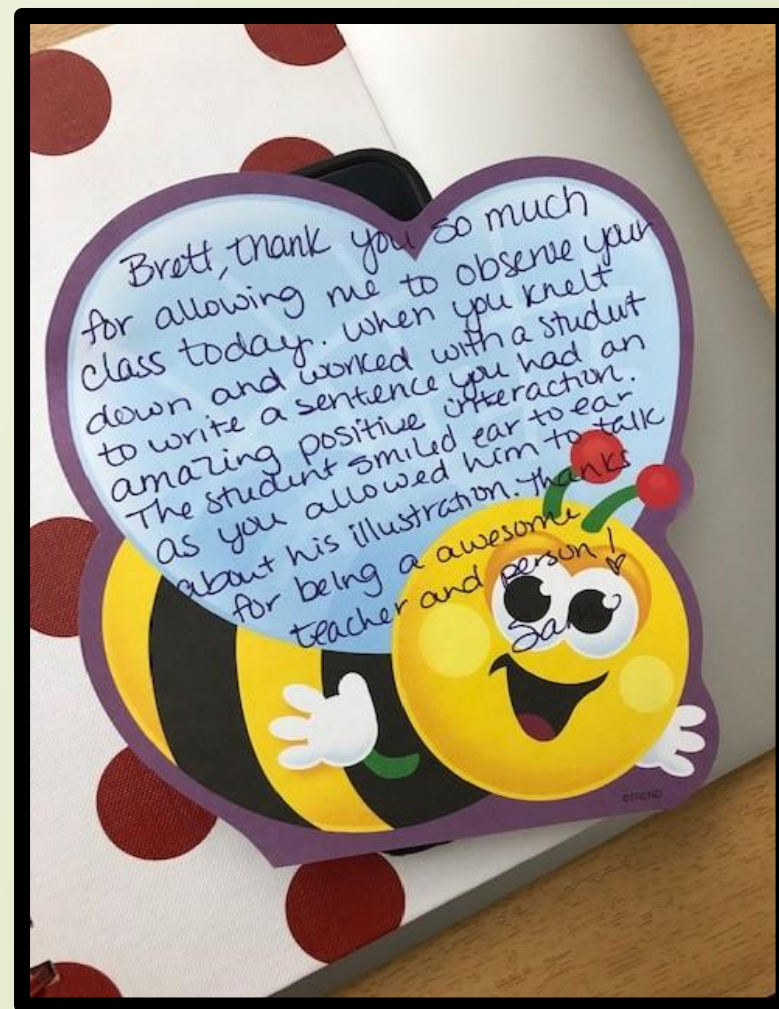
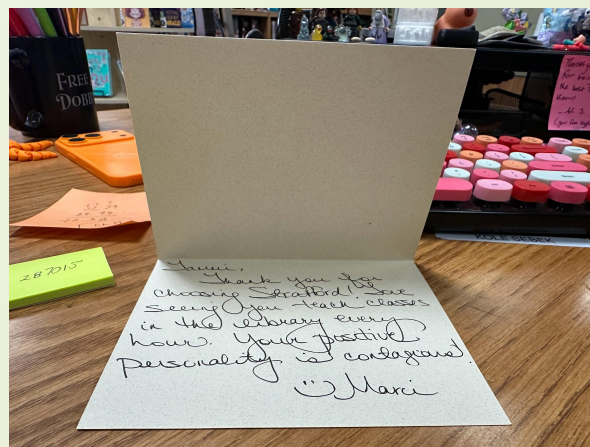
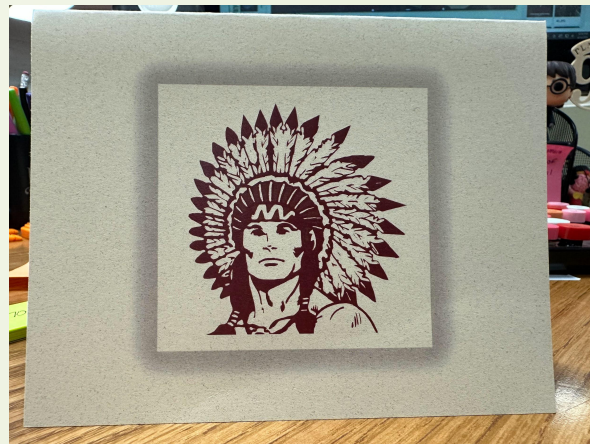
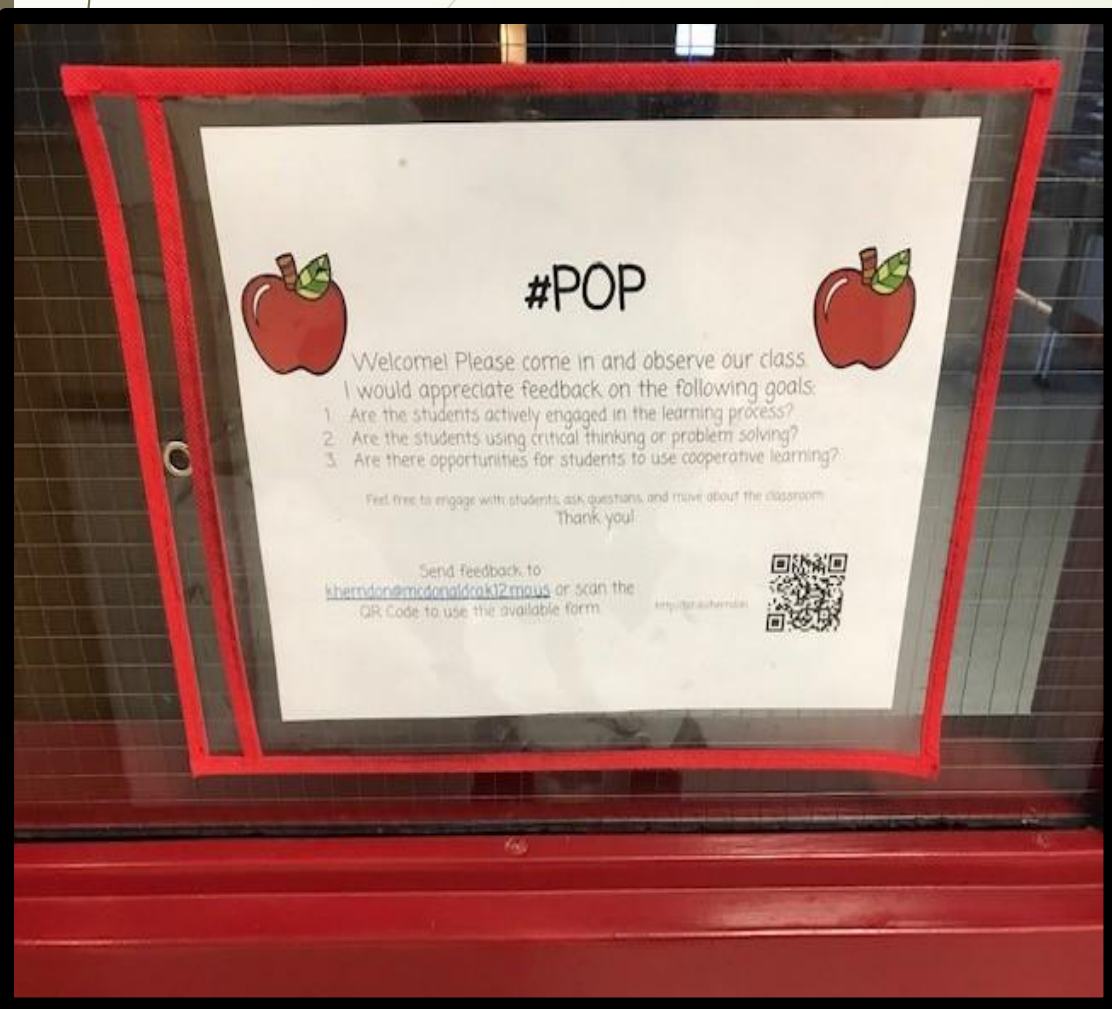
(Effect on student/class)

R

Response:

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

Make it Your Own...



Effective Teaching & Learning Practices: Classroom Observation– Let's Practice!



SCAN ME

Lessons Learned...

- ❑ Start out small. Practice using those who volunteer first quarter so that you can present the ins and outs to the rest of the faculty second quarter or second semester.
- ❑ Avoid making it feel like another thing on faculty plates. Make sure to offer incentives to make buy-in more palatable.
- ❑ 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.
- ❑ Perhaps talk admin into doing a certain number of observations on faculty prep time in exchange for swapping a PD day into a day off.

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



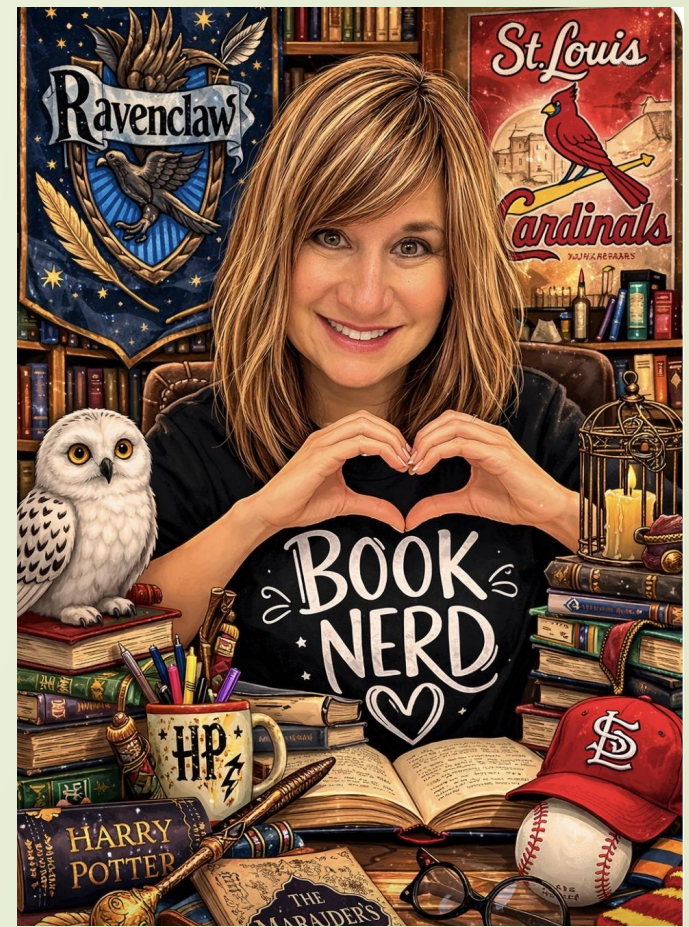


Helpful Websites/Resources:

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

? Feedback ?

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