**Teacher Peer Observation Request** Version 1.0

**Missions:** To use the practice of observation to learn more about particular instructional styles, management styles, class types, or students (rooted in appreciative inquiry). Also, to foster collegiality, trust, and learning amongst our Jackson HS staff. *Adapted from Learn NC* [*http://www.learnnc.org/lp/pages/739?ref=search*](http://www.learnnc.org/lp/pages/739?ref=search)

**Background:** We received a $10,000.00 grant to take advantage of this learning opportunity. The funding is available on a first-come, first-served basis. Once we run out of this chedda, that is it for the year folks!

**How This Works**

1. **Read the fine print and complete this application.**
2. **Submit completed application to the box by the mailboxes then await approval and scheduling.** *See calendar below for application and schedule timeline. Incomplete applications will* ***not*** *be processed. Ain’t nobody got time fo’ dat!*
3. **Once approved, watch your colleagues teach.** *Examples of what a teacher may want to observe: Group work, a large or small class, difficulty relating to a particular student, a teacher whose style you admire, a teacher whose class you are just plain curious about, starting and ending tasks, management, organization, etc.*
4. **Refrain from any form of judgement** *(e.g., saying “great lesson” all the way to “what the hell were you thinking?”).*
5. **Clarify with the teacher being observed what you want to do during your observation**. *Is it silent observation, interactive with them/students, what they might want you to do during observation, would they want a debrief after, etc?*
6. **Thank your colleague** **for sharing their insight(s)!**

Your Name Email

Requested Day for Observations Phone

Requested Substitute\* Preference: **YES** **NO**

*\*Substitute maximum in district is* ***40 subs per day****.* Employee/Sub ID: (required) “Please arrange a sub for me”

*If a substitute cannot be arranged on your date  
of request, you will be notified during   
the processing week.*

**BLACK OUT DATES** *No Substitute Requests for These Days*

|  |
| --- |
| Wednesday, Nov 23 |
| Monday, Nov 28 |
| Friday, Dec 16 |
| Tuesday, Jan 3 |
| Friday, Jan 13 |
| Tuesday, Jan 17 |
| Friday, Jan 27 |
| Tuesday, Jan 31 |
| Friday, Feb 17 |
| Wednesday, Feb 22 |
| Friday, March 31 |
| Monday, April 10 |
| Friday, May 26 |
| Tuesday, May 30 |
| Monday, June 21 |
| Tuesday, June 20 |

**Requested Schedule of Observations**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Period** | **Colleague Being Observed** | **Room Number** | **Signature of Colleague Being Observed** | **Your informal goals for this Observation? (Optional)** |
| **1** |  |  |  |  |
| **2** |  |  |  |  |
| **3** |  |  |  |  |
| **4** |  |  |  |  |
| **5** |  |  |  |  |
| **6** |  |  |  |  |

*These colleagues have to be ok with you coming in for observation, so their signatures are required before approval.* **more stuff** 🡪

**Application and Substitute Request Timeline**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Mondays** | **Tuesdays** | **Wednesdays** | **Thursdays** | **Fridays** |
|  |  |  |  | **Request Forms DUE** |
| *Week to process forms* | *Sub Requests go in* | *Sub Requests go in* | *Team Compiles* | **Schedule Posted\*** |
| **Requests in Action!** 🡪 |  |  |  |  |

\*Schedule will be posted near the mailboxes and via all-staff email (i.e., not individual).

**Other Questions:**

1. How flexible are you? For example, Mrs. X is planning to teach the KMnO4 Acid-Base Titration lab that you are *dyyyyyying* to see on Wednesday, Jan 5 and she is not planning to move it. If you require a specific day, but something changes about *that teacher’s* schedule, would you still want to observe this teacher on the day you requested? Note: May require follow up.

**YES NO**

1. Next year, we would like to extend this opportunity to perhaps visit teachers outside of our school (remember, part of our mission is to foster collegiality and trust *within* our school). Though this can be considered valuable professional development, we want to see how this works locally before extending it outside of our building. Would you support the extension of this opportunity for NEXT YEAR?

**YES NO**

**Teachers\* with Open Door Policies and (self-proclaimed) Specialties**Ok to request them any time. These responses came from the teachers themselves. Many also stated that not every day will be exciting!

|  |  |
| --- | --- |
| **Nick Andersen** | Socratic Seminars, spoken word |
| **Sheryl Mason** | Lesson organization, inducing fear in children of all ages, class management, time-structured lessons |
| **Wendy Organ** | Class building activities, team building activities, brain breaks |
| **Jennifer Hesse** | Relaxed environment, frequent tangent learning |
| **Jeannie Boyer** | Management, a few well-placed movie quotes from time to time |
| **Dan Geary** | Chaotic organization (bordering on the comedic…); obfuscation; confusion; lack of focus; general malaise and ineptitude…) – I’m a powerful negative example |
| **Torri McEntire** | Socratic Seminar, Philosophical Chairs, Poetry/Creative Writing, Using the “art” part of Language Arts (including storyboarding) |
| **Deb Kalina** | Organization, scaffolding, classroom management |
| **Bob Crosby** | See Sheryl Mason Specialties above (especially the 2nd thing) |
| **Kathi Guffey** | Small balloon animals, rapport with students |
| **Laura Nelson** | General awesomeness and questioning techniques |
| **Brenda Black** |  |
| **Heidi Little** | Efficiency and organization. Management style – standing at the door, end of period pack up games, modeling planning (on Mondays). Routine style teaching (especially with 9th grade) |
| **Meghan Emery** | Connecting & establishing genuine rapport with students, strengthening students’ subject-specific vocabulary/jargon, speaking pretty fluent Millennial |
| **Lee Anne Tobin** |  |
| **Judy Baker** | Writing-heavy, analysis, all lessons viewable (stealable) online |
| **Sam Lessard** | Classroom management |
| **Todd Freeman** | How not to treat students and how not to actually teach while looking like you are. Classroom Discipline and Teacher/Student Interaction |
| **Lesley Moffat** | Collaboration, student engagement, differentiated learning (LOTS of this happens in music classes), student voice, classroom management with large groups (periods 1 and 2 especially) |
| **Gus Anaya** |  |
| **Beth Burns** | Evidence based arguments, formative assessment |
| **Brielle Kemis** | Classroom management |
| **Natascha Cox** |  |

\*List as of 10/27/2016, sometime when Mason was emailed. See list near mailboxes for an **updated** list of Teachers with Open Door Policies.