
Teacher, Peer, and Mentor Protocols/Responsibilities

It is our hope that Teachers and Peer/Mentor Evaluators will...

- ❖ Work collaboratively throughout the observation process, the peer/mentor will maintain confidentiality with discussions and documents involved.
- ❖ Work collaboratively to schedule an observation cycle that is convenient for both parties. Emails should be checked regularly and scheduling requests should be made and responded to in a timely manner. If a teacher cancels twice, the peer/mentor will proceed with the observation scheduling as an unannounced formal observation.
- ❖ Submit forms in a timely manner. Teachers are asked to complete the Self-Appraisal Form (Pre-Observation Questionnaire) at the beginning of every observation cycle and submit (1) business day prior to the scheduled pre-conference or observation. Self-Appraisal Forms will not be accepted after the observation.
- ❖ Peers/Mentors will encourage teachers to schedule pre-observation conferences. Although pre-conferences are optional, it is strongly recommended that teachers schedule pre-conferences as opting out may affect ratings.
- ❖ Communicate respectfully with each other. Teachers will communicate to their peer evaluator the length of the lesson to be observed, up to (60) minutes. If there's a possibility that a lesson may be interrupted or the lesson plan revised, please notify the peer/mentor at least (1) business day in advance. If the change occurs less than 1 business day in advance of the scheduled observation please communicate during the pre-conference.
- ❖ Teachers will not remove students prior/during the observation except for just cause.
- ❖ Avoid scheduling conflicts. Observations by peers/mentor and principals cannot be completed on the same day or for the same lesson.
- ❖ Teachers who teach multiple subjects will be observed in various content areas.
- ❖ School personnel not regularly assigned to the class are not permitted to be present during the formal observation (i.e. reading coaches, math coaches, resource teachers, etc.)
- ❖ Review and discuss the observation summary report. Discussions will center on, and be limited to, highlighting areas of strength and areas that, if developed or refined, will enhance or improve the lesson. Ratings will not be discussed during the post-conference as they are not finalized until after the post-conference.

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- ❖ Will work together to develop the next steps that can be taken to enhance future lessons and improve student learning. Teachers are encouraged to take notes during the post-conference to maintain the integrity of the discussion. A written paper copy of the observation summary will not be provided at the post-observation conference.
 - ❖ Upload information into LTM in a timely manner. Peers/mentor will complete and upload (in LTM) the rubric ratings and teacher summary form *within five business days of the post observation conference*. Comments will be included for ratings that are Exemplary or that Require Action.
 - ❖ Communicate concerning absences. Teachers will inform their peer/mentor of any absences and immediate or long term changes which may affect the completion of the observation process.
 - ❖ Use the journal to document any feedback and/or comments concerning the observation or observation report by going to the journal section in Lawson Talent Management. Peers/Mentors will review all journal entries prior to completing final evaluations. The journal is not a vehicle for discussion. If you require a response, please email your peer.
 - ❖ Accommodate weekly calibrations. *Peers* will be undergoing a weekly calibration which means that on some occasions your assigned peer will be accompanied by another observer.
 - ❖ Peers/Mentors will not observe or evaluate teachers with whom a conflict of interest exists.
 - ❖ Teachers are not permitted to audio tape or video tape any part of the observation cycle.