

PSD Peer Review Cycle Overview

Teaching is not an isolated activity. There is much we can learn from one another. Our commitment to the PLC model is testimony to this belief. While a teacher's cumulative abilities, knowledge, and skills are critical, so too are the relationships and interactions established among teachers.

Once on a continuing contract, Portsmouth educators rotate annually between administrative evaluation and a peer review cycle. The peer review process is another way for staff to work collaboratively with one another and improve our collective practice. In the peer review process, there's mutual benefit for the person being reviewed and the person receiving feedback.

Providing goal-referenced feedback to colleagues can take many forms. Below are a few examples of peer feedback mechanisms, although staff are encouraged to generate other methods of providing feedback.

Action Research is when a group gathers data on a specific question or concern. This is particularly appropriate for educators who wish to build their own awareness on the impact of instructional strategies and interventions for learners.

Artifact and Student Work Collection involves gathering a collection of instructional materials that faculty use with students as well as student work samples to receive feedback on a unit of study.

Dialogue Journals are conversations between two educators in writing where a reader provides feedback, questions and reflections to prompt further inquiry. This works well for educators who enjoy writing as a way to increase reflection on topics ranging from curriculum plans, case studies.

Lesson Study is ideal for faculty who want to work to improve lessons in a specific area. Participants identify an instructional need and collaborate to develop a lesson. One or more educators teach the lesson in a classroom while others observe. The group meets to debrief, revise, and reteach.

Peer Observation: In a peer observation scenario, faculty observe colleagues in daily practice on multiple occasions. Faculty can identify targeted areas for their observer's feedback.

Videotaping is a strategy that provides a way for faculty to revisit their own practice. It's an objective tool to reflect on one's teaching and useful for collecting concrete data on student behaviors, teaching beliefs, and/or the classroom environment. Faculty can work with a peer in reviewing classroom video, possibly even comparing the same or similar lessons taught.

Web 2.0 Technology Tools (Google Apps, Wiki's, blogs, etc..) to discuss issues of practice online, a good way to solicit feedback and address the issue of finding time during the regular school day.

The ultimate goal is to settle upon a peer option/s that will best help promote growth and continue to purposefully build a culture of professional learning.