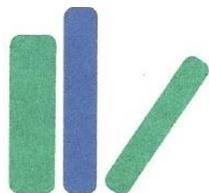

PEER REVIEW MANUAL

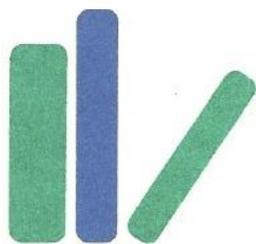
2014-2015

Career in Teaching Rochester City School District



Career in Teaching
Stefan Cohen, Director
www.rcsdk12.org/CIT
585-262-8518





career in teaching

Rochester City School District * 131 West Broad Street * Rochester, NY 14614 262-8518
Rochester Teachers Association * 30 North Union Street * Rochester, NY 14607 546-2681

August, 2014

Dear Peer Reviewer:

Thank you for your willingness to contribute to our profession through your work as a Peer Reviewer. Your leadership provides a valuable service to your colleagues and their students as our evaluation system continues to evolve.

Matching experienced teachers with peers in their fields is not new in the Rochester City School District. Twenty-six years ago, the RTA established with the district our pioneering Peer Assistance and Review program which soon became the Career in Teaching program. CIT has expanded to include support for Intern, Resident, and Professional teachers by trained Lead Teacher-Mentors. Now, by adding a role for Peer Review in our evaluation process, we are helping pave the way toward a system that respects teachers as leaders in strengthening our practice and in better serving our students.

While Peer Review has a strong foundation in our district, the processes and procedures we use to support and evaluate our colleagues keep evolving. Marie Costanza's thoughtful and tireless efforts have created an effective structure for our work, and she has made substantial improvements based on the input of teachers, reviewers, supervisors, and union and district leaders. Your active participation and valuable feedback have resulted in many positive changes as we continue to strive for a system that is clear, efficient, fair, and that contributes to genuine professional growth.

Please continue to contact CIT with suggestions, questions, and concerns. Developing an evaluation system that will truly encourage student success and that can serve as a model for districts around the country is a long-term project, and your critical attention is essential to its success.

Thank you for your leadership. The time and care you give to this work delivers tremendous benefits to your colleagues and their students. Know that your efforts are very much appreciated.

Sincerely,

Stefan Cohen
Director, CIT Program
Rochester City School District
585-262-8541
www.rcsdk12.org/CIT

TIMELINE FOR APPR 2014-2015: TENURED AND NON-TENURED TEACHERS

Month	Tasks	IMPORTANT Deadlines
June	<input type="checkbox"/> Teacher chooses evaluation process for Professional Practice Review: Administrator, Administrator/Peer Review, or Administrator/PART.	Teacher Evaluation Selection due by the end of the school year.
September-October	<input type="checkbox"/> Administrator Lead Evaluator and/or Designee explains evaluation process and reviews the Domains and Elements of the Framework for Teaching by September 30. <input type="checkbox"/> Teacher who chose Peer Review selects reviewer (when possible) and meets with reviewer to go over the Peer Review process by September 30. <input type="checkbox"/> Teacher who chose PART completes PART Form #1 ("Declaration") by October 15. Timeline for PART Process is found on page 75. <input type="checkbox"/> Teacher reviews the Framework for Teaching. <input type="checkbox"/> Goal Setting Meeting for Teacher with Administrator (or TIP Meeting if applicable) to reflect on professional practice and plan professional development in order to improve student achievement (see page 74). <input type="checkbox"/> Teacher submits goals to Administrator to be entered into e-Performance. Formal Observations may begin following Goal Setting Meeting.	<p>For teachers rated "Ineffective" or "Developing" based on 2013-2014 APPR composite scores, a Teacher Improvement Plan (TIP) or Development Plan is due no later than ten days after the start of the school year (see page 82).</p> <p>PART "Declaration" (when applicable) must be completed and uploaded into e-Performance by October 15 (see p.75).</p> <p>Teacher Goal Setting Meeting must be completed and goals entered into e-Performance by October 15.</p>
October-April	<input type="checkbox"/> Begin Informal Observations of Teacher by Administrator (and CIT Peer Reviewer when applicable) with feedback provided to teacher through written or oral communication. Informal Observations continue throughout school year. <input type="checkbox"/> Formal Observations* of Teacher by Administrator (and CIT Peer Reviewer when applicable) with feedback provided to teacher and entered into e-Performance. Teachers may be referred to CIT for additional support if elements are rated "Developing" or "Ineffective." <input type="checkbox"/> Teacher acknowledges observations on e-Performance and may add comments or rebuttal.	<p>For non-tenured teachers, first Formal Observation* must be completed, entered into e-Performance by November 30.</p> <p>For non-tenured teachers, second Formal Observation* must be completed and entered into e-Performance by April 30.</p> <p>For tenured teachers, Formal Observation* must be completed and entered into e-Performance by April 30.</p>
April-June	<input type="checkbox"/> Evaluation completed by CIT Peer Reviewer (when applicable) and entered into e-Performance. <input type="checkbox"/> Professional Practice Review Evaluation completed by Administrator and entered into e-Performance. <input type="checkbox"/> Professional Practice Review Conference held with Administrator (separate conference with CIT Peer Reviewer when applicable) to discuss Evaluation ratings. <input type="checkbox"/> Teacher acknowledges Evaluation on e-Performance and may add comments or rebuttal.	<p>For non-tenured teachers, Professional Practice Review must be completed and entered into e-Performance by May 15.</p> <p>CIT Peer Review Evaluation (when applicable) must be completed by May 21.</p> <p>Professional Practice Review must be completed and entered into e-Performance by June 1.</p>
July-September	<input type="checkbox"/> Composite Scores sent to teachers. <input type="checkbox"/> Appeals filed <input type="checkbox"/> If a teacher receives an APPR composite score of "Ineffective" or "Developing," a TIP or Development Plan must be written in consultation with the Administrator and Teacher (and Mentor, Peer Reviewer, and/or union representative as applicable). <input type="checkbox"/> Teachers rated "Ineffective" should be referred to CIT for a Professional Support Mentor. Teachers who receive two consecutive APPR composite ratings of "Ineffective" must be referred to CIT and offered Intervention support.	<p>Appeals must be filed within 15 days from the receipt of the APPR Composite Score.</p> <p>For teachers rated "Ineffective" or "Developing" based on APPR composite scores, a Teacher Improvement Plan (TIP) or Development Plan is due no later than ten days after the start of the school year (see p. 82).</p>

*Pre- and Post-Observation Conference meetings are mandatory for Formal Observations:

- Pre-Observation Conference should take place within one week prior to any formal observation.
- Post-Observation Conference should take place no later than one week after any formal observation.
- RTA Representative may be present for conferences if requested by the teacher.
- Administrators and Peer Reviewers should document the beginning and end time of observations and should stay long enough to reasonably assess the teacher's performance.

PEER REVIEWER TIMELINE

<u>Month</u>	<u>Tasks</u>	<u>Important Deadlines</u>
September	<ul style="list-style-type: none"> <input type="checkbox"/> Receive your list of assigned teacher peers to review. <input type="checkbox"/> Contact each assigned teacher to describe the process and to schedule conferences and first observation. <input type="checkbox"/> Email principal and/or direct supervisor to inform that you are the peer reviewer. <input type="checkbox"/> Accept the “Nomination” of the principal or direct supervisor (“Manager”) in Peoplesoft (e-Performance). <input type="checkbox"/> Draft a calendar with tentative dates to observe and conference with each teacher on your caseload. 	<p align="center">BY SEPTEMBER 30th (pending timely assignment of Peer Reviewers and district completion of “Performance Documents”)</p>
October - January	<ul style="list-style-type: none"> <input type="checkbox"/> Meet or have a teleconference with assigned teachers prior to the observation: the “Pre-Observation Conference.” <input type="checkbox"/> Conduct first observation of assigned teachers, taking notes that focus on what teachers and students are doing during the lesson. <input type="checkbox"/> Write up the “Evidence” recorded during the observation (include specific examples from the observed lesson), and provide written feedback using language from the Danielson Teachscape rubrics for Domains 2 and 3. Ask “Reflective Questions” and identify areas of “Focus” and/or “Suggestions for Continued Growth.” <input type="checkbox"/> Conduct a post-observation discussion with the teacher about the observation: the “Post-Observation Conference.” <input type="checkbox"/> Email a copy of the feedback to the teacher you observed. <input type="checkbox"/> If this is the formal observation, cut and paste the information into the “Performance Document – Formal Observation” in Peoplesoft (e-Performance). <input type="checkbox"/> Try to conduct additional “informal observations” when possible and appropriate. <input type="checkbox"/> If the lesson observed raises serious concerns, the Peer Reviewer might suggest that the teacher contact CIT to seek assistance from a mentor. 	<p align="center">NO LATER THAN JANUARY 30th</p>
February - April	<ul style="list-style-type: none"> <input type="checkbox"/> Meet or have a teleconference with assigned teachers prior to the second observation: the “Pre-Observation Conference.” <input type="checkbox"/> Conduct the second observation of assigned teachers, taking notes that focus on what teachers and students are doing during the lesson. <input type="checkbox"/> Write up the “Evidence” recorded during the observation (include specific examples from the observed lesson), and provide written feedback using language from the Danielson Teachscape rubrics for Domains 2 and 3. Ask “Reflective Questions” and identify areas of “Focus” and/or “Suggestions for Continued Growth.” <input type="checkbox"/> Conduct a post-observation discussion with the teacher about the observation: the “Post-Observation Conference.” <input type="checkbox"/> Email a copy of the feedback to the teacher you observed. <input type="checkbox"/> If this is the formal observation, cut and paste the information into the “Performance Document – Formal Observation” in Peoplesoft (e-Performance). <input type="checkbox"/> Try to conduct additional “informal observations” when possible and appropriate. 	<p align="center">NO LATER THAN APRIL 30th</p>
May	<ul style="list-style-type: none"> <input type="checkbox"/> Using information gathered from all observations, and using the language from the Danielson Teachscape rubrics for Domains 2 and 3, write the Peer Review Final Evaluation for each teacher and assign ratings for each Domain “component.” <input type="checkbox"/> Discuss the ratings with each assigned teacher. <input type="checkbox"/> Cut and paste the final evaluation into the “Performance Document - RTA 2014-2015: CIT Peer Reviewer Evaluation” in Peoplesoft (e-Performance). <input type="checkbox"/> Finalize the Peer Review process in Peoplesoft (e-Performance). 	<p align="center">NO LATER THAN MAY 21st</p>

PEER REVIEW PROCESS – DETAILED INSTRUCTIONS

PEER REVIEW ASSIGNMENTS

- The teacher selects Peer Review as part of his/her APPR Evaluation process in June.
- The teacher receives a list of 2-3 certified Peer Reviewers emailed by the CIT Director.
- The teacher ranks his/her selection from the list.
- Based on the teacher's tenure area and a Peer Reviewer's caseload, the CIT Director assigns a Peer Reviewer from the teacher's selected list. Caseloads are based on the following table:

Peer Reviewer	# of Teachers Assigned
Non Released	Up to 4
.2 Release	Up to 10
.4 Release	Up to 20
.5 Release	Up to 25
.6 Release	Up to 30
Full Time Release	Up to 50

FIRST CONTACTS and “NOMINATION”

- **By September 30**, the Peer Reviewer emails the teachers on his/her list to inform them that he/she is the assigned Peer Reviewer and to request the teachers' phone number.
- **Within 2-3 days after getting his/her assignments**, the Peer Reviewer emails the administrators to inform them that he/she is assigned as a Peer Reviewer of the teachers. In order for the Peer Reviewer to enter information into E-Performance, the administrator must “nominate” the Peer Reviewer.
- After this is done, an email will automatically be sent to the Peer Reviewer, who must “accept” the nomination. The Peer Reviewer uses the link in the email and/or follows these steps:
 - Log into **Peoplesoft**.
 - Click on **Human Resources** tab.
 - Click on **Human Resources 9.1** link.
 - Click on **Self-Service**.
 - Click on **Performance Management**.
 - Click on **Other's Performance Documents**.
 - Click on **Current Documents**
(If there are no documents, either you have not yet accepted the nomination, or the principal has not yet nominated you and you should contact the principal.)
 - Return to **Other's Performance Documents** and click on the **Pending Evaluation Requests** link. (A list of the teachers you've been nominated to assess will be displayed.)
 - Click on the **check box** next to the names of the teachers for whom you are providing peer review.
 - Click on the **accept** button.
- The Peer Reviewer drafts a calendar with tentative dates to observe each teacher on his/her caseload and the dates for end of the year meetings with each teacher. (See sample calendar.)

EXPLANATION OF THE PROCESS

- **Within a week after getting his/her assignments**, the Peer Reviewer calls the teacher to have an initial conversation. This can be a meeting or a phone conference. The Peer Reviewer should include the following information in the discussion:
- **At least two observations will be conducted:** an “Informal Observation” and a “Formal Observation.” One observation is conducted between October and January. One observation is conducted between February and April. The only substantive difference is that only the “Formal Observaion” is uploaded into Peoplesoft.
- Additional “Informal” observations may be scheduled when possible and appropriate.
- The Peer Reviewer and teacher will schedule mutually agreeable dates for the observations and conferences.
- **Prior to each observation**, the Peer Reviewer will conduct a “Pre-Observation Conference” (either a phone conference or a face-to-face meeting).
- **During each observation** the Peer Reviewer will gather evidence and takes notes. After the observation, the Peer Reviewer will review the information gathered and prepare written feedback. The feedback, which includes specific examples from the observed lessons, will reflect the language used in the Danielson Teachscape Rubric (Domain II-Environment and Domain III-Instruction).
- **As soon as possible after the observation**, the Peer Reviewer will discuss the feedback with the teacher (either a phone conference or a face-to-face meeting) and use peer coaching skills to share the evidence, ask questions, and provide some focus and suggestions for growth (the Post-Observation Conference).
- **After the conference**, the Peer Reviewer emails the written feedback to the teacher.
- **Only in April/May after completing all observations** will the Peer Reviewer assign ratings based on the year’s observations as part of the “Final Evaluation.” These ratings will be used to calculate part of the Professional Practice Review portion (60%) of the APPR Composite Score.

SHARING THE INFORMAL OBSERVATION FEEDBACK

- At the time of this printing, the “Informal Observation” is only shared with the teacher being reviewed. The Peer Reviewer may choose to send the feedback by saving the Observation Template as a pdf file and attaching it to an email to the teacher being reviewed.
- If a Peer Reviewer has serious concerns, the Peer Reviewer might suggest that the teacher contact CIT to seek assistance from a mentor. **THE PEER REVIEWER IS NOT THE TEACHER’S MENTOR.**

UPLOADING THE FORMAL OBSERVATION to PEOPLESOFT (e-Performance)

- After the formal observation and post-observation conference, the Peer Reviewer enters the Evidence and Feedback into Peoplesoft (e-Performance). The Peer Reviewer may choose to cut and paste into the appropriate on-line fields.
- Follow these steps to upload the Formal Evaluation:
 - Log into **Peoplesoft**.
 - Click on **Human Resources**.

- Click on Human Resources 9.1 link.
- Click on **Manager Self Service**.
- Click on the **Performance Management** link.
- Click on the **Performance Documents** link.
- Click on the **Current Documents** link. (A roster of the assigned teachers will appear.)
- Click on the **Formal Observation** link next to the name of the teacher.
- Click on the **Start** link in the Action column for the Complete Manager Evaluation step. (The formal observation will open.)
- Click on **Expand All** or click on the “twistie” next to the section you wish to open.
- Cut and paste the text from the Observation Template into the appropriate fields:
 - **Pre-Observation Conference:** Enter the date that you had the conference and any additional comments.
 - **Observation Date:** Enter the date of the observation.
 - **Domain 2: Classroom Environment.** Enter your comments and evidence for Classroom Environment domain.
 - **Domain 3: Instruction.** Enter your comments and evidence for the Instruction domain.
 - **Reflective Questions:** Enter your reflective questions.
 - **Focus/Suggestions for Continued Growth:** Enter your suggestions.
 - **Does this observation raise serious concerns?** Respond to the Yes/No question.
 - **Post Observation Summary:** Enter the date of the Post Observation conference and your post observation comments.
- Click the **Save** button.
- Once you are satisfied with the content you have written, you should choose to click on the **Available for Review** button. (**DO THIS ONLY WHEN YOU ARE READY FOR THE TEACHER TO REVIEW THE DOCUMENT IN PEOPLESFT.**)
- Click on the **OK** button. After you have done this, the Formal Observation will be available for the teacher to review.
- After you have had your post conference, you will need to click on **Mark Review Held**.
- At this point the teacher will have the opportunity to add comments will need to click on the **Acknowledge** link to complete the process.
- After the teacher has clicked Acknowledge, the final step is for the Peer Reviewer to click the **Complete** link to finalize the process.

Reminder: after 2 hours of inactivity, PeopleSoft will log you off and any unsaved work will be lost. Be sure to save early and save often!

- You can save a copy of the uploaded observation to your computer by clicking on the printer icon ().
- **ALL Formal Observations SHOULD BE COMPLETED BY APRIL 30th.**

UPLOADING the FINAL EVALUATION to PEOPLESOFT (e-Performance)

- Using information gathered from all observations, and using the language from the Danielson Teachscape rubrics for Domains 2 and 3, the Peer Reviewer writes the Final Evaluation for each teacher and assigns ratings for each Domain “component.”
- In April-May the Peer Reviewer meets with each teacher to discuss the Professional Practice ratings and after their meeting, the Peer Reviewer enters the information into Peoplesoft (e-Performance) by following these steps:
 - Log into **Peoplesoft**.
 - Click on the **Human Resources** tab next to MY PAGE.
 - Click on **Human Resources 9.1**.
 - Click on the **Self Service** menu option.
 - Click on **Performance Management**.
 - Click on **Other’s Performance Documents**.
 - Click on **Current Evaluations**. A roster of the teachers for whom you have accepted the nomination to be a Peer Reviewer will appear.
 - Click on the **RTA 2014-2015** link next to the teacher whose Peer Review evaluation you are ready to complete.
 - Click on **Expand All**.
 - Peer Reviewers are required to evaluate the rubric Components in Domains 2 and 3.
 - Skip the Employee Data and Professional Development Incentive sections.
 - Enter the appropriate **Comments** (reflecting rubric language) for each Domain Component. You may choose to write the Final Evaluation in the Evaluation Template and cut and paste your comments into the appropriate on-line fields.
 - Click on the twisty next to Domain 2 (Classroom Environment) to display the Domain 2 elements if you wish to refer to the rubric language. Do the same for Domain 3 (Instruction).
 - Each element must be rated. If you don’t have sufficient evidence, you may check “Not rated.”
 - Once you are satisfied with all of your ratings, click the **Complete** button. Once you click the Complete button, you will not be able to change the ratings or comments.
- You can save a copy of the Final Evaluation to your computer by clicking on the printer icon ().
- Once the Peer Review Final Evaluation is completed, you should send an email to the supervising administrator to indicate that the Peer Review process is complete for that teacher.
- **THE Final Evaluations SHOULD BE COMPLETED BY MAY 21.**

PEER REVIEW TEMPLATES

On the following pages are some useful tools to help you with the Peer Review Process. Many Peer Reviewers have developed their own tools, and there are also many commercial products available to assist you. Please continue to let the CIT Director know about what works for you so we can share your experiences with your Peer Review colleagues.

Peer Review Templates

These are available in digital versions on the CIT Website: www.rcsdk12.org/CIT.

CIT Peer Review Observation Feedback Template

This may be used for “Informal Observation” (sent directly to teacher) or “Formal Observation” (copy and paste table columns into on-line Peoplesoft fields). At the CIT Website (www.rcsdk12.org/CIT) you can find this template in both portrait and landscape orientations.

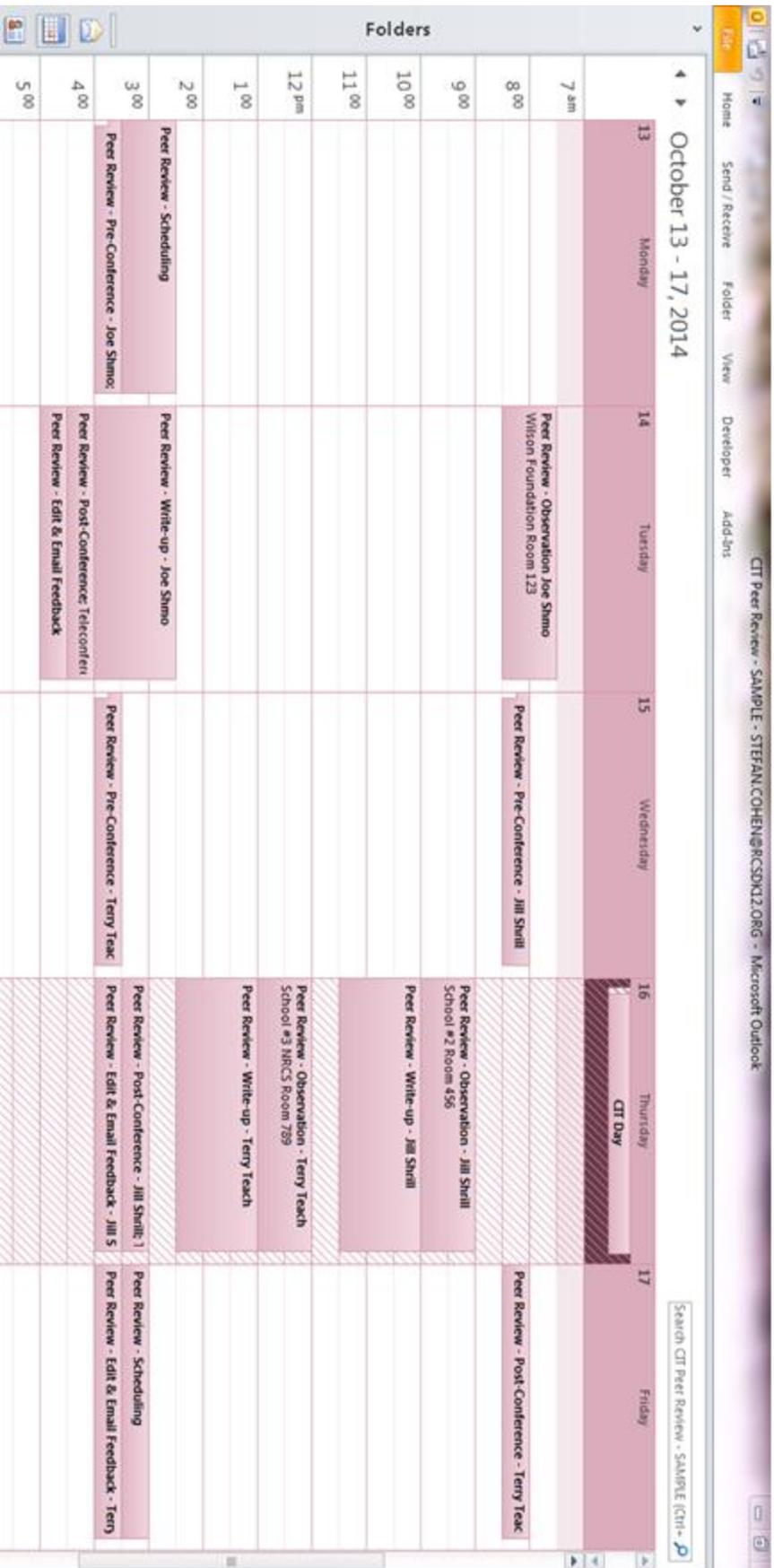
CIT Peer Reviewer Informal Observation Feedback (2013 edition)

You may prefer to use this table from last year that was specifically for the “Informal Observation.” It includes one column for “Feedback” instead of two (“Reflective Questions” and “Focus/Suggestions for Growth”) and is sent directly to the teacher.

Final Evaluation Template

You may wish to copy/drag rubric language from the Teacher Evaluation Guide and then edit it in the digital version of this template before copying and pasting your comments into the on-line fields in Peoplesoft.

This is an example of a busy week in the life of a non-released Peer Reviewer.
 This Peer Reviewer scheduled a CIT Day on this particular Thursday.



When you schedule your observations, emphasize that these dates should not be changed. Prior to your observation and conferences, email reminders to your peer reviewees. Set up a tentative calendar for your whole year to ensure that you will have time for all of your conferences, observations, write-ups, and entering of data into E-Performance.

SAMPLE CALENDAR