

## PEER REVIEWER TIMELINE

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