



Statewide Peer Review Protocol

The following format is designed to achieve a reasonable balance of teacher presentation, attention to the student work submitted, warm and cool feedback comments, teacher response, and open conversation. It is also designed to take no longer than 75 minutes, with some additional time for follow-up conversation among the Facilitator, Recorder, and Teacher Presenter.

5 minutes

Introduction. Facilitator states the charge of the review panel: to provide a review of the learning experience based on the Academy's criteria and to recommend one of the three follow-up actions--ready for Academy as is; ready for Academy with minor revisions; or not ready for Academy. The Facilitator gives an overview of the format, including an explanation of warm/cool feedback; asks for a Recorder and someone to keep track of the time (optional); and gives each Reviewer the reporting form.

15 minutes

Teacher Presentation. The Teacher Presenter

- briefly states the purpose, object, or focus of the learning experience
- states the learning standard(s)/ performance indicator(s) that are assessed in the learning experience and how the learning experience links to an existing core curriculum
- shows the tools used to assess how students achieved the teacher's goals for the learning experience
- shares samples of student work (developing, proficient, distinguished) and, using specific evidence in the work, reflects on the skills and knowledge students demonstrate as a result of the learning experience. Specifically, the Teacher Presenter should reflect on:
 - Why he/she brought these particular pieces of student work
 - What led to his/her judgment of their level (developing, proficient, or distinguished).
 - How instructional technology, if used, enhanced student learning.

15 minutes

Quiet Time. While reading the learning experience, the Reviewers "flag" evidence in the student work and the learning experience relating to each of the Criteria for Review. The Reviewers focus on the "graded" student work and what it shows about the performance indicators and the assessment plan. Using Post-its, Reviewers flag evidence that seems to them to relate to particular criteria in either a warm or a cool way.

- 10 minutes** **Reviewers' Feedback.** The Facilitator begins Reviewers' feedback by inviting warm and cool feedback that relates to any of the NYSATL criteria. All Reviewers' comments should refer in some fashion to the criteria, and be as concrete as possible. In this regard, the Facilitator may "push" Reviewers for more specificity, asking, for example, "Is there anything in the student work that makes you think so?" or "What criterion are you especially concerned about?" The Teacher Presenter does not speak but takes notes on the remarks.
- 10 minutes** **Teacher Response.** The Teacher Presenter responds to some or all of the Reviewers' comments. The Reviewers become active listeners by focusing on the teacher comments rather than preparing future responses.
- 10 minutes** **Full Group Conversation.** The Facilitator ensures that any criteria not previously addressed are now discussed. During the course of the conversation, there begins to emerge a clear understanding of the recommendations of the review panel.
- 5 minutes** **Reflection Period.** The Reviewers are given the opportunity to reflect upon all feedback and teacher responses. In addition, the Reviewers complete and sign the reporting forms.
- 5 minutes** **Summary.** The Recorder offers a summary of the review by criteria. For each criterion, the Reviewers and Facilitator may offer brief revisions to this summary. The point is not to achieve a final summation at this point (that comes in the follow-up consultation), but to test consensus, and to give all the Reviewers a chance to contribute to the joint work of Presenter, Facilitator, and Recorder in achieving the final summation. The Facilitator collects the Reviewers' reporting forms.
- Follow-up** **Consultation.** The Facilitator should lead off the conversation by asking the Teacher Presenter about his/her general impressions of the peer review and what he/she heard as the Reviewers' recommendation on the learning experience (i.e., ready for the Academy as is, ready for the Academy with minor revisions, or not ready for the Academy). The Facilitator then summarizes the areas of agreement among the Reviewers, based on their feedback, that suggest next steps--most typically, revisions to the learning experience. The Recorder provides criteria-evidence cited by Reviewers and documented on the Recorder's Criteria for Review Reporting Form to support the recommendation and next steps. The discussion among the Facilitator, Recorder, and Teacher Presenter then aims at consensus. If consensus is unattainable, the Facilitator prepares a brief report for the Academy noting the points of agreement and disagreement. The conversation should conclude with the Facilitator ensuring that the Teacher Presenter has a clear understanding of the recommendation and next steps.