

Peer Observation of a Probationary Experienced Teacher

Note: A probationary teacher is one who does not have career status but is not an Initially Licensed Teacher.

- ◆ Administrator assigns a peer observer to a probationary teacher.
- ◆ Peer observer contacts probationary teacher to establish a date and time for the observation and to schedule a pre-observation conference.
- ◆ Peer observer and teacher hold a pre-conference in which they discuss the lesson plan, what the observer should expect to see, and any information that will help clarify details about the upcoming observation. The observer makes notes that can be attached later to the script.
- ◆ Observation takes place; the peer observer scripts everything said by the teacher, student, and parent. Scripting can be done using pen and paper or laptop.
- ◆ Peer observer and teacher schedule a Post-Observation Dialogue to be held within 10 working days of the observation.
- ◆ Using the SERVE Post-Observation Dialogue form, the peer analyzes the script looking for practices to substantiate the four areas focused on in the Post-Observation Dialogue form.
- ◆ The peer observer documents those practices in narrative statements on the form using objective, nonjudgmental language (avoiding opinion).
- ◆ Needs should only be addressed under “*Suggestions for Improvement...*,” and limited to a manageable number rather than an overwhelming number.
- ◆ The observer and probationary teacher meet to discuss the observation, documenting the dialogue on the Post-Observation Dialogue form.
- ◆ After signatures, a copy of all the paper work is given to the probationary teacher and the original is given to the administrator who does not take part in the conferences.
- ◆ Required documents are the script and the SERVE Post-Observation Dialogue form.
- ◆ This observation is not used by the administrator for the Profile of Performance at the end of the year.