



## *Summer Seminar '08*

### *Peer to Peer Team Preparation Procedure*

#### **RECOMMENDED PROCEDURE TO PREPARE TEAMS FOR PEER TO PEER**

This document outlines steps for you and your ESP teammates to prepare for your Peer to Peer Inquiry Session at Summer Seminar.

1. Read overview sections to gain an understanding of basic elements of Peer to Peer.
2. Identify a General Area of Practice to Investigate
3. Using the Sorting Quadrants Tool, select a Focus Area.
4. Formulate an Inquiry Question
5. Test your Inquiry Question with the “Dog and Pony Show” Eliminator
6. Choose or Develop a Discussion Protocol.
7. Determine How to Share Information Effectively
8. Complete Peer to Peer Preparation Form before June 20<sup>th</sup>
9. Before Inquiry Session, Review Plan with Facilitator and Teammates

**DON'T BE INTIMIDATED BY THIS DOCUMENT!**

It's designed to explain things in a very direct and comprehensive fashion.

Approximate time needed to complete steps 1 - 8: between 2 – 3 hours.

#### **1. OVERVIEW, OR “WHAT IS PEER TO PEER?”**

Peer to Peer Inquiry Sessions are team-based, peer review forums. They are designed to help ESP partnerships learn from one another, by creating mini-learning communities during Summer Seminar. Each group is composed of at least 4 ESP teams, and each day at Summer Seminar one team shares a challenge related to their ESP partnership. The other participants in the group then provide feedback, insights, and suggestions.

If you've never seen Peer to Peer in person, the ESP office has a DVD of a Peer to Peer Session from Summer Seminar '06 that is available upon request, free of charge (1 per partnership, please). To request this DVD be sent to you by mail, please email your name and mailing address to: [elizabeth@espartsed.org](mailto:elizabeth@espartsed.org) and request the “2006 Peer to Peer DVD.”

#### **“You want us to share our problems in front of a group? Really!?”**

Yes, really. Think about it: no ESP project is 100% effective, 100% of the time. Wouldn't you like advice on how your partnership can live up to its full potential from people who are doing the same kind of work? In a Peer to Peer Session, you have access to 10 – 15 other ESP colleagues who may have faced challenges similar to yours. It may seem risky to expose problems to people you are unfamiliar with, or perhaps even worse, to colleagues whom you already know. As the philosopher says: with great risk comes the possibility of great reward. Please approach this learning experience with the frame of mind that it's a creative brainstorming event, guided toward solving your partnership challenges. To establish and maintain a sense of trust and goodwill, each Inquiry Group has a Facilitator, who is trained to keep the discussion on track.

#### **Updates to Peer to Peer in 2008**

In response to feedback from Summer Seminar '07, the structure of the four consecutive meeting days will change slightly. The first meeting of Peer to Peer groups will not include a presentation session; instead it will offer a group exploration of the different Inquiry Questions from each presenting team. Days Two, Three and Four, will consist of “regular” Peer to Peer presentations.

We are also including the Critical Response Process, developed by Liz Lerman Dance Exchange, as another possible protocol to be used. (see end of document).

Also, teams in the dissemination grant category may now select to be matched with other dissemination teams in their Peer to Peer group.

### **Pre-Seminar Planning Requirement**

To support development of Inquiry Questions for Peer to Peer, the ESP program has developed a workshop curriculum that helps in the crafting of an inquiry question related to one's practice. Attending a workshop that uses this curriculum is required for all ESP Teams who would like to present a Peer to Peer session at Summer Seminar '08. (This requirement applies to a minimum of 1 person of your Summer Seminar team).

Workshops on crafting questions for Peer to Peer have been scheduled for ESP RLLN meetings in May and June. Attending one of these meetings fulfills the pre-seminar workshop requirement:

- Central New York RLLN, in Clayton, on May 17<sup>th</sup>
- Hudson Valley/Capital Region RLLN, in Hudson, on May 21<sup>st</sup>
- New York City RLLNs, in Manhattan, on June 4<sup>th</sup>
- Western New York RLLN, in Buffalo, on June 11<sup>th</sup>

If no one from your Summer Seminar team attended any of the above meetings, there are two other ways your Peer to Peer team can meet the Pre-Seminar planning requirement.

1. If TWO members of your team have participated in Peer to Peer at Summer Seminar before, attendance at one of the RLLN meetings is optional (though still recommended).
2. At least one team member must register and attend the "*Crafting Inquiry Questions for Peer to Peer*" workshop at Summer Seminar, which will be held on Sunday, July 13.

### **Key Peer to Peer Terms**

**ESP Team** – These are the representatives from an ESP partnership who attend Summer Seminar. It is usually 3 people: a teacher (classroom or arts specialist), a teaching artist and an administrator.

**Inquiry**- A process of investigation, based on a question or series of questions, in which the final outcome has not been predetermined. Please note the emphasis on the word inquiry and the idea of unanswered questions. Peer to Peer is not about "presenting" or "performing."

**Inquiry Team** – AKA "presenting team." This is what we call the ESP team when they are sharing their Inquiry Question with the other ESP Teams.

**Responders**—These are the people who provide feedback to the Inquiry Team.

**Inquiry Group** – This is the larger group, composed of several ESP Teams.

**Inquiry Question** – This is the challenge the Inquiry Team would like to address, in the form of a question. It's akin to a research question, something that guides the pursuit of a solution. We're trying to distinguish this from an "essential question" which can be more open ended in its application.

**Inquiry Session** – This is the 90 minute period in which the Inquiry Team hopes to receive valuable feedback from the Responders.

## **2. IDENTIFY A GENERAL "AREA OF PRACTICE" TO INVESTIGATE**

This is a preliminary step for developing an effective Inquiry Question. Your team should identify a general challenge for which your team has not yet developed a working answer. While this is only a broad category, by identifying the challenge area, the ESP program will be better able to match you with teams with similar concerns.

During a meeting of your ESP partnership, review the Self-Assessment section of the ESP Learning Framework (pages 48 - 62). During this discussion you might identify some areas that you feel you've excelled at, and some that are still in developing stages.

Some questions you might ask your team could be: "What area(s) would we like help with? As we plan for the coming year, what are our biggest questions and concerns? What are the snags, the challenges, that we're facing that our peers might be able to provide some insight on?"

### **3. USING THE SORTING QUADRANTS TOOL, DETERMINE A FOCUS AREA**

This is a second preliminary step, to assist you in developing an Inquiry Question.

After identifying an area of practice, or a few selected areas of practice, use the Sorting Quadrants tool (on the next page) to categorize your partnership accomplishments and needs.

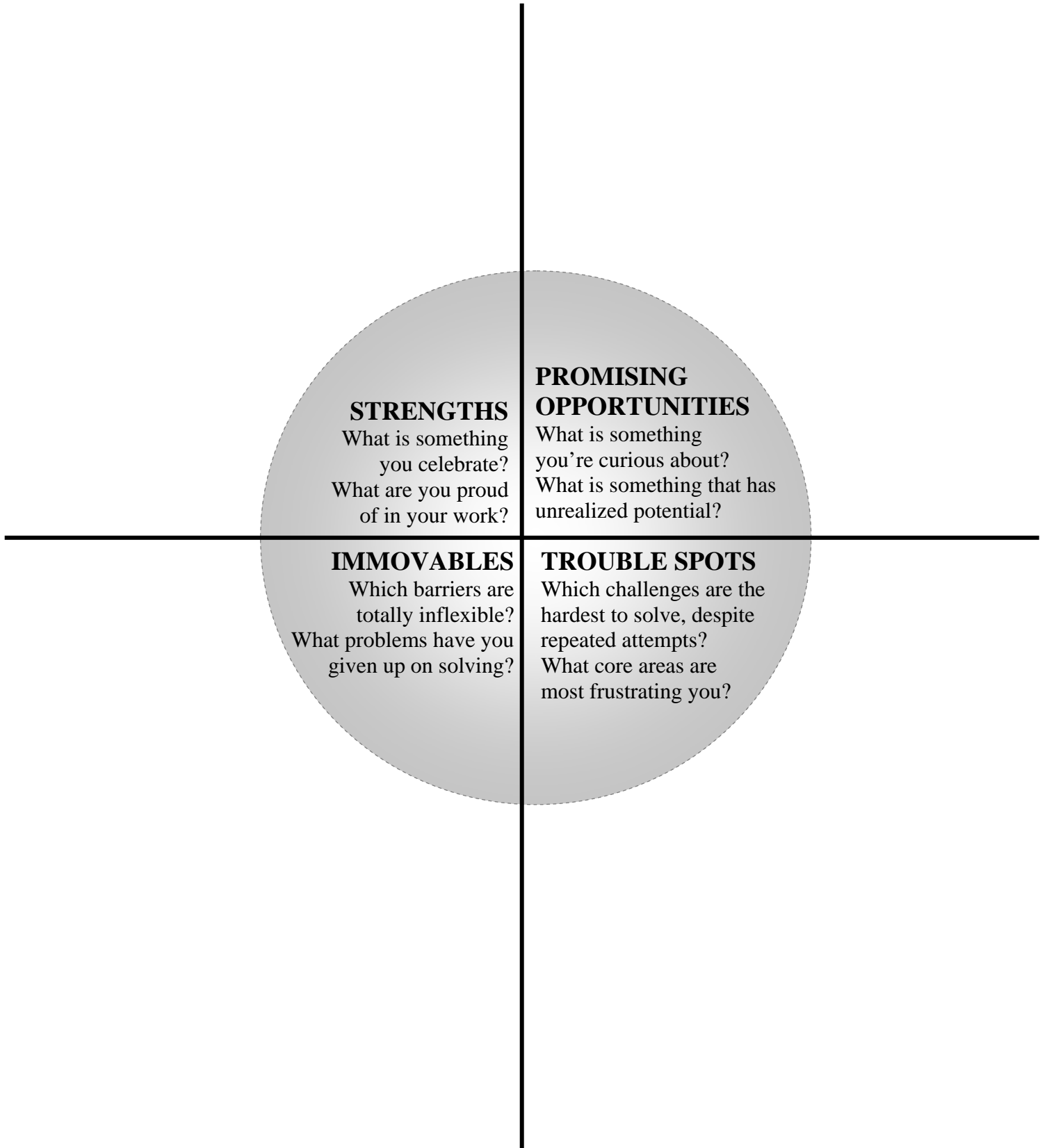
- Don't neglect the things you feel are strong (put them in the "Strengths" section).
- Things that remain problematic, but somewhat successful, should be placed in either the "Promising Opportunities" or "Trouble Spots," depending on the degree of success.
- "Immovables" is the designation for those concerns that you feel are not worth putting any energy into anymore, because it's impossible for them to move forward.

When filling in the quadrants, there is no one proper procedure. You might have several practices listed in each quadrant. You might provide details of one practice and sort them. It's unlikely that you'll place all of your practices in any one quadrant, but that you'll have varying levels of success with different practices.

The Sorting Quadrant exercise is designed to help prioritize work areas that need review and revision. As a team, you might want to do this exercise collectively, together, sharing your thoughts in an open discussion. You might also have your team members do the exercise independently, then have them share their answers (either in person or via email). When done with the Sorting Quadrants, an area for inquiry will probably emerge.

# **SORTING QUADRANTS**

Developed by Anne Rhodes  
for the ESP Professional Development Program



#### **4. FORMULATE AN INQUIRY QUESTION**

After brainstorming challenge topics, try to compose an Inquiry Question for one or more of your topics from the Sorting Quadrants.

Your Inquiry Question may be pragmatic (how to do something specific) or philosophical (why you should put an emphasis on a practice). Either type of question is appropriate, as long as it relates to a specific concern of your partnership.

Developing the most pertinent Inquiry Question for your team is an important process in and of itself. You and your teammates may undergo several revisions of the phrasing or focus of your question.

A clear Inquiry Question is helpful for the responders in your Peer to Peer Session. If the responders have a clear sense of your need and your challenge, they'll be able to provide more effective and relevant feedback.

An Inquiry Question for Peer to Peer should contain many (but perhaps not all) of the following characteristics:

- is open-ended and allows for several possible answers (NOT "yes or no").
- usually starts with "How," "Why," "Should," "Could" or "Which."
- can also be considered a "research question" or a "guiding question."
- may require choosing a course of action, based on criteria.
- reflects the needs and interest of your entire partnership (not just one stakeholder).
- encourages collaboration among participants.
- probes for deeper meaning and understanding, fosters critical thinking and problem solving.
- sets the stage for further questions. Like a Unit Topic in lesson planning, it is composed of sub-topics or sub-questions.
- has been reviewed and perhaps revised, to be certain it will yield an answer that effectively addresses the challenge.

#### **Some sample Inquiry Questions from Peer to Peer Sessions during Summer Seminar**

How can we set up a method of documentation and evaluation that is integrated into our partnership?

- How can our current methods of documentation be improved?
- What other methods are our peers using that might be more effective?

How do we know that students are benefiting from what they are getting out of our partnership?

- How do we engage our team in assessing what students are learning and gaining from our work?
- What is important to assess student learning in the arts?

How can the current ESP team maximize and build upon the project's strengths and successes to stimulate and nurture expansion to a whole-school ESP project?

How do we integrate the partnership with the culture of the entire school community?

- How do we integrate with the culture of the entire school district? With the culture of the larger non-school community?
- How do we increase visibility of our partnership?
- How do we build internal and external collaborations with our partnership?

How do we capture and assess student responses to works of the performing arts?

- What assessment tools can we use?
- What tools can students use to assess their own progress in responding?
- Is there a universal tool we can use across grades?

How could we create a new structure for meaningful professional development that allows teaching artists and museum educators to not only build strong connections to museum/school projects but also to transform their teaching practice?

- How could we create a new structure for meaningful professional development that builds on teachers' needs?
- How could we create a new structure for meaningful professional development that addresses limited time, testing and the mandates of the school day?

How do we include the dissemination school in a process that has taken many years to create which allows for the second school to buy in and the first school to feel ownership?

How do students select, combine and manipulate elements in music and ELA to symbolically represent themselves?

- What observable learning is occurring in relation to our set of indicators?
- What combination of indicators most consistently demonstrate success?

What are some strategies for successfully executing a large-scale collaborative artwork, seeking a unified final product and bringing together teaching artists with conflicting pedagogies?

How can we sustain the collaborative energy between classroom teachers and teaching artists that was generated in our 3-session intensive planning retreats?

- How can we encourage administrators to provide classroom teachers with time to work more comprehensively on the ESP curriculum?
- How can we facilitate conversations between classroom teachers and teaching artists to ensure better linkage between fall and spring units?

## **5. TEST YOUR INQUIRY QUESTION WITH THE "DOG AND PONY SHOW" ELIMINATOR**

For any Peer to Peer presentation, it's important to provide some sort of context for your Inquiry Question. However, there is a difference between explaining how your partnership works and bragging about achievements that are not related to the Inquiry Question. Once you have developed your Inquiry Question for Peer to Peer, please review the following questions and score your responses as indicated.

1. Could someone in your ESP partnership provide an answer to your Inquiry Question?  
SCORE: Yes = 1, No = 0
2. Does the Inquiry Question reflect the needs and interests of all team members who will be attending Summer Seminar '08? SCORE: Yes= 0, No = 1
3. Might an objective observer interpret your Inquiry as an example of a "promising practice"?  
SCORE: Yes = 1, No = 0
4. In the Inquiry Session, will you clearly outline a problem your partnership is facing, not just the main elements of the project? SCORE: Yes = 0, No = 1
5. Is your Inquiry Question one that you've recycled because you know it'll lead to an interesting discussion? SCORE: Yes = 1, No = 0
6. Does your Inquiry rely heavily on promotional materials, such as annual reports, videotapes, and brochures? SCORE: Yes = 1, No = 0

### **TOTAL SCORE:**

4 – 6 points = Dog and Pony Show alert! While you may be justifiably proud of the accomplishments of your ESP partnership, please go back to Step 1 to develop a new Inquiry Question for which you currently do not have an answer.

1 – 3 points = Potential Dog and Pony Show. Be certain that any materials and explanations you provide are designed to illuminate the challenge your ESP partnership is facing, not just the project's accomplishments.

0 points = You appear to have developed an authentic Inquiry question, for which you currently don't have an answer and which your ESP colleagues might be able to assist you.

## **6. CHOOSE OR DEVELOP A DISCUSSION PROTOCOL**

Protocols are guidelines for structured conversation. They are designed to yield the most effective discussion possible, within a limited time (90 minutes at Summer Seminar). Therefore, all protocols are disciplined and feel somewhat artificial, especially compared to everyday conversation.

- On the following pages are several examples of protocols you could use or adapt for your Peer to Peer Session. They are also available on the "Resources" page of the ESP website ([www.espartsed.org](http://www.espartsed.org)).
  - ESP Peer Review through Reflective Practice
  - New York State Peer Review
  - Tuning Protocol
  - Critical Response Process
- These protocols have different approaches, and depending on your team's approach, some may be better suited than others for your sharing session. A brief outline of the three main protocols has been provided.
- Included are examples of "customized" protocols developed by ESP teams.
- A chart below provides a comparison of different protocol formulas, while breaking them down to some of the basic components. This formula is intended as a reference, should you choose to create your own protocol.
- If you choose to design your own protocol, please be mindful of the 90 minute time limit, and since feedback is at the core of Peer to Peer, allow for at least 30 minutes of discussion.
- After your team chooses a particular protocol, you may need to refine and revise your Inquiry Question, based on the structure of the protocol.
- For more info on protocols, consult *The Power of Protocols* by McDonald, et al., and *Looking Together at Student Work* by Blythe, Allen, and Powell, both from Teachers College Press.

### **A Comparison of Discussion Protocols**

The chart below organizes the key points of most discussion protocols, showing their similarities and differences. (The "% of Time" category is a just a guideline.)

<b>% OF TIME</b>	<b>PURPOSE</b>	<b>POSSIBLE FORMATS</b>				
30%	Overview, Introduction	<div style="border: 1px solid black; padding: 5px;">                     1. Provide Inquiry Question  <hr/>                     2. Provide Partnership Context                 </div>	or	<div style="border: 1px solid black; padding: 5px;">                     1. Provide Partnership Context  <hr/>                     2. Provide Inquiry Question                 </div>	or	<div style="border: 1px solid black; padding: 5px;">                     1. Hands-on Activity  <hr/>                     2. Provide Inquiry Question                 </div>
10%	Clarifying Questions	Facilitator allows for questions, so that it is clear that all of the participants understand the issues being discussed, any special key terms, and the structure of the discussion.				
50%	Brainstorming & Discussion	<div style="border: 1px solid black; padding: 5px;">                     1. Responders work in small groups.  <hr/>                     2. Small groups share ideas in large group.                 </div>	or	<div style="border: 1px solid black; padding: 5px;">                     1. Responders offer feedback, presenting team is silent.  <hr/>                     2. Presenting team responds. Responders are silent  <hr/>                     3. General Discussion.                 </div>	or	<div style="border: 1px solid black; padding: 5px; text-align: center;">                     General discussion                 </div>

10%	Review of Process	Facilitator asks reviewing questions such as: <ul style="list-style-type: none"> <li>• What was learned today?</li> <li>• How did this process work for you?</li> <li>• How will today's session impact students?</li> </ul>
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### **ESP Peer Review through Reflective Practice Protocol**

**Focus:** Assessing Student Work, Teaching Practice and Instruction.

**Unique Elements:** Allows for Team to choose whether or not to provide a context for the student work at the beginning of the session.

**Limitations:** Would require some adaptation when looking at non-classroom issues.

- 5 minutes      **Two options for beginning:**  
 a) No context presented, begin at step 2 (This approach puts more emphasis on the student work itself, which can produce unexpected insights).  
 OR  
 b) Inquiry Team presents minimal context for student work, e.g. student age and school type (This approach guides the responses more toward lesson design).
- 10 minutes      **Responders observe work samples** (these may be of student work or other types of work) silently (view video, read writing samples, look at visual arts samples, listen to music, etc.); may take notes, gather ideas about what they see the student addressing and accomplishing.
- 15 Minutes      **Responders describe/discuss what they observe** in the work (begin with descriptive, non- judgmental, observations and build toward interpretations). Facilitator guides and prompts; Inquiry team listens/takes notes.
- 15 Minutes      **Inquiry Team shares the context** of the work: such as the assignment, details on the students and the expectations, what performance indicators are exemplified in the student work as related to the targeted NYS Learning Standards—describe how they see them being addressed in this student work. Engage in facilitated dialog with the Responders about these and other aspects raised by this work.
- 15 Minutes.      **Inquiry Team presents key questions** or issues this work raises for them. Facilitated dialog about these questions/issues. They may choose to break down this section to include the following two concerns (or choose two other additional areas to focus on).
- 10 Minutes      **Inquiry Team addresses student assessment**, indicating criteria or descriptions of quality they shared with their students during the exercise(s), and how assessment worked in and around this project. Facilitated dialog with Responders about issues of assessment that pertain to this work.
- 10 Minutes      **Inquiry Team and Responders address issues of partnership**; how they operated as partners in this learning experience; how arts and other content were introduced and interrelate; how partnership work might go further.
- 10 Minutes      **Closure:** Facilitator guides Team and Responders to:  
 a) Address any other topics/questions that have not been discussed previously  
 b) Articulate what they have learned from this Reflective Practice experiment  
 c) Reflect on ways that this process might have application in a school setting.

## Tuning Protocol

From *A Guide to Looking Collaboratively at Student Work*, by David Allen, Tina Blythe and Barbara Powell [Note on timing: The original allotments were for a total of 60 minutes, and we have expanded to fill the 90 minutes in a Summer Seminar Peer to Peer Session.]

Focus: Assessing Student Work, Evaluating Lesson Design

Unique Elements: Allows for “Warm,” “Cool,” and “Probing” questions. Can be easily adapted to non-classroom concerns.

Limitations: Does not provide for much time to discuss implications of feedback.

5 minutes	<b>Introduction</b> <ul style="list-style-type: none"><li>• Facilitator briefly introduces protocol goals, guidelines, and schedule.</li><li>• Participants briefly introduce themselves.</li></ul>
15 minutes	<b>Presentation by Inquiry Team</b> Responders are silent. <ul style="list-style-type: none"><li>• Context (what the students tend to be like, where they are in school, where they are in the year)</li><li>• Assignment that generated the student work</li><li>• Student learning goals that inform the work</li><li>• Samples of work (photocopies of written work, video clips)</li><li>• Assessment tools that pertain (e.g. scoring rubric, test)</li><li>• Focusing question(s) for feedback</li></ul>
10 minutes	<b>Clarifying Questions</b> by Responders <ul style="list-style-type: none"><li>• Clarifying questions are matters of fact (“How many student do you have in this class?” or “What kind of prior experience in this subject can you count on?”). The facilitator judges which questions might properly belong in warm/cool feedback.</li></ul>
15 minutes	<b>Examination of Work</b> <ul style="list-style-type: none"><li>• Responders look at the work, take notes on where it seems “in tune” with goals and where there might be problems; and (if appropriate, see Feedback section) write down warm and cool feedback, as well as probing questions. Responders focus particularly on the Inquiry Team’s question(s).</li></ul>
5 minutes	<b>Pause to Reflect on Warm and Cool Feedback</b> <ul style="list-style-type: none"><li>• Responders may take a couple of minutes to reflect on what they would like to contribute to the feedback session.</li></ul>
15 minutes	<b>Warm and Cool Feedback</b> <ul style="list-style-type: none"><li>• Responders share feedback while the focal team/presenter is silent. They begin with ways in which the work seems to meet the goals, and continue with possible disconnections and problems. These don’t need to be in tight sequence, but participants should always begin with some positive feedback..</li><li>• Some groups prefer to structure the session by beginning with 5 minutes of “warm” or positive feedback (“What are the strengths here?”), followed by 5 minutes of “cool” or more critical feedback (“Where are the gaps?”; “What are the problems here?”), and ending with 5 minutes of “probing” or reflective questions for the presenting teacher to consider.</li><li>• The facilitator may need to remind the participants of the presenter’s focusing question.</li><li>• <i>Presenter is silent and takes notes as appropriate</i></li></ul>
15 minutes	<b>Reflection</b> <ul style="list-style-type: none"><li>• Inquiry Team speaks to those comments/questions he or she chooses to while participants are silent. This is NOT a time to defend oneself, but a time to explore further interesting ideas that have come out of the feedback section.</li><li>• <i>At any point, the presenter may open the conversation to the entire group (or not).</i></li></ul>
10 minutes	<b>Debrief</b> <ul style="list-style-type: none"><li>• Facilitator-led open discussion of this tuning experience.</li></ul>

## **New York State Peer Review**

Designed by Joseph McDonald for the New York State Education Department [Note on timing: The original allotments were for a total of 60 minutes, and we have expanded to fill the 90 minutes in a Summer Seminar Peer to Peer Session.]

**Focus:** Teaching Practice and Instruction

**Unique Elements:** Can be adapted to non-classroom concerns. Incorporates “Quiet Time” to focus on the work being discussed. Includes “Warm” and “Cool” Feedback.

**Limitations:** Designed originally to share classroom curriculum.

The following format is designed to achieve a reasonable balance of teacher presentation, attention to the work submitted, warm and cool reactions, teacher response, and open conversation. The time limits listed--while important--should be observed in a way that keeps the momentum of the review flowing rather than rigidly apportioned.

- |            |   |
|------------|---|
| 5 minutes  | <b>Introductions</b><br>Facilitator gives overview of format (including an explanation of "warm" and "cool" feedback), asks for a recorder, gives each reviewer the Criteria for Review Reporting Form and gives the recorder the Recorder's Form.  |
| 15 minutes | <b>Inquiry Team Presentation</b><br>Inquiry Team sets the stage for the learning experience by providing information on the context in which the work was done, as well as the targeted learning standard(s) and performance indicators. Inquiry Team may offer a focus question for the review.                          |
| 10 minutes | <b>Quiet Time</b><br>Everyone reads the learning experience, looks over all submitted materials, and takes notes on the Criteria for Review Reporting Form.   |
| 20 minutes | <b>Responders' Feedback</b><br>Responders use their notes from the Criteria for Review Reporting Form to provide warm and cool feedback to teachers about the learning experience. Inquiry Team does not speak, but takes notes on the remarks.   |
| 15 minutes | <b>Inquiry Team Response</b><br>Inquiry Team responds to the responders' comments. Responders become active listeners.  |
| 15 minutes | <b>Full Group Conversation</b><br>Inquiry Team and responders engage in open conversation about the learning experience.  |
| 10 minutes | <b>Summary</b><br>Recorder summarizes the session, reviews references made to the criteria and offers an overall impression. Facilitator collects the Criteria for Review Reporting Form from each reviewer and the Recorder's Form, staples them together and submits them to the State Education Department consultant. |

## **Critical Response Process (Developed by Liz Lerman Dance Exchange)**

A. Presentation of work-in-progress, by artist/creator

B. Critical Response

Step One: Statements of Meaning by Responders

Responders express what is interesting, intriguing, memorable, etc., about the work. This is basically positive feedback, but doesn't need to be limited to "I like" statements.

Step Two: Creator/Artist asks Responders questions

For best results, the artist asks questions that are central to the work and the creative process. For best results, the questions are neither too general or too specific,

Step Three: Responders offer neutral questions about the work.

Participants may need some guidance in phrasing neutral questions. Questions from a neutral perspective help to generate new ideas on both the artist's and responder's parts.

Step Four: Permissioned Opinions.

Responders offer to share an opinion, but the artist has the choice to accept the opinion or not.

### C. Wrap Up

Artist shares any new insights gained as a result of CRP, as well as any new steps to be explored.

## **Protocols developed by different ESP teams**

### **Queens Museum Protocol**

10 minutes	Introduce Problem with the Sorting Quadrants
10 minutes	Share examples of strong practice
5 minutes	Share examples of weak or lacking practice
30 minutes	Group discussion, asking for advice
25 minutes	Develop plan for next school year
10 minutes	Reflection

### **Guggenheim Museum Protocol**

10 minutes	Pose Inquiry Question (IQ)
5 minutes	Responders work silently to jot down initial thoughts or questions in response to the IQ
15 minutes	Inquiry Team provides context
5 minutes	Clarifying questions from Responders
20 minutes	Pose Follow up/focus questions Post questions on flip chart paper around the room. People will be asked to write their thoughts on the appropriate pages.
35 minutes	Open discussion of IQ and Follow up Questions.

### **Brooklyn Arts Exchange Protocol**

1. Peers participate in an arts activity that demonstrates the challenge of our Inquiry Question
2. Pose the Inquiry Question to our peers
3. Present elements of our partnership through video
4. Present a list of documentation materials we have, while displaying others to be viewed.
5. Peers to describe and discuss what they experienced in the activity and what they observed in the displayed materials.
6. Open discussion focusing on questions/suggestions raised by peers.

## **7. DETERMINE HOW TO SHARE INFORMATION EFFECTIVELY**

- Carefully choose a few key samples of documentation (samples of student work, rubrics, lesson plans, etc.). Remember: since most protocols provide only 10 - 15 minutes for the description of your challenge in detail, you will not be able to provide a lot of material effectively.
- Also, be very selective of how much background information you will provide. Your team will very likely be tempted to provide an entire history of your partnership. **RESIST THIS TEMPTATION!** Your Inquiry Question should focus on one particular area of your partnership. Plan to provide the context necessary only to fully understand the Inquiry question. If the responders in your group need more information, they will ask for it.
- You may also choose to use technology in some fashion, such as a short, edited video or PowerPoint presentation. Using such aids is optional, and you should do so only to illustrate your challenge, and not to promote your program.

## **8. COMPLETE THE ON-LINE PEER TO PEER REGISTRATION FORM BY JUNE 20<sup>TH</sup>**

- The form can be from the Summer Seminar '08 page, from the "Registration and Other Forms" Menu.
- The first two sections of the form ask for information about your ESP team and the Inquiry Question you would like to investigate.
- In the third section, please identify the types of ESP partnerships who might provide your team with the most beneficial feedback, based on the characteristics of your partnership (grade level, arts discipline, etc.), your area of practice, and your Inquiry Question.
- If your form is submitted after the June 20<sup>th</sup> deadline, the ESP staff cannot guarantee your team will be matched with other ESP teams with similar concerns and challenges.

## **9. BEFORE SHARING SESSION, REVIEW KEY PEER TO PEER COMPONENTS**

Review your Team Preparation Form, your Inquiry Question, and the protocol with members of your Summer Seminar team a week or so before your Inquiry Session, so everyone is clear on the topic and format. You may wish to rehearse some particularly complicated or information-dense segments.

While your team will not be graded or judged on the content or format of your Inquiry Session (the session is successful if your team takes away valuable ideas for your partnership), the following guidelines have been by former Peer to Peer participants as indicators of a effective Inquiry Session:

- Team members are prepared and organized.
- Team members are articulate and can describe their partnership clearly.
- The team provides concrete examples related to their Inquiry Question during discussion, rather than general or vague ideas.
- The team provides useful supporting materials (visual aids, handouts, etc.) that effectively addressed the Inquiry Question.
- Team responsibility is distributed; the Inquiry Session is not reliant on only one team member.
- The team listens thoughtfully to the feedback provided and doesn't adopt a self-defensive position.

### **Videotaping & Distance Learning**

Several Teams have reported the value of videotaping their Peer to Peer Session, therefore we recommend each team bringing a videocamera to record the Inquiry session. (The ESP program does not have the resources to videotape every Peer to Peer Session.) Be certain that a team member has been trained on how to use the camera, that you provide enough videotape for a 90 minute session, and bring batteries and extension cords for the power supply.

Also, we are pleased to announce that CW Post can provide distance learning facilities for Peer to Peer sessions this year. If your team has members that will not be attending Summer Seminar, but would like to witness Peer to Peer in real time, please contact [phil@esparsed.org](mailto:phil@esparsed.org) to arrange for your session. Please note that production costs require us to charge a fee of \$50 for this opportunity.

### **ADDITIONAL ASSISTANCE**

If you need guidance with protocols or Inquiry Questions, please contact :  
Phil Alexander, ESP Program: 212-769-7031 [phil@esparsed.org](mailto:phil@esparsed.org)