

New York Statewide Peer Review

Designed by Joseph McDonald for the New York State Education Department

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. It is also designed to take no longer than an hour, with some additional time for follow-up conversation among the facilitator, recorder, and teacher presenter. The time limits listed--while important--should be observed in a way that keeps the momentum of the review flowing rather than rigidly apportioned.

[Note on timing: We have left their suggested time allocations as usually proposed; however, for the purposes of this ESP exploration, time limits may be expanded to fill the longer time available.]

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| 5 minutes | Introductions
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. |
| 10 minutes | Teacher Presentation
Teacher presenter 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. Teacher may offer a focus question for the review. |
| 10 minutes | Quiet Time
Everyone reads the learning experience, looks over all submitted materials, and takes notes on the Criteria for Review Reporting Form. |
| 10 minutes | Reviewers' Feedback
Peer reviewers use their notes from the Criteria for Review Reporting Form to provide warm and cool feedback to teachers about the learning experience. Teacher does not speak, but takes notes on the remarks. |
| 10 minutes | Teacher Response
Teacher responds to the peer reviewers' comments. Peer reviewers become active listeners. |
| 10 minutes | Full Group Conversation
Teacher and peer reviewers engage in open conversation about the learning experience. |
| 5 minutes | Summary
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. |
| Follow up | Consultation.
Facilitator, recorder, and teacher presenter confer and complete a written report so that teacher has immediate feedback on the learning experience. Facilitator allows sufficient time for each reviewer to complete the Criteria for Review Reporting Form prior to submitting it to the State Education Department consultant. |