



Teacher Peer Observation Guide

Fostering Student Voice and Aspirations

The Quaglia Institute's Aspirations Framework outlines a research-based approach to developing aspirations. The 3 Guiding Principles, *Self-Worth*, *Engagement*, and *Purpose*, provide educators with a practical model that can be used to guide the development of educational experiences, from the individual classroom to the entire school building. At the core of successful implementation is a trust in the professional judgment of educators and the voice of students to determine the best actions to take in their schools and classrooms. For students and staff to enjoy academic, social, and personal success, they must believe in themselves, be actively engaged in learning, and see a purposeful connection between today's efforts and tomorrow's goals.

The Teacher Peer Observation Guide is designed to support meaningful teacher development focused on student voice and aspirations. The role of the *peer observer* is to enhance the professional growth of the teacher being observed. Accordingly, the more details, dialogue, and insights the observer can provide, the more significant the teacher's growth can be. Keep in mind that observers are not expected to have all the answers; rather, the goal is to help lead the teacher to recognize areas of success and areas in need of improvement, and to help guide the teacher in a productive direction.

The role of the *teacher* is to consider what the desired learning is and to remain open to feedback. Colleagues' experiences and knowledge are invaluable resources, and valuable growth and learning can occur in the dialogue that follows the peer observations. As you prepare for the observations focused on fostering voice and aspirations, keep in mind the following:

Key questions teachers should ask themselves before each lesson:

- How am I going to ensure each of my students feels valued?
- How is the lesson connected with students' interests?
- How am I going to provide opportunities for my students to be responsible leaders in class?
- How am I going to make sure the voices of my students are heard and valued?

Key questions all students should be able to answer at the end of class:


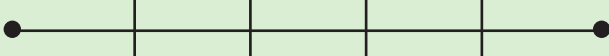

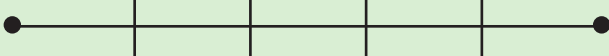
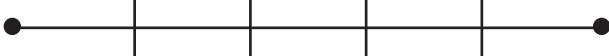

- How can I connect my learning to my future?
- How was I responsible for my learning in this class?
- What did I learn in class today that I did not know before class began?
- How does this class relate to my other classes?


Protocol

1. The teacher and peer observer set up a meeting prior to the first observation to review the items on the peer observation forms.
2. Together, decide what to observe (*Self-Worth*, *Engagement*, *Purpose*, or *Voice*). Note that each form provides space for the teacher to determine a specific item for feedback. Ideally, over the course of a year, a peer observer will conduct more than one observation.
3. Following the observation, the teacher and peer observer schedule a meeting to share feedback, insights, and ideas. This should be a dynamic learning opportunity, rather than simply an informational session.
4. Share your experiences about the peer observation process with your colleagues.

Establishing *Self-Worth* in the Learning Environment


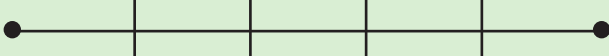
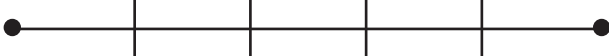

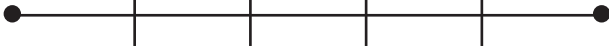
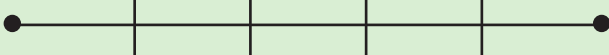
Students' *Self-Worth* in the classroom flourishes when students know they are valued for who they are, that teachers hold high expectations for them, and that success is measured by more than grades. Students also know that effort and perseverance are valued. When students have *Self-Worth*, they are 2x's more likely to be motivated to learn.


SELF-WORTH	SCALE	EXAMPLES/INSIGHTS
Students' ideas are valued.	<p>Not Today Clearly Observed</p> 	
There is a strong sense of community in the classroom.	<p>Not Today Clearly Observed</p> 	
Students are recognized for their effort and perseverance.	<p>Not Today Clearly Observed</p> 	
Teacher demonstrates high expectations for all students.	<p>Not Today Clearly Observed</p> 	
Mutual respect is demonstrated between everyone in the class.	<p>Not Today Clearly Observed</p> 	
Teacher correctly pronounces and uses students' names.	<p>Not Today Clearly Observed</p> 	

SELF-WORTH	SCALE	EXAMPLES/INSIGHTS
<p>Describe one other Self-Worth indicator you want observed:</p>	<p>Not Today Clearly Observed</p> 	
<p>Additional notes:</p>		

Establishing *Engagement* in the Learning Environment

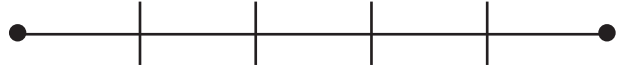

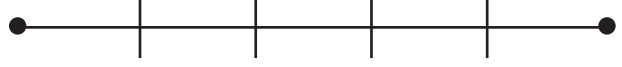
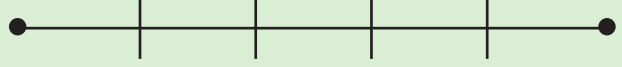


Students' *Engagement* is driven by three important variables: a positive relationship between teacher and student, teacher clarity regarding expectations and relevance of content to students, and the appropriate amount of challenge that will maintain students' interests and growth. When students are meaningfully engaged in their learning, they are 5x's more likely to be motivated to learn.

ENGAGEMENT	SCALE	EXAMPLES/INSIGHTS
A positive relationship exists between students and teacher.	<p>Not Today Clearly Observed</p> 	
Teacher relates learning to students' lives and interests.	<p>Not Today Clearly Observed</p> 	
Students are provided time to think and problem solve.	<p>Not Today Clearly Observed</p> 	
Teacher shares expectations and goals for learning.	<p>Not Today Clearly Observed</p> 	
Each student is appropriately challenged.	<p>Not Today Clearly Observed</p> 	
Students are encouraged to try new things.	<p>Not Today Clearly Observed</p> 	

ENGAGEMENT	SCALE	EXAMPLES/INSIGHTS
<p>Describe one other Engagement indicator you want observed:</p>		
<p>Additional notes:</p>		

Establishing *Purpose* in the Learning Environment


Students' sense of *Purpose* in the classroom is fostered when students have the opportunity to take on leadership roles and develop a greater responsibility for their own learning. In order for students to be truly engaged and motivated to learn, it is critical that teachers have an understanding of their students' hopes and dreams. When students have Purpose, they are 7x's more likely to be motivated to learn.

PURPOSE	SCALE	EXAMPLES/INSIGHTS
Students' hopes and dreams are incorporated into the learning.	<p>Not Today Clearly Observed</p> 	
Students accept responsibility for their work.	<p>Not Today Clearly Observed</p> 	
Teacher displays confidence and excitement in subject matter.	<p>Not Today Clearly Observed</p> 	
Students connect learning to other subjects and their own futures.	<p>Not Today Clearly Observed</p> 	
Students are encouraged to set goals.	<p>Not Today Clearly Observed</p> 	
Students assume leadership roles in class.	<p>Not Today Clearly Observed</p> 	





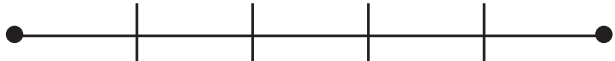




Teacher Peer Observation

Purpose Indicators

PURPOSE	SCALE	EXAMPLES/INSIGHTS
<p>Describe one other Purpose indicator you want observed:</p>	<p>Not Today Clearly Observed</p> 	
<p>Additional notes:</p>		

School voice truly takes off when teachers and students engage in meaningful dialogue about genuine issues. When students and staff are invited to participate as leaders in the decision-making process, and when they see that their voices are heard and impactful, a collaborative community of learners is formed.

VOICE	SCALE	EXAMPLES/INSIGHTS
Students are encouraged to ask questions and share their opinions.	Not Today Clearly Observed 	
Teacher shows a willingness to learn from students.	Not Today Clearly Observed 	
Teacher takes time to listen to students.	Not Today Clearly Observed 	
Students share in the teaching experience.	Not Today Clearly Observed 	
Students exhibit the necessary skills to communicate effectively.	Not Today Clearly Observed 	
Students are respectful when other students are speaking.	Not Today Clearly Observed 	

VOICE	SCALE	EXAMPLES/INSIGHTS
<p>Describe one other voice indicator you want observed:</p>		
<p>Additional notes:</p>		