



"...of all the things that are important to having good schools, nothing is as important as the teacher and what that person knows, believes, and can do...Teacher effects dwarf all others on student learning." The Skillful Teacher, p. V

2011-12 Tenured Cycle Year 1 and 2 Options Form

Professional Development Goals

Name	Description
NONE	

Tenured teachers in the first two years of their three year cycle can select from three possible forms of observation. These choices—peer observation, videotape self-reflection, and lesson study—are designed to enable teachers to focus on an area of performance they desire feedback on and engage in a highly reflective process to learn something new about his or her own practice. A summary of each option appears below, but more detail can be found on the APPR page of the intranet.

Tenured Choice Descriptions

	Peer Observation	Videotape Self-Reflection	Lesson Study
Summary	Collaborative reflection experience focused on pedagogy or student learning.	Individual reflection experience focused on specific areas of performance.	Job-alike reflection experience focused on lesson design.
Rationale	Peer observation is an opportunity for colleagues to support one another to improve their teaching practice and students' learning. Peer observation provides an opportunity to have a colleague observe your work, gather information around an essential question or focus and discuss what was seen in a collaborative and reflective process.	The purpose of the videotape self-reflection experience is to promote individual improvement through evidence-based self-awareness and personal growth. This process is designed to foster risk-taking in one's own practice in a non-judgmental environment.	Lesson Study is a structured process that enables small groups of job-alike teachers (2-5) to plan, observe, analyze, and refine actual classroom lessons. Each teacher will agree to implement the lesson and be observed by team members. The focus is on the effectiveness of a lesson itself and what students learn, rather than on an individual teacher's performance.

Which choice have you selected?

- Peer Observation
 Videotape Self-Reflection
 Lesson Study

Please describe the focus for your chosen activity, and how it connects to your goals for this year. Be sure to address how this experience will support your professional practice.

Example: "One of my goals this year is to improve my questioning techniques in order to make sure student internalize what they have learned. During my (taping session, peer observation), I will specifically examine the relationship between wait time and the quality of students' responses."

---TO BE COMPLETED AFTER THE ACTIVITY---

After reflecting on your experience with peer observation, lesson study, or videotape self-reflection, please respond to the following (all that apply).

- Describe the evidence you found that revealed your knowledge of your students and how each one learns.
- Define the strategies you implemented that engaged all your students in the learning process.
- Describe the climate and culture in your environment. Identify one or two actions, strategies or behaviors that positively affect students.
- Give evidence of how you managed and monitored progress to ensure student success.

Think about the strengths in your practice that this experience may have revealed. How will you build on those strengths to enhance your practice for the future?

Think about areas that you identified for change. What will you do to make the changes you desire?

Please review the final section of the BCSD Teacher Practice Rubric (Professional Growth, Learning, Reflection and Collaboration) prior to responding to this last question.

Please provide a summary of progress toward meeting your IPLP goals, including what impact this reflective experience (peer observation, videotape reflection, lesson study) had on your growth, learning and collaboration.