Department of Teaching & Learning

Peer Assistance and Review

I. COURSE DESCRIPTION

This course will provide teacher leaders and other licensed professionals who work in education settings with an overview of policy regarding teacher evaluations with an emphasis on the state's teacher evaluation. Emphasis will be given to successfully coaching peers through the review process.

II. TEACHER LEADER MODEL STANDARDS

The content of this course is aligned with the Teacher Leader Model Standards outlined below:

Domain 1: Fostering a Collaborative Culture to Support Educator Development and Student Learning

The teacher leader is well versed in adult learning theory and uses that knowledge to create a community of collective responsibility within his or her school. In promoting this collaborative culture among fellow teachers, administrators, and other school leaders, the teacher leader ensures improvement in educator instruction and, consequently, student learning.

Functions

The teacher leader:

a) Utilizes group processes to help colleagues1 work collaboratively to solve problems, make decisions, manage conflict, and promote meaningful change;

b) Models effective skills in listening, presenting ideas, leading discussions, clarifying, mediating, and identifying the needs of self and others in order to advance shared goals and professional learning;

c) Employs facilitation skills to create trust among colleagues, develop collective wisdom, build ownership and action that supports student learning;

d) Strives to create an inclusive culture where diverse perspectives are welcomed in addressing challenges; and

e) Uses knowledge and understanding of different backgrounds, ethnicities, cultures, and languages to promote effective interactions among colleagues.

Domain 3: Promoting Professional Learning for Continuous Improvement

The teacher leader understands that the processes of teaching and learning are constantly evolving. The teacher leader designs and facilitates job-embedded professional development opportunities that are aligned with school improvement goals.

Functions

The teacher leader:

a) Collaborates with colleagues and school administrators to plan professional learning that is team-based, job-embedded, sustained over time, aligned with content standards, and linked to school/district improvement goals;

b) Uses information about adult learning to respond to the diverse learning needs of colleagues by identifying, promoting, and facilitating varied and differentiated professional learning;

c) Facilitates professional learning among colleagues;

d) Identifies and uses appropriate technologies to promote collaborative and differentiated professional learning;

e) Works with colleagues to collect, analyze, and disseminate data related to the quality of professional learning and its effect on teaching and student learning;

f) Advocates for sufficient preparation, time, and support for colleagues to work in teams to engage in job-embedded professional learning;

g) Provides constructive feedback to colleagues to strengthen teaching practice and improve student learning; and h) Uses information about emerging education, economic, and social trends in planning and facilitating professional learning.

III. OBJECTIVES

Students will be able to:
- ❖ Understand the context within which teacher evaluation is conducted
- ❖ Implement reliable and valid teacher evaluations
- ❖ Design assistance plans for peers to aid them in successfully passing evaluations

IV. REQUIRED READINGS

Darling-Hammond, L. (2013). *Getting teacher evaluation right: What really matters for*

effectiveness and improvement. New York, NY: Teachers College Press.

Kajitani, A. (2015). How do you know whether you're a teacher leader? *Kapa Delta Pi Record,*

51(3), 121-215. doi: 10.1080/00228958.2015.1056663

Robbins, P. (2015). *Peer coaching to enrich professional practice, school culture, and student*

learning. Alexandria, VA: Association for Supervision and Curriculum Development.

Nevada Educator Performance Framework (NEPF) Validation Study: Final Report. Retrieved

from

http://www.doe.nv.gov/Educator_Effectiveness/Educator_Develop_Support/NEPF/Study

/

V. ASSIGNMENTS AND GRADING

Assignment Table

Assignments	Points
Demonstration of Proficiency on the Nevada Educatory Performance Framework	50
Peer Assistance Plan	50

1. Demonstration of Proficiency on the Nevada Educator Performance Framework

The purpose of this assignment is to allow students to gain proficiency in utilizing the Nevada Educator Performance Framework (NEPF) to reliably evaluate another teacher. Thus, students will evaluate video performance of their peers in order to produce a reliable score. These modules will be available online through Southern Nevada's Regional Professional Development Program's website. Students will be expected to repeat modules as necessary until they reach a reliable score. There are no criteria for evaluation for this project, but it will be graded on completion only (50 points).

2. Peer Assistance Plan

Students will design an assistance plan based off of an evaluation of a peer to aid this individual in improving their practice and increase student learning. This assignment is twofold; the first portion involves conducting an evaluation of a peer using the NEPF (25 points). The second half of the assignment includes meeting with this individual to go over the evaluation and designing an assistance plan around that particular teacher's needs (25 points).

Assignments will be graded according to the rubrics and information provided in this syllabus. Course grades will be based on the following scale:

92.5-100%	A	79.5-82.49%	B-
89.5-92.49%	A-	69.5-79.49%	C
87.5-89.49%	B+	Below 70%	F
82.5-87.49%	B		

VI. COLLEGE OF EDUCATION POLICIES

College Accreditation
Assignments completed for this course may be used as evidence of candidate learning in national, regional, and state accreditation reports of COE programs. Names and other identifying elements of all assignments will be removed before being included in any report. Students who do not wish their work to be used for accreditation purposes must inform the instructor in writing

by the end of late registration. Your participation and cooperation in the review of COE programs is appreciated.

Teacher Licensure
Misdemeanor or felonious conviction(s) may bar teacher licensure in Nevada or other states. If you have any questions, please direct them to the Director of Teacher Education, CEB 301, 895-4851.

VII. UNIVERSITY POLICIES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: http://www.unlv.edu/registrar/calendars.

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s)

beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources—Students may consult with a librarian on research needs. Subject librarians for various classes can be found here:
https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:
https://www.unlv.edu/provost/teachingandlearning
https://www.unlv.edu/provost/transparency

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TBE second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Any other class specific information—(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)

VIII. PROPOSED COURSE TOPICS AND READINGS

Week	Topics and Readings
1	Introduction to course and syllabus
2	Kajitani (2015) Nevada Educator Performance Framework (NEPF) Validation Study: Final Report
3	Darling-Hammond Ch. 1 Think Systematically
4	Darling-Hammond Ch. 2 Start with Standards
5	Darling-Hammond Ch. 3 Create a Continuum of Performance Assessments
6	Darling-Hammond Ch. 4 Build a Standards-Based System of Local Evaluation Robbins Ch. 1 Establishing the Need for Peer Coaching
7	Darling-Hammond Ch. 5 Use Evidence of Student Learning Appropriately Robbins Ch. 2 Exploring the Forms of Peer Coaching
8	Darling-Hammond Ch. 6 Support Meaningful Professional Learning Robbins Ch. 3 Building a Foundation for Collegial Dialogue: Structures for Collaborative Work
9	Darling-Hammond Ch. 7 Create Structures to Enable Fair and Effective Evaluation Robbins Ch. 4 Investigating the Components of Formal Coaching
10	Darling-Hammond Ch. 8 Remember the Goal: Keep your Eyes on the Prize

	Robbins Ch. 5 Creating the Effective Pre-Conference
11	Robbins Ch. 6 Ensuring a Skillful Observation
12	Robbins Ch. 7 Inviting Reflection Through the Post-Conference
13	Robbins Ch. 8 Cultivating the Context for Peer Coaching
14	Robbins Ch. 9 Guiding the Implementation of a Peer Coaching Program
15	Robbins Ch. 10 Keeping the Momentum Going for Peer Coaching Success