INFORMATION LITERACY LEARNING EXPERIENCE PEER REVIEW PROCESS (PILOT)

Summit Action Step

NYSED, in collaboration with SLMS and SLSA, will implement a process to identify model lesson units and assessments aligned with the NYS Learning Standards and the American Association of School Librarians Standards for the 21st Century Learner for posting on the Virtual Learning System and related web sites.

Introduction:

SED Curriculum, Instruction, and Instructional Technology (CI&IT) School Library Services invite the School Library Media Section of the New York Library Association (SLMS) Board and delegates of the School Library System Association to partner with SED in a one-year Peer Review Pilot process to improve the achievement of students by enhancing School Librarians' abilities to provide quality instruction that emphasize an information fluency continuum across multiple content areas based on the New York State Learning Standards and the AASL Standards for the 21st Century Learner.

On-going teacher-to-teacher interaction focusing on the improvement of learning experiences within the context of a Peer Review process is an effective professional development tool for School Librarians. SED Curriculum, Instruction, and Instructional Technology School Library Services seeks to promote with SLMS and SLSA the use of the Peer Review process in a one-year pilot as a means of achieving quality New York State and AASL standards-based instruction and high levels of student achievement.

Goals Statement:

The initial goal of the partnership between SED, CI&IT and SLMS Board and SLSA delegates is to highlight the process (pioneered by the New York State Academy for Teaching and Learning (NYSATL)) for Peer Reviewed lesson planning, in a one-year pilot program. If successful, this partnership and process could be considered for continuation in subsequent years and cycles, with additional SLMS, SLSA delegates and School Librarian practitioners.

Process:

Step one: The first step in active participation by SLMS and SLSA is for delegates to make a selective call for content from known school librarian leaders to submit learning experiences aligned to New York State Learning Standards and the AASL Standards for the 21st Century Learner, consistent with the Board of Regents policy as established in the Regents Commission on Libraries (2000).

It is estimated the first year pilot Peer Review process can accommodate between nine (9) to twelve (12) high-level information literacy learning experiences. The initial objective would be to have between 9 to 12 leading school librarians – in balanced representation across elementary, middle, and secondary levels – submit learning experiences for review.
SED has outlined a process for Peer Review in which the learning standards are the base upon which classroom activity is built. SED’s hope that members of the SLMS Board and SLSA will be challenged by the process enough to try it in partnership with colleagues from schools, districts, professional networks, and BOCES, in partnership with SED. We especially encourage learning experiences from School Librarians that address issues of economics, the global economy, 21st century citizenship, technology, the Arts, and life-long learning.

Step two: The second step of active participation by SLMS and SLSA participants, once 9 to 12 information literacy learning experiences have been received from leading school librarians, is to join peer-review panels, receive orientation for online Peer Review, and then participate in synchronous, online Peer Review events through Elluminate online meeting software. The online meetings for Peer Review orientation and for Peer review events would be facilitated by SED. SLMS and SLSA Panel members would participate in one of three roles, Reviewer, Facilitator, or Recorder.

Reviewers - Online Peer Review Events
These are SED Associates and SLMS Board and SLSA members. It is recommended that the review panel remain small in number, between five and seven individuals per peer-review event. Some of the members should represent the standard area/discipline and level at which the lesson was taught.

Facilitator - Online Peer Review Events
A first consideration in selecting a Facilitator for the Peer Review event is the extent to which the individual has content expertise in the particular standard area. A skilled facilitator with content area expertise is the ideal Facilitator. SED will provide opportunities for building skills in facilitation.

Recorder - Online Peer Review Events
During the Peer Review event, everyone can be a Recorder and will be offered this opportunity. Time will be provided during the orientation period for guidance on how to record the conversation. Experience has shown that as everyone is informed that this is a shared responsibility, volunteers are not difficult to identify.

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Basics of the Process

We present the process here in order to emphasize its basics. The purpose is not simply to describe the Peer Review protocol, but also to promote the culture of peer review in the schools, school districts, and professional networks of New York State.

Standards-Based Examination of Student Work. The Peer Review protocol reviews more than just teaching plans. The real focus is on how these plans play out in the experiences of diverse students in achieving high standards and how these plans align with existing core curriculums and the AASL Standards. The standards offer direction and are central to the discussion. The presence of actual student work-chosen to illustrate a variety of achievement levels (developing, proficient, distinguished)-brings the standards to life, connects them with the actual world of the

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**Board of Regents Policy**

[From the from the 2000 Regents Commission on Library Services NYS Board of Regents]

"Ensure that all New York’s students are information literate by providing strong school library media programs that include appropriately certified professional staff, adequate resources, and technology."

To derive the greatest possible benefit from the resources available through New York’s libraries, New Yorkers must be information literate; they must know how to locate, evaluate, and use information successfully. The place to establish the foundations of information literacy for our residents is in the schools.

The Regents Commission believes that every school in New York State should have an effective school library media program staffed by a certified school library media specialist. The Commission recommends that the Board of Regents require a strong school library media program for all K–12 public school students in New York State. The school library media program is an essential educational component that does the following:

- Focuses on the New York State Learning Standards.
- Emphasizes higher levels of student achievement.
- Integrates information literacy skills and core curricula.
- Supports and promotes the national American Association of School Librarians Standards for the 21st Century Learner

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**Learning Standards and VLS:**

The State Education Department has developed and maintains the Virtual Learning System, offering the full text of New York State’s learning standards with their key ideas and performance indicators, as well as providing resources that classroom teachers can use to support preK-12 standards-based instruction, such as sample tasks, learning experiences and lesson plans.

Learning experiences suitable for inclusion in the NYSED Virtual Learning System (VLS) must be reviewed by peer(s) prior to submission. This review may consist of conversation with a peer(s) and participation in a peer review process.

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**Basics of the Process**

We present the process here in order to emphasize its basics. The purpose is not simply to describe the Peer Review protocol, but also to promote the culture of peer review in the schools, school districts, and professional networks of New York State.
classroom, and provokes among peers a certain kind of meaningful conversation.

**Diversity of Reviewers.** Reviewers in the Peer Review protocol can include both teachers experienced in the presenting teachers’ subject and grade level and those with other expertise, including instructional technology integration. The third-grade teacher may worry that they will have little to contribute to the high school science teacher’s review, or vice versa, but such concerns are allayed by experience. Diversity of teaching setting can help enormously, too: different schools and different districts are represented, and a mix of urban, suburban, and rural practitioners is included.

**Warm and Cool Feedback.** The Peer Review protocol deliberately cultivates and juxtaposes responses that are supportive and empathetic, and that emphasize the promise of a learning experience (warm), with responses that are questioning and comparative, and that emphasize the ways in which the learning experience might be enriched (cool). Most teachers who experience the process appreciate the benefits of the encouragement this process offers, and to seek out deeper levels of promise and shortcoming, and to give each kind of response its due. This process supports a safe environment to examine and discuss the actual work of students and teachers.

**Evidence-Based Discussion.** The protocol asks the School Librarian Presenter and the Reviewers to speak about the learning experience in terms of specific evidence identified in the samples of student work and learning experience. The focus on evidence allows the discussion to move beyond abstract comments, assumptions, and quick judgments to a deeper understanding of how the learning experience helps students to achieve the intended learning standard.

**Authentic Conversation.** The Peer Review protocol—with its balance of warm and cool perspectives and its focus on students’ as well as School Librarian’s work encourages peers to acknowledge their awareness of how difficult it is to teach all students to reach high standards. This acknowledgment in turn provides the basis for an honest and open conversation about how to do such difficult work. It lowers defenses, activates a richer flow of ideas, and ends up boosting School Librarian’s confidence. The result is that a School Librarian leaves the peer review process not only with some fresh approaches to their work, but also with a renewed willingness to maintain the struggle to teach well. Ultimately, the latter is even more important than the former.
INFORMATION LITERACY
LEARNING EXPERIENCE
PEER REVIEW
PROCESS PILOT

SCHOOL LIBRARIANS

LEARN ABOUT STANDARDS-BASED INSTRUCTION
WRITE A LEARNING EXPERIENCE USING THE PEER REVIEW OUTLINE
SUBMIT LEARNING EXPERIENCE BY DEADLINE

PEER REVIEW EVENT ONLINE

REVISE LEARNING EXPERIENCES BASED ON WRITTEN FEEDBACK FROM THE PEER REVIEW EVENT

TEACHER PRESENTERS

REVISE/PRESENT LEARNING EXPERIENCES
PROVIDE/OBTAIN FEEDBACK USING PEER REVIEW PROTOCOL

PEER REVIEW PARTNERS

REVIEW REVISIONS TO LEARNING EXPERIENCES

SED, SLMS & SLSA PARTICIPANTS

ENCourage 9-12 SCHOOL LIBRARIANS LEADERS TO SUBMIT LEARNING EXPERIENCES FOR PEER REVIEW

SUBMIT LEARNING EXPERIENCES TO VLS AND PROFESSIONAL ASSOCIATIONS FOR POSTING TO WEB
Participants' Roles

The Peer Review protocol specifies a set of reviewer roles, a format for the review, and a set of review criteria. In what follows, we describe each of these elements of the process in detail. It is recommended that the review team remain small in number, between five and seven individuals per team. At least half of the members should represent the standard area/discipline and level at which the lesson was taught. Members of the team assume the following roles:

**Facilitator.** The Facilitator sets the tone for the review and is an active participant in the process. It is the Facilitator's responsibility to ensure that the review adheres to the protocol and focuses on student work within the context of this learning experience. The Facilitator seeks to promote a thoughtful conversation among participants with a balance of warm and cool feedback. The Facilitator may prompt participants (including the School Librarian Presenter) to keep the conversation focused and to ensure that evidence from the learning experience is discussed for each of the Criteria for Review.

**Peer Reviewer.** The Peer Reviewer is committed to meaningful feedback (warm/cool), note taking, and active listening. The Reviewer engages in active listening by totally focusing on the School Librarian Presenter's comments, rather than mentally planning future comments. This person has a responsibility to use the Criteria for Review by carefully examining the student work and the learning experience to identify evidence of the criteria. The Reviewer will sign and submit the Criteria for Review Reporting Form to the Facilitator at the end of the review.

**School Librarian Presenter.** The School Librarian Presenter provides the review panel with a context for the learning experience, including the targeted learning standards and performance indicators, and its relation to the core curriculum. The School Librarian Presenter shares samples of student work in order to illustrate how the learning experience helps students achieve the intended learning standards and performance indicators, and how the assessment plan measures the student achievement.

**Recorder.** The Recorder is a Peer Reviewer who not only actively listens but synthesizes at the same time in order to replay the essence of the Reviewers' feedback and suggestions to the School Librarian for revision of the experience. The Recorder, using the Criteria for Review Reporting Form, records warm ("W") and cool ("C") comments for each of the criteria and specific evidence noted in the discussion. The completed form, including the panel's recommendation, serves as the official documentation of the peer review.
Criteria for Submission

PLEASE BE SURE TO SUBMIT ONE EACH OF THE FOLLOWING:

- Personal & Contact Information
- Cover Sheet with learning experience, samples of student work, and written permission from your school (to release your material and post it online), and written permission to use copyrighted material (Note: we cannot consider work without prior approval for copyrighted material)
- All images should be sent or scanned as attachment files; pictures should be in standard JPEG format
- E-mail your work to either Joanne Shawhan (jshawhan@mail.nysed.gov) or John Brock (jbrock@mail.nysed.gov), Associates in School Library Services

CRITERIA FOR REVIEW:

1. Relates to the NYS Learning Standards
   - Lists at least one standard, and performance indicator(s) being assessed by the lesson

2. Relates to the AASL Standards for the 21st Century Learner
   - Lists at least one AASL standard and strand(s) being assessed by the lesson

3. Focus on selected issues
   - Seek multiple perspectives
   - Participate in active engagement, sharing, and learning how to learn
   - Uses a variety of talents, skills, dispositions, responsibilities, or assessment strategies
   - Address issues of economics, the global economy, 21st century citizenship, technology, the Arts, and life-long learning

4. Engagement across an information continuum
   - Emphasizes an information fluency continuum across multiple content areas
   - Motivates students to become involved in ways that result in higher achievement

5. Combined assessment plan
   - Assesses both content area learning objectives and information literacy objectives
   - Describes techniques or strategies to measure student performance relative to each performance indicator(s)
   - Defines the various levels of student performance (e.g., developing, proficient, distinguished) in order for students to understand what is expected of them
   - Includes clear criteria to guide, give feedback, and reflect on work

6. Adaptability
   - Adaptable to a range of student abilities in the classroom (including any necessary instructional and/or environmental modifications)

7. Technology integration
   - Assists students in achieving the learning standard(s), key idea(s) or strand(s), and performance indicator(s)

8. Inquiry Learning
   - Shows how students are independent learners: ask questions, evaluate information to improve understanding, and develop social responsibility and strategies for self assessment
   - Demonstrates how learner is engaged in asking questions and finding answers, not simply accumulating facts presented by someone else that have no relation to previous learning or new understanding.
**Personal & Contact Information**

Please complete all fields

You must give credit to the school and district where you created the lesson

* indicates a field that may be made public

**Name:** ______________________________________________________

**School District/BOCES/Charter School:** ____________________________

School Type: _____ Public _____ Non-Public

**District Type:** _____ New York City _____ Large City _____ Small City

_____ Suburban _____ Rural _____ BOCES

**School/Business/BOCES/Charter School:**

**Name:** ______________________________________________________

**Address:** ____________________________________________________

**City:** _______________________ **County:** ______________________

**State:** _______________________ **Zip Code:** ______________________

Principal/Administrator Name: ______________________________________

Telephone: *(indicate preference)*

Work: _______________________ Home: ______________________

**E-mail Address:** *(most frequently used)* _____________________________

Home: _______________________

**Address:** ____________________________________________________

**City:** _______________________ 

**State:** _______________________ **Zip Code:** ______________________

New York State Certification Area(s): _________________________________

NYS Certification Level (grades): ___________________________________

*What is your current or last employment position? _______________________

*What grade(s) do you currently teach? ________________________________

If you are not currently a School Librarian,

In what year did you last teach? ________________________________

What grade(s)/subject(s) did you teach? _______________________________
**Cover Sheet**

*NOTE:* Please complete this form and attach it with your learning experience and all work you submit **electronically**. Thank you!

Grade Level: _________ Lesson Title: ________________________________

Unit (in Core Curriculum): _________ Class Periods (total minutes): _________

Objective(s):

________________________________________________________________

<table>
<thead>
<tr>
<th>NYS Learning Standard(s)</th>
<th>NYS Performance Indicator(s) by Standard</th>
<th>AASL Standard</th>
<th>AASL Strand</th>
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**Classroom Activity:** (describe student skills, the procedure for implementing the lesson, and assessment tools separately; or submit an electronic lesson plan which includes this information)
Classroom Activity (cont.)

School Librarian: ______________________

School: _____________________________

(where lesson was created and implemented – include full name/address)
Dear Parent or Guardian:
The State Education Department is developing and maintaining an Internet website supporting the learning standards approved by the Board of Regents for all students. The website includes a collection of instructional practices which promote student attainment of the learning standards. Your child’s School Librarian has designed a learning activity that is geared toward these higher standards. This lesson, along with samples of student work related to the lesson, is being submitted to the State Education Department for possible publication on the State’s website. We ask that you complete and sign the form below to allow the State Education Department to use your child’s work, should it be selected, for purposes of School Librarian training and public education. The work would appear without the student’s name or other identifying information. Please return the form to your child’s School Librarian.

Thank you for your assistance in this important project.

Date:

I give permission to the State Education Department to use the work of (student's name) ________________________________ with educators and the public for the purposes of teacher training and public education, with the understanding that the student's name or other identifiable information will not be disclosed.

Signature: ____________________________________

Relationship to student: ________________________
Criteria for Review

The following set of criteria has been designed to guide the Peer Review process. The criteria serve a dual purpose. In the same way that teachers give students criteria for performance at the outset of an activity, teachers benefit from criteria to guide their work. Secondly, the criteria are key to the learning experience review process. The criteria provide the reviewer with a basis for commenting on the School Librarian's presentation, and for offering "warm" and "cool" comments based on specific evidence in the student work and the learning experience. The Criteria for Review Reporting Form is used to record comments/evidence to be shared with the School Librarian. This feedback will help to strengthen classroom practice by making connections to the New York State learning standards, core curriculum, AASL Standards for the 21st Century Learner, assessment plans, and student work.

RELATION TO LEARNING STANDARDS
The learning experience lists specific NYS learning standards, lists performance indicators for each standard, links to an existing NYS core curriculum, and links to an AASL Standard and strand. It requires students to demonstrate the use of ideas, perspectives, tools, skills, and/or methods that are central to the learning standard.

INTELLECTUAL CHALLENGE
The learning experience requires students to grow intellectually, moving beyond rote application, building on prior learning and skills, connecting with real-world contexts wherever possible, and using a variety of talents, skills, and strategies.

ASSESSMENT PLAN
The assessment plan provides a description of the assessment tools and the techniques and/or strategies to measure student performance relative to each performance indicator and AASL Standard strand. It clearly defines the various levels (e.g., developing, proficient, distinguished) of student performance in order for students to understand what is expected of them. It incorporates elements of good assessment: clear criteria to guide work, feedback on work in progress, and reflection on work completed. The assessment plan is illustrated by a range of evaluated work at different levels of achievement (developing, proficient, and distinguished).

ENGAGEMENT
The learning experience motivates students to become intellectually, emotionally, and/or physically involved in ways that support learning.

ADAPTABILITY
The learning experience is adaptable to the range of student abilities in most classrooms.

TECHNOLOGY INTEGRATION
Instructional technology, when appropriate, is used to enhance instruction. It assists students in achieving the learning standard(s) addressed in the assessment plan.

INQUIRY
Demonstrate how learner is engaged in asking questions and finding answers, not simply accumulating facts presented by someone else that have no relation to previous learning or new understanding.
Peer Review Protocol

The following format is designed to achieve a reasonable balance of School Librarian presentation, attention to the student work submitted, warm and cool feedback comments, School Librarian response, and open conversation. It is also designed to take no longer than 60 minutes, with some additional time for follow-up conversation among the Facilitator, Recorder, and School Librarian Presenter.

5 Minutes - Introduction. Facilitator states the charge of the review panel: to provide a review of the learning experience based on the Academy's criteria and to recommend one of the three follow-up actions
  - ready for VLS as is
  - ready for VLS with minor revisions
  - or not ready for VLS

The Facilitator gives an overview of the format, including an explanation of warm/cool feedback; asks for a Recorder and someone to keep track of the time (optional); and gives each Reviewer the reporting form.

10 minutes – School Librarian Presentation. The School Librarian Presenter
  - briefly states the purpose, object, or focus of the learning experience
  - states the learning standard(s)/ performance indicator(s) that are assessed in the learning experience and how the learning experience links to an existing core curriculum
  - shows the tools used to assess how students achieved the School Librarian's goals for the learning experience
  - shares samples of student work (developing, proficient, distinguished) and, using specific evidence in the work, reflects on the skills and knowledge students demonstrate as a result of the learning experience. Specifically, the School Librarian Presenter should reflect on:
    • Why he/she brought these particular pieces of student work
    • What led to his/her judgment of their level (developing, proficient, or distinguished).
    • How instructional technology, if used, enhanced student learning.

5 minutes - Quiet Time. While reading the learning experience, the Reviewers "flag" evidence in the student work and the learning experience relating to each of the Criteria for Review. The Reviewers focus on the "graded" student work and what it shows about the performance indicators and the assessment plan. Using Post-its, Reviewers flag evidence that seems to them to relate to particular criteria in either a warm or a cool way.

10 minutes - Reviewers' Feedback. The Facilitator begins Reviewers' feedback by inviting warm and cool feedback that relates to any of the Peer Review criteria. All Reviewers' comments should refer in some fashion to the criteria, and be as concrete as possible. In this regard, the Facilitator may "push" Reviewers for more specificity, asking, for example, "Is there anything in the student work that makes you think so?" or "What criterion are you especially concerned about?" The School Librarian Presenter does not speak but takes notes on the remarks.

10 minutes - School Librarian Response. The School Librarian Presenter responds to some or all of the Reviewers' comments. The Reviewers become active listeners by focusing on the School Librarian comments rather than preparing future responses.

10 minutes - Full Group Conversation. The Facilitator ensures that any criteria not previously addressed are now discussed. During the course of the conversation, there begins to emerge a clear understanding of the recommendations of the review panel.
5 minutes - Reflection Period. The Reviewers are given the opportunity to reflect upon all feedback and School Librarian responses. In addition, the Reviewers complete and sign the reporting forms.

5 minutes - Summary. The Recorder offers a summary of the review by criteria. For each criterion, the Reviewers and Facilitator may offer brief revisions to this summary. The point is not to achieve a final summation at this point (that comes in the follow-up consultation), but to test consensus, and to give all the Reviewers a chance to contribute to the joint work of Presenter, Facilitator, and Recorder in achieving the final summation. The Facilitator collects the Reviewers' reporting forms.

Follow-up – Consultation. The Facilitator should lead off the conversation by asking the School Librarian Presenter about his/her general impressions of the peer review and what he/she heard as the Reviewers' recommendation on the learning experience (i.e. ready for VLS as is, ready for VLS with minor revisions, or not ready for VLS). The Facilitator then summarizes the areas of agreement among the Reviewers, based on their feedback, that suggest next steps - most typically, revisions to the learning experience. The Recorder provides criteria-evidence cited by Reviewers and documented on the Recorder's Criteria for Review Reporting Form to support the recommendation and next steps. The discussion among the Facilitator, Recorder, and School Librarian Presenter then aims at consensus. If consensus is unattainable, the Facilitator prepares a brief report for the Peer Review team noting the points of agreement and disagreement. The conversation should conclude with the Facilitator ensuring that the School Librarian Presenter has a clear understanding of the recommendation and next steps.
INFORMATION LITERACY ONLINE RESOURCES

**Directions:** For each criterion, please note specific evidence from the learning experience

<table>
<thead>
<tr>
<th>(1) RELATION TO NYS LEARNING STANDARDS</th>
<th>(2) RELATION TO AASL STANDARDS FOR THE 21ST CENTURY LEARNER</th>
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<tbody>
<tr>
<td>• Lists at least one standard, and performance indicator(s) being assessed by the lesson</td>
<td>• Lists at least one AASL standard, with strand(s) and indicators being assessed by the lesson</td>
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<tr>
<td>• Links to NYS core curriculum</td>
<td>• Requires students to demonstrate the use of ideas, perspectives, tools, skills, and/or methods that are central to the learning standard</td>
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<tr>
<th>(3) INTELLECTUAL CHALLENGE</th>
<th>(4) ENGAGEMENT</th>
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<tr>
<td>• Encourages critical thinking, knowing when information is needed, locating, evaluating, and using information effectively, and asking questions about its validity</td>
<td>• Motivates students to become involved in ways that result in higher achievement</td>
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<td>• Encourages seeking multiple perspectives</td>
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<td>• Aids participation in active engagement, sharing, and learning how to learn</td>
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**INFORMATION LITERACY ONLINE RESOURCES**

*Directions: For each criterion, please note specific evidence from the learning experience*

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<tr>
<th><strong>(5) ASSESSMENT PLAN</strong></th>
<th><strong>(6) ADAPTABILITY</strong></th>
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<tr>
<td>· Describes tools, techniques, and/or strategies to measure student performance relative to each performance indicator(s) and strand(s)</td>
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<td>· Adaptable to a range of student abilities in the classroom (including any necessary instructional and/or environmental modifications)</td>
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<tr>
<th><strong>(7) TECHNOLOGY INTEGRATION</strong> (where appropriate)</th>
<th><strong>(8) INQUIRY</strong></th>
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<tr>
<td>· Assists students in achieving the learning standards(s) and performance indicator(s)</td>
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<tr>
<td>· Demonstrate how learner is engaged in asking questions and finding answers, not simply accumulating facts presented by someone else that have no relation to previous learning or new understanding</td>
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INFORMATION LITERACY ONLINE RESOURCES
Criteria for Reviewing Learning Experiences

Title of Learning Experience:
_______________________________________________________________

NYS Standard Area(s):
________________________________________________________________

AASL Standard Area(s):
________________________________________________________________

School Librarian(s):
________________________________________________________________

Facilitator:
________________________________________________________________

Recorder:
________________________________________________________________

Reviewer:
________________________________________________________________

Recommendation:
Please check one of the boxes below:

☐ Ready for online publication in present form

☐ Ready for online publication with these minor revisions (see comment below)

☐ Not ready for online publication – requires major revision (see comment below)
(a major revision is one that changes the intent and/or substance of the learning experience)
Questions & Answers

What are the priorities for the peer review?
The purpose of the review is to provide feedback on teaching and learning in light of the established Criteria for Review. All participants should strive to maintain the balance between focusing on the student work and on the instructional context, recognizing that it is often easy to lose track of the student work. The feedback serves two purposes: first, it provides a sound basis to recommend one of three follow-up actions (Ready for VLS as is, Ready for VLS with these minor revisions, or Not Ready for VLS) and second, it provides information for the School Librarian Presenter in considering changes/improvements to the learning experience for the future.

What is the Criteria for Review Reporting Form and how should it be used?
The Criteria for Review Reporting Form provides a description of the Criteria for Review. The format allows for documentation of evidence relating to the learning experience criteria. Reviewers should be told that all notes taken during the peer review protocol should be placed on the form in the appropriate boxes. The form becomes the repository for evidence from the student work and the learning experience supporting the warm and cool feedback. The Reviewers should also understand that the signed forms are submitted to SED as documentation of the peer review and may be referred to in subsequent conversations with the School Librarian Presenter.

How should the Recorder use the Criteria for Review Reporting Form?
During the peer review protocol, the Recorder is using the Criteria for Review Reporting Form to maintain a record of the remarks of the Reviewers’ and the School Librarian Presenter’s responses. The Recorder should write warm (“W”) and cool (“C”) feedback from Reviewers relating to the established criteria. Evidence identified by Reviewers relating to the criteria should also be written in the respective boxes. The Recorder should be reminded that the evidence documented on this form should support the review panel’s final recommendation to the School Librarian. This form serves as documentation of the peer review.

Can the order of segments described in the Peer Review protocol be altered?
No. The order of segments described in the protocol for the Peer Review should not be altered.

Is there flexibility in the time frames allotted for each segment of the protocol for Statewide Peer Review?
Yes. At the Facilitator’s discretion, time left over in one segment described in the protocol may be assigned to the full group conversation segment as long as the total amount of time for the review does not exceed 60 minutes.

How will the Online peer Review Event be conducted?
The event will be an online meeting scheduled through e-mail or telephone and then held using Elluminate online meeting software provided and supported by SED. Headphone with microphone and Internet connected computer with minimal capacity to participate in Elluminate are minimal requirements for participation on the Peer Review panel.
What written materials does the School Librarian bring to the Peer Review event and when are those materials distributed to the Reviewers?
The School Librarian is responsible for providing the learning experience, including copies of student work, to SED prior to the Peer Review event. SED will distribute materials to Reviewers, and make them available through desk-top sharing in Elluminate. Since the focus of the School Librarian Presentation is the Learning Context, Assessment Plan, and Student Work components of the learning experience outline form, the learning experience should be organized so that the School Librarian Presenter can refer to, and the Reviewers can easily locate these components during the School Librarian Presentation segment of the protocol. This means that the pages of the learning experience should at least be numbered. During the School Librarian Presentation segment of the protocol, Reviewers should focus on the material referred to by the School Librarian Presenter and avoid looking through those components of the learning experience that are not being discussed at that time. During Quiet Time, and for the rest of the peer review, Reviewers should use the entire learning experience, plus any additional student work that the school librarian has provided, as a basis for warm and cool feedback related to the Peer Review criteria.

In the Peer Review protocol it is understood that the School Librarian Presenter sets the stage for the learning experience by providing information on the context in which the work was done. What is "context"?
The School Librarian Presenter provides context for the student work by briefly stating: the purpose, object, or focus of the learning experience; the standards/performance indicators that are assessed; and the connection to a curriculum. The School Librarian Presenter shows the tools used to assess how students achieved the school librarian’s goals for the learning experience. As much as possible, this context should be established by sharing samples of student work and reflecting on the skills and knowledge students demonstrate as a result of the learning experience. Specifically, the School Librarian Presenter should reflect on why he/she brought these particular pieces of student work and what led to his/her judgment of their level (developing, proficient, distinguished). If appropriate, the School Librarian Presenter should also comment on how instructional technology enhanced student learning.

What is "active listening" within the context of the peer review protocol?
Reviewers are engaging in active listening when they are totally focused on the comments of the School Librarian Presenter. During this time, the Reviewers refrain from mentally planning future comments. The Reviewers are listening and note taking simultaneously, using the Criteria for Review as a point of reference.

How does the Facilitator "prompt" the School Librarian Presenter?
Facilitator helps the School Librarian Presenter prepare for the presentation segment of the protocol by reviewing the description contained herein prior to the online event. During the presentation, the Facilitator may prompt the School Librarian Presenter by reminding them of any points that the School Librarian is forgetting to address, or by helping the School Librarian Presenter stay focused.
Is it ever appropriate for the Reviewers to speak during the school librarian presentation?
No. This segment is exclusively the School Librarian Presenter’s 15 minutes. During this time, only the School Librarian Presenter speaks while the others listen and record notes under the “Notes” section in the Criteria for Review Reporting Form. The Facilitator should only intervene in the School Librarian presentation if he/she feels it is not providing the Reviewers with the information needed. The appropriate way to do this is to remind the School Librarian Presenter of the guidelines for the School Librarian Presentation.

Is talking allowed during quiet time?
No, talking is not allowed during quiet time.

What is the School Librarian Presenter doing during quiet time?
The School Librarian Presenter may wish to reread the learning experience to have a sense of the Reviewers’ experience and to refresh his/her own thinking.

What are the Reviewers doing during quiet time?
During quiet time, Reviewers are examining the student work samples carefully. They note on their Criteria for Review Reporting Form specific evidence of the Criteria for Review. Reviewers may jot down notes in the margins to “flag” evidence. The Reviewers also review the learning experience, paying particular attention to the assessment plan, and identify additional evidence of the criteria. Finally, Reviewers look over the evidence they’ve identified on their form and consider which evidence may be offered to the School Librarian Presenter as cool feedback and which as warm feedback.

How might the Facilitator segue into this part of the protocol?
The Facilitator should begin this period of the protocol by reminding Reviewers of their responsibility to offer both warm and cool feedback related to the Criteria for Review and backed by evidence from the student work and learning experience. The Facilitator should allow for a brief period when nobody speaks. If this silence continues, the Facilitator may choose to suggest that the conversation begin with some warm feedback. If appropriate, the Facilitator may model what warm feedback sounds like.

What is the basis for providing warm and cool feedback?
Feedback in the Peer Review protocol is guided by the Criteria for Review. Reviewers offer feedback related to those criteria for which they are able to provide evidence from the student work and the learning experience. Reviewers may also point to "missing evidence"—what might be expected to be present in the students’ work but is not found to be there (or is only present at a very rudimentary level).

What is warm feedback?
Warm feedback is a comment which identifies strengths in the student work or learning experience related to its goals and/or the Criteria for Review; for example, "Two of the students have demonstrated a use of technology that seems to get at your goals. One student used technology to …; the other used it this way...."

What is cool feedback?
Cool feedback may be a comment or question that points to a gap in the student work or learning experience in relation to its stated goals and/or the Criteria for Review; for
example, "Your rubric asks students to state and defend an opinion. I don't see how this student has supported his opinion. I’m wondering why you rated his essay so highly."

Should warm and cool feedback be offered to the School Librarian Presenter in a single statement?
No. Reviewers should maintain a distinct separation between warm and cool comments. An example of the type of feedback that should be avoided is, "I like your assessment plan, but I am having difficulty relating it to the stated performance indicators."

What techniques are used by the Facilitator to guide the phrasing of warm and cool comments?
The Facilitator may provide models of warm and cool feedback to help Reviewers get started. He/she may also follow a Reviewer’s feedback with an explanation of how it functions as warm or cool; for example, "Grace’s question about missing steps in this student’s problem solving is a great example of how a question can be a kind of cool feedback." The Facilitator should also ask Reviewers follow-up questions to help clarify their feedback, especially to "push" Reviewers to provide specific evidence; for example, "Can you point to a specific part of the student work that leads you to say that?"

How can the Facilitator maintain the delicate balance between warm and cool comments?
The Facilitator, who is a participant in the protocol, should use quiet time to note a warm comment and a cool comment. During the Reviewers’ feedback, the Facilitator can insert the appropriate comment if necessary to balance the feedback or to model warm or cool as necessary. This tactic also helps the Facilitator to be vested in the learning experience.

How does the Facilitator encourage use of specific evidence in offering feedback?
The Facilitator reminds Reviewers that in offering warm or cool feedback, they should provide specific evidence. The Facilitator may give some examples of what "evidence" might be; for example, the wording of a rubric, or some element in a piece of student work. It's important that the Facilitator "pushes" Reviewers to back up their feedback (warm and cool) with evidence; for example, "Take us to the point in the student work that makes you say that."

Should the Facilitator structure warm and cool feedback by requesting that each of the Reviewers participate in a "go-around" in which only warm feedback is offered and then another go-around in which only cool feedback is offered?
No, a go-around for the purpose of eliciting warm and cool feedback from the Reviewers should not be a technique used by the Facilitator during Statewide Peer Review. Authentic "conversation" among peers with Reviewers speaking when ready and limiting their own "airtime" is encouraged.

To ensure that all the Criteria for Review are addressed, should the Facilitator assign to each Reviewer a specific criterion for which he/she will be responsible throughout the peer review protocol?
No, the Facilitator should not assign each Reviewer a specific criterion from the Criteria for Review. Covering all the criteria is a shared responsibility among members of the review panel.
May the School Librarian Presenter speak during the Reviewers’ feedback?
No, the School Librarian Presenter should not speak during the Reviewers’ feedback. School Librarian Presenters may choose to use the Criteria for Review Reporting Form to capture responses made by the review panel.

What is the Recorder doing during the Reviewers’ feedback?
The Recorder is recording warm (“W”) and cool (“C”) comments for each criterion and noting the evidence discussed that reflects the conversation of the Reviewers.

Can the Recorder contribute comments during this part of the protocol?
Yes, if he/she chooses to do so. However, the Recorder must record the comments of others. If recording and commenting cannot be done simultaneously, the Recorder should consider refraining from offering comments.

During the Reviewers’ feedback, does the Recorder stop the flow of conversation to ask to have a warm or cool comment repeated for clarification?
The Facilitator might suggest to the Recorder, before the feedback period begins, that the Recorder inform the Facilitator quietly if clarification is needed and allow the Facilitator to halt the protocol. This technique works well if the Recorder is sitting next to the Facilitator.

What is the primary purpose of the school librarian response segment of the peer review protocol?
The purpose of the school librarian response segment of the peer review protocol is for the School Librarian Presenter to have the opportunity to address the questions/comments of the Reviewers. The School Librarian Presenter may address any or all comments. The School Librarian Presenter may choose to respond to a comment of a Reviewer with further explanation, but it is more useful to reflect on how a comment or question provoked the School Librarian Presenter’s thinking rather than to "defend" his/her work or their students’ work.

What if the School Librarian Presenter chooses not to respond to all of the questions and comments?
The decisions related to the School Librarian Presenter’s responses to questions and comments rest entirely with the School Librarian Presenter. Time saved here can be added to the Full Group Conversation.

What is the primary purpose of the full group conversation?
The purpose of this part of the format is to ensure that any criteria not previously addressed are now discussed and that during the course of the conversation, there emerges a clear understanding of the recommendation of the review panel, including any revisions to the learning experience. The School Librarian Presenter should feel that his/her learning experience has been reviewed thoroughly and critically. The Reviewers at the conclusion of this part of the protocol should have considered every aspect of the learning experience in light of the Criteria for Review and should feel satisfied that all of their questions have been asked and answered.

What are the protocols for the full group conversation?
At the beginning of this part of the protocol, the Facilitator reminds the group that only one person may speak at any given time so that everyone may offer at least one comment.

**During the full group conversation, what techniques can the Facilitator use to keep the conversation on target?**

The Facilitator should remind the group that the discussion must focus on the learning experience as it is presented in relation to the Criteria for Review. If the conversation begins to stray or get bogged down, the Facilitator can present a question to refocus the group’s attention on evidence from the student work, the learning experience and the Criteria for Review. The Facilitator might ask, for example, "What evidence suggests that students are engaged in this learning experience?" or "What evidence suggests that students were involved in developing the assessment plan for this experience?"

**In addition to the Recorder, who should speak during the summary period?**

The purpose of the summary segment is to ensure that the documented evidence provides an accurate and complete description of the conversation. During this segment, the roles of the Facilitator, School Librarian Presenter, and Reviewers are to support the Recorder in the accomplishment of this objective. Consequently, all the members of the panel may speak during the summary segment of the protocol.

**What is the purpose of the follow-up conversation?**

The purpose of the follow-up conversation is to review with the School Librarian Presenter the Reviewers’ recommendation on the learning experience (ready for VLS as is; ready for VLS with minor revisions; or not ready for VLS). If minor revisions are necessary, the Facilitator and Recorder must ensure that they clearly communicate to the School Librarian Presenter the specific revisions required. The basis for the follow-up conversation is the criteria based evidence cited by Reviewers and documented on the Recorder’s Criteria for Review Reporting Form. The Facilitator should also ensure that the School Librarian clearly understands the next steps in the process (e.g., expected date for follow-up letter from SED, date for submission of revisions, date of SED announcement).

**When should the follow-up conversation occur and who should participate?**

The follow-up conversation should take place as soon as the Facilitator, Recorder, and School Librarian Presenter can meet.