1. What aspects of the Teen Volunteer program appeal to you the most? What are you most excited about?

2. Throughout the summer, what skills do you hope to develop or hone as a Teen Volunteer?

3. What do you hope to learn this summer?

4. What aspects of the Teen Volunteer program make you nervous? What do you think you might need extra help with?

5. Based on your understanding of the Teen Volunteer program, what is your most important role as a Teen Volunteer?
6. Is there anything you would like to do, learn, see, etc. here at Winterthur that might not be part of the current program?

7. What is your favorite style of art and why?

8. What is your favorite period in history and why?

9. Is there anything else you would like us to know about you or any other comments you might have about your summer as a Teen Volunteer?
1. Pick the most important thing you learned this summer. What was it?

2. Is there anything that you did or learned that you did not expect to?

3. What skills do you think that you developed or honed with the program? How will these be useful to you when you return to school?

4. What part of the program was your favorite? What might you have changed?

5. What did you gain from volunteering at the Salvation Army? What did the children in your group gain from the experience?
6. Based on your experience in the Teen Volunteer program, what was your most important role as a Teen Volunteer?

7. What did you gain from the process of interviewing volunteers and creating an exhibition?

8. What advice do you have for us as we prepare for the 2018 Teen Volunteer program?

9. Is there anything else you would like to tell us about your summer as a Teen Volunteer?

10. Would you recommend this program to other teens? If so, how can we let them know about it?

11. Are you interested in continuing to volunteer at Winterthur? Check all opportunities that appeal to you.

   ___ TTs in August
   ___ Truck and Tractor Day
   ___ Yuletide Teen Interpreter
   ___ Spring/Summer Teen Interpreter
Peer Exchange Worksheet: REVISED
Chicago History Museum

Peer Exchange Observation Record

**Planning Conversation Notes**: Use this space to articulate the main ideas covered in the planning conversation. Be sure to list the specific area(s) the Interpreter is asking you to observe. Identify key questions, specific challenge or problem discussed.

**NOTES:**

**Observation Details**: List the date and time agreed to by the Interpreter and the Observer. On the actual observation date, fill-in the remaining details.

**DATE:**

<table>
<thead>
<tr>
<th>Grades:</th>
<th>Activity Cart:</th>
</tr>
</thead>
<tbody>
<tr>
<td># Participants:</td>
<td>Shift</td>
</tr>
<tr>
<td>Observer:</td>
<td>Interpreter:</td>
</tr>
</tbody>
</table>

**Observation Notes:** After the observation is complete, use this chart to organize your notes from the observation into categories for discussion in the post-conference. It’s okay if not all the spaces are filled in. This is just a guide for use to structure your notes.

<table>
<thead>
<tr>
<th>Physical Space: List observations about gallery cart set up and use of tools &amp; resources throughout the lesson.</th>
<th>Lesson Procedures: List observations about how the lesson plan flowed in real time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questioning and Discussion Techniques: List observations about gauging past knowledge and fostering critical thinking and listening skills.</td>
<td>Student Feedback: List examples of responses to student questions and comments.</td>
</tr>
<tr>
<td>Group Management: List observations about student, teacher and/or chaperone behavior.</td>
<td>Student Engagement: List examples of making connections with students, student involvement, collaboration and/or problem solving.</td>
</tr>
</tbody>
</table>

**ADDITIONAL NOTES:**
The Peer Exchange™ Process

Definitions

Observer: In this process the one doing the observing is viewed through the lens of “helper,” “an additional set of eyes on the learners,” and “data collector”

Interpreter: This individual is driving the observation process, working collaboratively with the observer to focus the reflective process on his or her own practice. The interpreter identifies the focus of the observation, interprets the data collected during the post-conference with the observer, and determines his/her own next steps.

Collaborative Approach: Requires that the one doing the “observing” does not interpret the data collected prior to any post-conference. Instead, during the post-conference the “observer” encourages their peer to analyze, interpret, and make his or her own judgments from the data presented. The observer helps to clarify the lessons learned, and works with the interpreter to help them identify what he or she will do next.

Process

1. Pre-Conference: The interpreter and observer meet briefly to determine the reason for and purpose of the observation. The interpreter (a.k.a the one being observed) will hone-in on what they want the observer to capture data on. Together they will determine timing and other logistics for conducting the observation and the post-conference.

2. Observation and Data Collection: 20 minutes of data capture, using the observation tool as a guide, if needed. Be mindful of the difference between descriptions of events and interpretations of events: Descriptions are the actual events that occurred and are recorded. Interpretations are the meanings inferred from those events

   • At the determined date and time, observer enters the space unobtrusively and begins writing down what they see

   • Observer leaves the space unobtrusively and organizes the data captured so that it can be presented to teacher/interpreter in a way that makes sense

   • Regardless of the instrument, questionnaire, or open ended form used, the observer organizes the data captured and gives it to interpreter prior to the post-conference
Post-Conference: Observer allows the interpreter to reflect back on the data captured

- Observer asks open-ended questions that enable the interpreter to begin talking
- Conversation (without passing judgment)
- Observer uses clarifying, probing, and meditational questions throughout the conversation
- The interpreter is encouraged to identify his or her own “take-aways” from the experience and the conversation can move to a brainstorm about ways to improve what needs to be improved and/or expand upon the good things observed

4. Critique of previous four steps

The thrust of this part of the process is for both individuals to come out of their respective roles as “observer” and “interpreter” to discuss ways to improve upon the process as a whole before repeating the sequence

5. Switch Roles

The process is repeated, but individuals switch roles

6. Culminating Activity: The Inquiry Circle

At regular intervals during the course of the year, Interpreters will meet in small groups, bringing their notes with them, to discuss aspects of the peer observation process as a collective. The focus of the inquiry circles will be determined in advance.