

Peer to Peer Classroom Observation Form

Observer: _____ Teacher Observed: _____

Date: _____ Time: _____ Subject: _____

| | | |
|---|---|---|
| 1. Focus on Curriculum | | |
| 1a. What is the learning objective? | | |
| Objective: _____ | | |
| 1b. Learning objective is evident to the students: | | |
| <input type="checkbox"/> Evident <input type="checkbox"/> Not Evident <input type="checkbox"/> Unable to determine | | |
| 1c. Learning objective on target for grade-level standards | | |
| <input type="checkbox"/> Yes <input type="checkbox"/> No | | |
| 2. Focus on Instruction | | |
| 2a. Identify instruction practices | | |
| <input type="checkbox"/> Coaching | <input type="checkbox"/> Modeling | <input type="checkbox"/> Teacher-direct Q and A |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Presentation | <input type="checkbox"/> Testing |
| <input type="checkbox"/> Hands-on Exp. | <input type="checkbox"/> Providing Directions | <input type="checkbox"/> Lecture |
| <input type="checkbox"/> Learning Centers | <input type="checkbox"/> Providing Practice Opportunities | <input type="checkbox"/> _____ |
| 2b. Identify grouping format | | |
| <input type="checkbox"/> Whole group <input type="checkbox"/> Small Group <input type="checkbox"/> Paired <input type="checkbox"/> Individual | | |
| 2c. Identify research-based instructional strategies | | |
| <input type="checkbox"/> Identify similarities and differences | <input type="checkbox"/> Cooperative Learning | |
| <input type="checkbox"/> summarizing/note taking | <input type="checkbox"/> Setting objectives/feedback | |
| <input type="checkbox"/> Reinforcing effort/recognition | <input type="checkbox"/> Generating/testing hypotheses | |
| <input type="checkbox"/> homework/practice | <input type="checkbox"/> Cues/questions/advanced org. | |
| <input type="checkbox"/> nonlinguistic representations | | |
| 3. Focus on the Learner | | |
| 3a. Identify student actions | | |
| <input type="checkbox"/> Listening | <input type="checkbox"/> working with hands-on | <input type="checkbox"/> Speaking |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Writing | <input type="checkbox"/> _____ |
| 3b. Identify instructional materials | | |
| <input type="checkbox"/> Computer Software | <input type="checkbox"/> Overhead/board/flip chart | <input type="checkbox"/> Video |
| <input type="checkbox"/> Manipulatives | <input type="checkbox"/> Published print materials | <input type="checkbox"/> Web sites |
| <input type="checkbox"/> Hand held tech | <input type="checkbox"/> Real-world objects | <input type="checkbox"/> Worksheets |
| <input type="checkbox"/> Lab/activity sheet | <input type="checkbox"/> Student created material | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Oral | <input type="checkbox"/> Textbook | |
| 3c. Determine level of student work | | |
| <input type="checkbox"/> Recalling Information (knowledge) | <input type="checkbox"/> Breaking down info into parts (analysis) | |
| <input type="checkbox"/> Understanding info (comprehension) | <input type="checkbox"/> Putting information together in new ways (Synthesis) | |
| <input type="checkbox"/> Using information in a new way (apply) | <input type="checkbox"/> Making judgments and justifying positions (Evaluate) | |
| 3d. Determine levels of class engagement | | |
| <input type="checkbox"/> Highly engaged – Most students are authentically engaged | | |
| <input type="checkbox"/> Well managed _ Students are willingly compliant, ritually engaged | | |
| <input type="checkbox"/> Dysfunctional – Many students actively reject the assigned task or substitute another activity | | |
| 4. Focus on Classroom Environment | | |
| <input type="checkbox"/> Materials are available in the classroom | <input type="checkbox"/> Students interact with classroom environment | |
| <input type="checkbox"/> Models/exemplars of quality work posted | <input type="checkbox"/> Student work displayed | |
| <input type="checkbox"/> Routines and procedures are evident | <input type="checkbox"/> Scoring rubrics are displayed/provided | |
| 5. Do you see evidence that the teacher is responding to the different learning needs in the classroom? | | |
| <input type="checkbox"/> A Lot <input type="checkbox"/> Some <input type="checkbox"/> None <input type="checkbox"/> Unable to determine | | |

Observer Reflection: In what ways has the lesson you've observed impacted your thinking and/or future classroom practices?

*** * Give the completed form to the Teacher Observed the day of the observation**

Teacher Observed Reflection: What went well throughout the lesson? What would you do differently next time:

**** Teacher observed should give the completed form to the Principal within two days of the observation**

Peer to Peer Observation Request for Coverage

Name: _____ **Date:** _____

Please provide coverage on _____ (date) at _____ (time) so that I may observe _____'s class.

- Submit your request no later than two days prior to the intended observation time if you are needing coverage
- Do not leave your classroom until your coverage arrives. If there are any problems, contact the Assistant Principal (ext. 107)

Date: _____

_____,

Please provide coverage for the above mentioned teacher at the requested time.

Thank you for your assistance,