

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,