

## Peer to Peer Classroom Observation Form

Observer: \_\_\_\_\_ Teacher Observed: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Subject: \_\_\_\_\_

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