



Peer Observation Form

Pre-Conference

Date:

Grade:

Observer:

Observee:

Questions	Notes
What is the lesson I should expect to see during the observation?	
What do you feel is going well?	
What are some areas you'd like support in?	
What part of the lesson do you really want me to "hone" in on? Why?	
What is your goal for students in the day's lesson?	



Peer Observation Notes

What I notice about the teaching:

What I notice about the students:

What I notice about the tasks/learning experiences:

General notes/observations:



Reflections of Observer After Observation

I wonder about . . .

I appreciate . . .

I will borrow . . .



Post Conference

Date:

Grade:

Observer:

Observee:

Questions	Notes
How do you feel the lesson went? Why?	
What do you feel went really well?	
What do you feel needs improvement? What would you change for future lessons?	
What questions do you have for me?	
General questions or comments:	



General Workshop Observation “Look Outs”

(Keep these in mind as you observe)

Environment/Routines	Teacher	Students
Workshop Management	<ul style="list-style-type: none"> <input type="checkbox"/> Clear expectations are stated and students are held accountable in a supportive manner. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students move smoothly & efficiently throughout the workshop. <input type="checkbox"/> Students are actively listening during instruction.
Shared Materials Writing Center Classroom Library	<ul style="list-style-type: none"> <input type="checkbox"/> Materials are organized, accessible, well-stocked, & labeled. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are retrieving & returning materials efficiently & independently.
Independent Materials Folders/Notebooks/Book Boxes	<ul style="list-style-type: none"> <input type="checkbox"/> Materials are organized, accessible, labeled, & current. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are retrieving & returning materials efficiently & independently. <input type="checkbox"/> A range of appropriate level texts are in student “boxes.”
Goal Setting and Feedback	<ul style="list-style-type: none"> <input type="checkbox"/> There’s a system for keeping track of goals & reflecting on them regularly. <input type="checkbox"/> Teachers reference goals when conferring with students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students can identify goals when asked. <input type="checkbox"/> Students can reference goals when working.
Partner Work	<ul style="list-style-type: none"> <input type="checkbox"/> Partnerships are established and charts are current and posted to support student talk. 	<ul style="list-style-type: none"> <input type="checkbox"/> Conversation is on topic & all members participate. <input type="checkbox"/> Partners turn and talk. <input type="checkbox"/> One person talks at a time. <input type="checkbox"/> Partners are looking at and listening to each other.
Mentor Texts	<ul style="list-style-type: none"> <input type="checkbox"/> Mentor texts are present with strategies/stopping points marked. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students reference mentor texts when working.
Charts	<ul style="list-style-type: none"> <input type="checkbox"/> Charts reflect overarching goals and strategies of the current unit. <input type="checkbox"/> Charts match the reading level of the students. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students utilize charts when working independently.



Mini-lesson

	Teacher	Student
Connection	<p>The work is connected through one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A story <input type="checkbox"/> A student's work <input type="checkbox"/> A metaphor <input type="checkbox"/> A problem <input type="checkbox"/> Reviewing a chart <input type="checkbox"/> Remind/revisit previous teaching point(s) <input type="checkbox"/> _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Actively listening.
Teaching Method	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstration <input type="checkbox"/> Explanation/example <input type="checkbox"/> Shared experience <input type="checkbox"/> Shared writing <input type="checkbox"/> Shared reading <input type="checkbox"/> Read aloud <input type="checkbox"/> Guided inquiry <input type="checkbox"/> _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Actively listening.
Teaching Point	<ul style="list-style-type: none"> <input type="checkbox"/> Stated and restated throughout the mini-lesson <input type="checkbox"/> TP included what, why, and how 	<ul style="list-style-type: none"> <input type="checkbox"/> Actively listening. <input type="checkbox"/> Students can state the teaching point when asked.
Active Engagement	<ul style="list-style-type: none"> <input type="checkbox"/> Coaching individual children/partnership or the group 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are engaged in practice. <p>Students participated in:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Turn and talk. <input type="checkbox"/> Independent rehearsal. <input type="checkbox"/> Jot. <input type="checkbox"/> Write in the air. <input type="checkbox"/> _____.
Link	<ul style="list-style-type: none"> <input type="checkbox"/> The teacher made a link from the learning of the mini-lesson to ongoing work. <input type="checkbox"/> The teacher made expectations clear & explicit to the students in the link. 	<ul style="list-style-type: none"> <input type="checkbox"/> Actively listening. <input type="checkbox"/> Students leave the mini-lesson with a plan. <p>OR</p> <ul style="list-style-type: none"> <input type="checkbox"/> Turn and talk to share the teaching point.



Independent Work Time

	Teacher	Students
Climate <ul style="list-style-type: none"> ● Engagement ● Independence ● Stamina ● Volume 	<ul style="list-style-type: none"> <input type="checkbox"/> Evidence of established systems to promote independent learning. <input type="checkbox"/> Conferring and running small groups. 	Making independent choices: <ul style="list-style-type: none"> <input type="checkbox"/> to stay focused on work. <input type="checkbox"/> to utilize materials. <input type="checkbox"/> to get started when stuck. <input type="checkbox"/> Reading and writing for the entire time. <input type="checkbox"/> Can state a goal or plan when asked about that day's workshop. <input type="checkbox"/> Evidence of increase in volume on reading logs and in writing folders/notebooks. <input type="checkbox"/> Application of instruction.

Mid-workshop Teaching (can be used to refocus the group)

	Teacher	Student
	<ul style="list-style-type: none"> <input type="checkbox"/> New teaching point <input type="checkbox"/> Reminder of past teaching point <input type="checkbox"/> Share of student work <input type="checkbox"/> Partner work 	<ul style="list-style-type: none"> <input type="checkbox"/> Actively listening. <input type="checkbox"/> Students engaged in practice. <input type="checkbox"/> Students transition back to independent work.

Share (Wrap-up)

	Teacher	Students
	The share is connected through one of the following: <ul style="list-style-type: none"> <input type="checkbox"/> Celebrating what a reader/writer has done. <input type="checkbox"/> Partner-to-partner. <input type="checkbox"/> Reteach through different methods (i.e., shared reading, interactive writing). <input type="checkbox"/> Pre-teach an upcoming lesson. <input type="checkbox"/> Go deeper with the lesson taught. <input type="checkbox"/> Quick student reflection (i.e. goal setting, something you're proud of. . .). 	<ul style="list-style-type: none"> <input type="checkbox"/> Students are actively listening and participating appropriately.