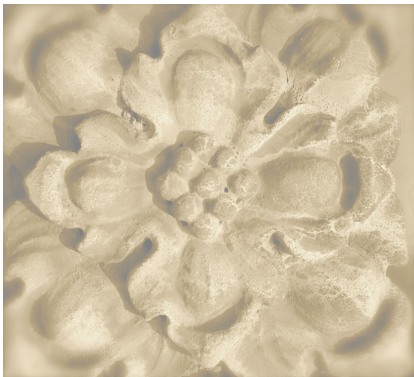


Peer Observations:

A

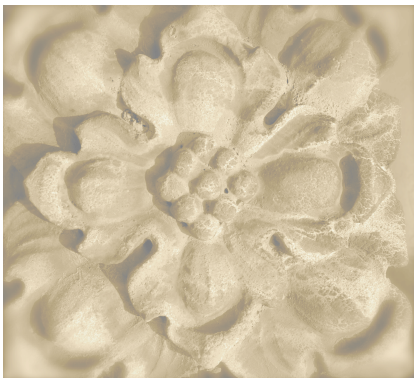


Blueprint

for

Learning

Teams



# Setting up the Peer Observations

## Choose a time for the observation

*Choose a time that mutually agreeable  
Inform that principal or department chair  
Arrange for coverage for the observer's class  
Agree what the feedback will look like (i.e. a completed form or written summary)*



## Observe the Class



## Set Feedback Session

*Set an appropriate time for the feedback to agree  
Arrange for place that is quiet and conducive to professional discussions  
(Avoid the teacher workroom or other semi-public spaces)  
Feedback should occur with a 48-hour time span*



## Develop Follow Up Plan

# Peer Observation Guidelines

- The observer should arrive before the class starts. Walking in late sends a bad message to both the teacher and the students.
- The observer should be introduced to the students. This introduction should merely indicate that the observer is there to observe the teacher.
- Observers should be there to observe and nothing more. Asking questions or participating in the activities draws away from the observer's ability to watch the instruction.
- Observers should not give any feedback during the observation period. This should wait until the actual feedback session

# Peer Observation Form: Narrative Form

Date of Classroom  
Visit: \_\_\_\_\_

Lesson  
Observed: \_\_\_\_\_

Number of  
Students: \_\_\_\_\_

Classroom  
Teacher: \_\_\_\_\_

Target Strategy: \_\_\_\_\_

Observer: \_\_\_\_\_

Give Concrete Examples of how this strategy is being used effectively during the observation:

Are there ways that this strategy could be used more explicitly? If so, please give some concrete examples of ways that it could be used.



# Peer Observation Checklist

Date of Classroom Visit:		Lesson Observed:	
Number of Students:		Classroom Teacher:	
Target Strategy:		Observer:	

## Instructional Approach

- Explicitly identified the strategy
- Used graphic organizers
- Used the cognitive maps
- Strategy vocabulary identified and explicitly used

## Student responses

- Student use of strategy was acknowledged
- Student use of strategy was acknowledged and encouraged
- Students independently used graphic organizers and cognitive maps

Notes:



# Post Observation Reflections

*(To be completed by the teacher who was being observed)*

What ideas about the strategy were confirmed during the lesson? What did my students do or say that led me to believe this?

What do I think that I could have done better during this lesson? What did my students do or say that led me to believe this?

What new ideas were sparked while I was using this strategy?



# Guidelines for Giving Feedback

## Be Prompt

Schedule the conference within a week of the observation

## Be a Good Listener

Get perceptions from the teacher about the observation

Ask-“How do you think that it went?”

## Be Empathetic

Remember, having a colleague observe you is stressful.

Start with the positives-give specific examples that you observed

Avoid using values judgments- “ I like that way that you...” is stronger than  
“you did a *good* job”

This process is non-evaluative; therefore, the focus should be on what was done well and  
could be worked on

## Be Specific

Be prepared to give specific examples from your observations

Review the results of the observation form

If an area of improvement is identified, provide the specific example and provide a strategy  
to accomplish this.

# Feedback Phrase Alternatives

Instead of...	I could say...
You did a good job	I liked (list specific examples)...
Why didn't you try/do _____?	<p>Have you thought about trying _____?</p> <p>Is there a different way that you could use the cognitive maps to help students do _____?</p>
I noticed that you used a lot of yes/no questions?	Is there a way to use different types of question to you students with this process?
I didn't see any graphic organizers...	Is there a way that you could use graphic organizers to help your students do...
In my class, I do...	A suggestion to do _____ is...

