

Name of Teacher: _____

Peer Observer: _____

Date of Observation: _____

School: _____

Instruction:

CLASSROOM OBSERVATION WORKSHEET

	Evident	Not Evident	Comments	Recommendations
<p>A. Conveys information with clarity</p> <ul style="list-style-type: none">• Both orally and in writing• Classroom reflects posted, clear communication to students such as academic and behavioral expectations• Areas of the classroom are labeled and directions for activities and use of centers/ materials are evident• Lesson objective is clear to students				
<p>B Uses meaningful questioning and discussion strategies</p> <ul style="list-style-type: none">• Teacher's use of questioning techniques reflects high level questions that support standards-based instruction• Teacher's discussion strategies include true discussion and full participation by all students• Students engage in accountable talk• Teachers model "think aloud" strategies				
<p>C. Involves students in their own learning</p> <ul style="list-style-type: none">• Students are intellectually and actively engaged throughout the lesson• Activities and materials appropriate to the understanding of skills and concepts taught are evident• The structure and pacing of the lesson support the achievement of the lesson objective/goal• Manipulative materials appropriate to the lesson are employed and accessible to all students• Materials are age-appropriate• A variety of materials are used to support student learning• Multiple pathways to learning are apparent• Activities that involve the transfer of knowledge to real world settings are available and implemented (i.e. projects)• Feedback is timely• Feedback is of consistently high quality• Time for student self-reflection is provided.• In co-teaching situations, evidence of common planning and shared responsibilities to meet the needs of all students is evident.				
<p>D. Demonstrates ability to meet students' instructional needs</p> <ul style="list-style-type: none">• Teacher seeks ways to ensure successful learning for all students• Teacher makes adjustments as needed to instruction plans and responds to students' interests and questions• Evidence of use of multiple pathways to learning to meet the needs of all students is available• Teacher groups students for differentiated instruction• Teacher provides interventions for struggling students.				
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E. Displays competence in subject areas and teaching strategies <ul style="list-style-type: none">• Teacher demonstrates solid understanding of content, prerequisite relationships and connections with other disciplines• Curriculum content is integrated• Writing across content areas is evident• Lesson plans reflect multiple standards• Teacher's instructional practices reflect current pedagogical knowledge and teaching strategies				
F. Provides equal access to the regular curriculum for students with disabilities <ul style="list-style-type: none">• Students use the same textbooks and materials as all students• Materials are appropriate to the instructional level of the students• A variety of additional resources is provided to support students' needs• If inclusion class, students are well integrated into all activities				
G. Provides appropriate instruction for English Language Learners <ul style="list-style-type: none">• Native language books and materials are available for students• Instruction is language appropriate to the English proficiency level of the students• ESL instruction is provided				
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I. Uses on-going assessment to monitor and plan instruction <ul style="list-style-type: none">• Rubrics in all areas of learning that provide clear assessment criteria and standards are communicated to students and are evident• Assessment results are used to group students for differentiated instruction• Students monitor their own progress in achieving the goals and meeting standards, when appropriate• Evidence of on-going assessments is available• Evidence that the results of standardized assessments have been analyzed and disaggregated to inform instruction is available				
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E. Arranges physical environment <ul style="list-style-type: none">Classroom is organized to ensure safety of studentsLearning materials are accessible to all studentsPhysical resources are used well and arrangement of the furniture supports the learning activities instructional goals and standards-based educationComputers and other technology are available and accessible to all studentsStudents' work is displayed in an organized, respectful manner				
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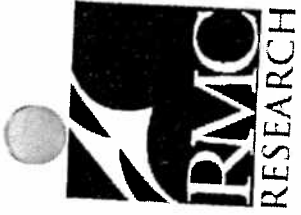
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PEER OBSERVATION AND EVALUATION
ACTIVITY LOG

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*Date: Indicate whether day was: ¼ (2 hours); ½ (3½ hours); or a full day; and if AM or PM.
Submitted by: _____

Peer Observer's Signature _____
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PEER OBSERVATION AND EVALUATION
ACTIVITY LOG

Date of Site Visit *	Met with following person(s)	Activities/Outcomes	Next Steps

*Date: Indicate whether day was: ¼ (2 hours); ½ (3½ hours); or a full day; and if AM or PM.
Submitted by: _____

Peer Observer's Signature _____ Date _____



Peer Observer: _____ School: _____ Teacher: _____ Principal: _____

PEER OBSERVATION AND EVALUATION
ACTIVITY LOG

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PEER OBSERVATION AND EVALUATION
ACTIVITY LOG

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Peer Observer's Signature _____

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INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PLAN

Date: _____ School: _____
Teacher: _____ Subject/Class: _____

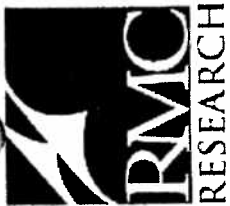
Goal: To improve instructional areas of vulnerability and to acquire new skills and competencies that will result in increased student achievement.

The following are possible areas of focus for professional development. Please select a maximum of three areas that you are interested in developing further in order of priority.

- Content area instruction (specify reading, math, etc.): _____
- Classroom management: _____
- Organizing for effort: _____
- Student engagement: _____
- Teacher/student interaction: _____
- Instructional assessment: _____
- Appropriate use of instructional resources: _____
- Classroom environment: _____

What support will you need to implement your plan? Describe your needs below as appropriate.

- Materials: _____
- Modeling Best Practices: _____
- Other: _____



	Activities	Outcomes Expected	Outcomes Achieved
Week One			
Week Two			

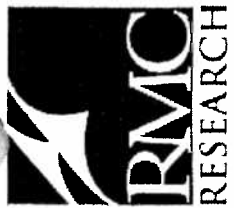
Read and accepted:

Participating Teacher's Signature

Date

Peer Observer's Signature

Date



	Activities	Outcomes Expected	Outcomes Achieved
Week Three			
Week Four			

Read and accepted:

Participating Teacher's Signature _____ *Date*

Peer Observer's Signature _____ *Date*



	Activities	Outcomes Expected	Outcomes Achieved
Week Five			
Week Six			

Read and accepted:

Participating Teacher's Signature _____ *Date*

Peer Observer's Signature _____ *Date*



	Activities	Outcomes Expected	Outcomes Achieved
Week Seven			
Week Eight			

Read and accepted:

Participating Teacher's Signature _____

Date _____

Peer Observer's Signature _____

Date _____



	Activities	Outcomes Expected	Outcomes Achieved
Week Nine			
Week Ten			

Read and accepted:

Participating Teacher's Signature _____ *Date*

Peer Observer's Signature _____ *Date*



Pre-Observation Form

Name of Peer Observer: _____ Date/Time _____

Name of Teacher _____ Grade Level/Class: _____

School _____

Area(s) of Focus:

- What are the areas for improvement identified in the *Individual Professional Development Plan*?

- Which area(s) will be the focus of the lesson(s) conducted during the observation?

Planning and Preparation:

- Is the plan for the observation period appropriately constructed?
- Does the plan address the area(s) of focus?
- Are there any suggestions that may potentially improve the outcome(s)?

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Pre-Observation Form

Name of Peer Observer: _____

Date/Time _____

Name of Teacher _____

Grade Level/Class: _____

School _____

Area(s) of Focus:

- What are the areas for improvement identified in the *Individual Professional Development Plan*?

- Which area(s) will be the focus of the lesson(s) conducted during the observation?

Name of Teacher: _____
 Peer Observer: _____

Date of Observation: _____
 School: _____

CLASSROOM OBSERVATION WORKSHEET

Instruction:

	Evident	Not Evident	Comments	Recommendations
<p>A. Conveys information with clarity</p> <ul style="list-style-type: none"> • Both orally and in writing • Classroom reflects posted, clear communication to students such as academic and behavioral expectations • Areas of the classroom are labeled and directions for activities and use of centers/ materials are evident • Lesson objective is clear to students 				
<p>B Uses meaningful questioning and discussion strategies</p> <ul style="list-style-type: none"> • Teacher's use of questioning techniques reflects high level questions that support standards-based instruction • Teacher's discussion strategies include true discussion and full participation by all students • Students engage in accountable talk • Teachers model "think aloud" strategies 				
<p>C. Involves students in their own learning</p> <ul style="list-style-type: none"> • Students are intellectually and actively engaged throughout the lesson • Activities and materials appropriate to the understanding of skills and concepts taught are evident • The structure and pacing of the lesson support the achievement of the lesson objective/goal • Manipulative materials appropriate to the lesson are employed and accessible to all students • Materials are age-appropriate • A variety of materials are used to support student learning • Multiple pathways to learning are apparent • Activities that involve the transfer of knowledge to real world settings are available and implemented (i.e. projects) • Feedback is timely • Feedback is of consistently high quality • Time for student self-reflection is provided. • In co-teaching situations, evidence of common planning and shared responsibilities to meet the needs of all students is evident. 				
<p>D. Demonstrates ability to meet students' instructional needs</p> <ul style="list-style-type: none"> • Teacher seeks ways to ensure successful learning for all students • Teacher makes adjustments as needed to instruction plans and responds to students' interests and questions • Evidence of use of multiple pathways to learning to meet the needs of all students is available • Teacher groups students for differentiated instruction • Teacher provides interventions for struggling students. <p><i>Additional Comments:</i></p>				

Name of Teacher: _____

Peer Observer: _____

Date of Observation: _____

School: _____

	Evident	Not Evident	Comments	Recommendations
E. Displays competence in subject areas and teaching strategies <ul style="list-style-type: none">Teacher demonstrates solid understanding of content, prerequisite relationships and connections with other disciplinesCurriculum content is integratedWriting across content areas is evidentLesson plans reflect multiple standardsTeacher's instructional practices reflect current pedagogical knowledge and teaching strategies				
F. Provides equal access to the regular curriculum for students with disabilities <ul style="list-style-type: none">Students use the same textbooks and materials as all studentsMaterials are appropriate to the instructional level of the studentsA variety of additional resources is provided to support students' needsIf inclusion class, students are well integrated into all activities				
G. Provides appropriate instruction for English Language Learners <ul style="list-style-type: none">Native language books and materials are available for studentsInstruction is language appropriate to the English proficiency level of the studentsESL instruction is provided				
H. Employs appropriate resources for teaching <ul style="list-style-type: none">Teacher accesses needed resources for studentsTeacher provides a variety of materials/resources in the classroom such as books in Spanish and assortments of instructional materials to support multiple pathways to learning				
I. Uses on-going assessment to monitor and plan instruction <ul style="list-style-type: none">Rubrics in all areas of learning that provide clear assessment criteria and standards are communicated to students and are evidentAssessment results are used to group students for differentiated instructionStudents monitor their own progress in achieving the goals and meeting standards, when appropriateEvidence of on-going assessments is availableEvidence that the results of standardized assessments have been analyzed and disaggregated to inform instruction is available				
Additional Comments:				

Name of Teacher: _____

Peer Observer: _____

Date of Observation: _____

School: _____

Classroom Environment:

	Evident	Not Evident	Comments	Recommendations
A. Creates a respectful environment <ul style="list-style-type: none">Classroom interactions are positive, warm and caringCultural and developmental differences among students are respectedClassroom materials are culturally diverseAccountable talk among students is evident				
B. Establishes an atmosphere for learning <ul style="list-style-type: none">Commitment to the subject on the part of both teacher and students is evidentThere is evidence of challenging, high expectations for student achievementStudents take pride in their workStandards are posted in the classroomRubrics are posted and are in students' notebooks, as appropriate				
C. Develops classroom protocols <ul style="list-style-type: none">Classroom routines and procedures have been established and function smoothlyClassroom routines are clear and evident and are understood by the studentsHomework assignments are meaningful and prepared in advance				
D. Regulates student behavior <ul style="list-style-type: none">Teacher has established clear standards of student conductAcademic and behavioral expectations are postedResponses to student misbehavior are appropriate and respectful of students' needs				
E. Arranges physical environment <ul style="list-style-type: none">Classroom is organized to ensure safety of studentsLearning materials are accessible to all studentsPhysical resources are used well and arrangement of the furniture supports the learning activities, instructional goals and standards-based educationComputers and other technology are available and accessible to all studentsStudents' work is displayed in an organized, respectful manner				
Additional Comments:				

Name of Teacher: _____

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CLASSROOM OBSERVATION WORKSHEET

Instruction:

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B Uses meaningful questioning and discussion strategies <ul style="list-style-type: none">Teacher's use of questioning techniques reflects high level questions that support standards-based instructionTeacher's discussion strategies include true discussion and full participation by all studentsStudents engage in accountable talkTeachers model "think aloud" strategies				
C. Involves students in their own learning <ul style="list-style-type: none">Students are intellectually and actively engaged throughout the lessonActivities and materials appropriate to the understanding of skills and concepts taught are evidentThe structure and pacing of the lesson support the achievement of the lesson objective/goalManipulative materials appropriate to the lesson are employed and accessible to all studentsMaterials are age-appropriateA variety of materials are used to support student learningMultiple pathways to learning are apparentActivities that involve the transfer of knowledge to real world settings are available and implemented (i.e. projects)Feedback is timelyFeedback is of consistently high qualityTime for student self-reflection is provided.In co-teaching situations, evidence of common planning and shared responsibilities to meet the needs of all students is evident.				
D. Demonstrates ability to meet students' instructional needs <ul style="list-style-type: none">Teacher seeks ways to ensure successful learning for all studentsTeacher makes adjustments as needed to instruction plans and responds to students' interests and questionsEvidence of use of multiple pathways to learning to meet the needs of all students is availableTeacher groups students for differentiated instructionTeacher provides interventions for struggling students.				
Additional Comments:				

Name of Teacher: _____

Peer Observer: _____

Date of Observation: _____

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E. Displays competence in subject areas and teaching strategies

- Teacher demonstrates solid understanding of content, prerequisite relationships and connections with other disciplines
- Curriculum content is integrated
- Writing across content areas is evident
- Lesson plans reflect multiple standards
- Teacher's instructional practices reflect current pedagogical knowledge and teaching strategies

F. Provides equal access to the regular curriculum for students with disabilities

- Students use the same textbooks and materials as all students
- Materials are appropriate to the instructional level of the students
- A variety of additional resources is provided to support students' needs
- If inclusion class, students are well integrated into all activities

G. Provides appropriate instruction for English Language Learners

- Native language books and materials are available for students
- Instruction is language appropriate to the English proficiency level of the students
- ESL instruction is provided

H. Employs appropriate resources for teaching

- Teacher accesses needed resources for students
- Teacher provides a variety of materials/resources in the classroom such as books in Spanish and assortments of instructional materials to support multiple pathways to learning

I. Uses on-going assessment to monitor and plan instruction

- Rubrics in all areas of learning that provide clear assessment criteria and standards are communicated to students and are evident
- Assessment results are used to group students for differentiated instruction
- Students monitor their own progress in achieving the goals and meeting standards, when appropriate
- Evidence of on-going assessments is available
- Evidence that the results of standardized assessments have been analyzed and disaggregated to inform instruction is available

Additional Comments:

Evident

Not Evident

Comments

Recommendations

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CLASSROOM OBSERVATION WORKSHEET

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School: _____

	Evident	Not Evident	Comments	Recommendations
E. Displays competence in subject areas and teaching strategies <ul style="list-style-type: none">Teacher demonstrates solid understanding of content, prerequisite relationships and connections with other disciplinesCurriculum content is integratedWriting across content areas is evidentLesson plans reflect multiple standardsTeacher's instructional practices reflect current pedagogical knowledge and teaching strategies				
F. Provides equal access to the regular curriculum for students with disabilities <ul style="list-style-type: none">Students use the same textbooks and materials as all studentsMaterials are appropriate to the instructional level of the studentsA variety of additional resources is provided to support students' needsIf inclusion class, students are well integrated into all activities				
G. Provides appropriate instruction for English Language Learners <ul style="list-style-type: none">Native language books and materials are available for studentsInstruction is language appropriate to the English proficiency level of the studentsESL instruction is provided				
H. Employs appropriate resources for teaching <ul style="list-style-type: none">Teacher accesses needed resources for studentsTeacher provides a variety of materials/resources in the classroom such as books in Spanish and assortments of instructional materials to support multiple pathways to learning				
I. Uses on-going assessment to monitor and plan instruction <ul style="list-style-type: none">Rubrics in all areas of learning that provide clear assessment criteria and standards are communicated to students and are evidentAssessment results are used to group students for differentiated instructionStudents monitor their own progress in achieving the goals and meeting standards, when appropriateEvidence of on-going assessments is availableEvidence that the results of standardized assessments have been analyzed and disaggregated to inform instruction is available				
Additional Comments:				

Name of Teacher: _____

Peer Observer: _____

Classroom Environment: _____

Date of Observation: _____

School: _____

	Evident	Not Evident	Comments	Recommendations
A. Creates a respectful environment <ul style="list-style-type: none">Classroom interactions are positive, warm and caringCultural and developmental differences among students are respectedClassroom materials are culturally diverseAccountable talk among students is evident				
B. Establishes an atmosphere for learning <ul style="list-style-type: none">Commitment to the subject on the part of both teacher and students is evidentThere is evidence of challenging, high expectations for student achievementStudents take pride in their workStandards are posted in the classroomRubrics are posted and are in students' notebooks, as appropriate				
C. Develops classroom protocols <ul style="list-style-type: none">Classroom routines and procedures have been established and function smoothlyClassroom routines are clear and evident and are understood by the studentsHomework assignments are meaningful and prepared in advance				
D. Regulates student behavior <ul style="list-style-type: none">Teacher has established clear standards of student conductAcademic and behavioral expectations are postedResponses to student misbehavior are appropriate and respectful of students' needs				
E. Arranges physical environment <ul style="list-style-type: none">Classroom is organized to ensure safety of studentsLearning materials are accessible to all studentsPhysical resources are used well and arrangement of the furniture supports the learning activities instructional goals and standards-based educationComputers and other technology are available and accessible to all studentsStudents' work is displayed in an organized, respectful manner				
Additional Comments:				



Peer Observation and Evaluation Training Evaluation Form

Use the following indicator descriptions to rate the Peer Observer Training by placing a check (✓) in the appropriate box.

1. Quality: What was the level of quality of the presentation?	Poor Quality <input type="checkbox"/>	Moderate Quality <input type="checkbox"/>	High Quality <input type="checkbox"/>	Very High Quality <input type="checkbox"/>
2. Clarity: What was the level of clarity of the presentation?	Poor Clarity <input type="checkbox"/>	Moderate Clarity <input type="checkbox"/>	High Clarity <input type="checkbox"/>	Very High Clarity <input type="checkbox"/>
3. Knowledge: Prior to the training, I would characterize my knowledge and understanding of my role as a Peer Observer as...	Mostly Unfamiliar <input type="checkbox"/>	Somewhat Familiar <input type="checkbox"/>	Somewhat Knowledgeable <input type="checkbox"/>	Very Knowledgeable <input type="checkbox"/>
5. Knowledge: After the training, I would characterize my knowledge and understanding of my role as a Peer Observer as...	Mostly Unfamiliar <input type="checkbox"/>	Somewhat Familiar <input type="checkbox"/>	Somewhat Knowledgeable <input type="checkbox"/>	Very Knowledgeable <input type="checkbox"/>
6. Comfort Level: How comfortable do you feel using the information gained in this training in a real setting?	Uncomfortable <input type="checkbox"/>	Somewhat comfortable <input type="checkbox"/>	Mostly comfortable <input type="checkbox"/>	Very comfortable <input type="checkbox"/>

Complete each statement:

What were the most helpful parts of today's training?

How can we improve this training?

What follow-up or additional information would you like related to the Peer Observation and Evaluation program?

*Your feedback is important and helps us plan events in the future.
Thank you for taking the time to complete this evaluation form*

