

Peer Observation Guide

Name:		Colleague:	
Date:	Period/time:	Course/subject:	

1. Are routines and procedures established in a way that maximizes academic learning time?
2. Does the teacher effectively manage the classroom?
3. Are teacher/student interactions positive?
4. Do the routines and rhythms of the class allow time for the students to contemplate/think?
5. How would you describe the rapport between the teacher and students?
6. Is the teacher prepared?
7. Are any distinct elements of Classical Christian pedagogy apparent?
8. How does the teacher catch and hold the student's attention?
9. Is previous content reviewed before the lesson?
10. How often are connections made to previous content? Even content from previous grade levels?
11. How often is the content of one subject connected to the content of another?
12. Is the teacher assuming familiarity with particular vocabulary?
13. Is new vocabulary being identified and defined?
14. Does the teacher articulate the objective of the lesson?
15. How is the lesson set within the context of a larger unit?
16. How well does the teacher know the content?
17. How much modeling is being done?
18. How much practice is guided versus independent?
19. Does the teacher allow the students to discover, conjecture, infer, and deduce (instead of doing the thinking for the students)?
20. Is instruction differentiated to account for the strengths and weaknesses of individual learners?
21. How are different learning styles being addressed/appealed to?
22. How does the teacher anticipate misunderstandings?
23. How does the teacher address the struggling student?
24. Are remediation and/or enrichment offered to students? How? In what form?
25. How does the teacher bring closure to the lesson?
26. In what form are directions given (spoken, written)?
27. What/how much is written on the white board?
28. Are students expected to take notes?
29. What type of in-class independent work is assigned?
30. How much collaboration is encouraged?
31. How are manipulatives used?
32. How often are concepts/ideas supported by images/visualizations?
33. How often are metaphors, stories, analogies used?
34. Does the teacher help students identify types and/or categories?
35. How does the teacher help the students identify the most important parts of the lesson?
36. How smooth are the transitions from big idea to big idea? Or from one subject to another?
37. How often is instruction/learning interrupted?

Highlight five different questions that you know you want to focus upon during your observation. Record your observations, insights, etc. below.

38. Does the teacher stop to summarize?
39. Are the students ever asked to summarize?
40. How is technology integrated into the lesson?
41. Are calculators allowed? Is calculator use limited in any way?
42. How does the teacher manage the students' appropriate use of technology?
43. Are students allowed time to think before they are asked to respond to questions?
44. Are all students (even the quiet ones) by the teacher?
45. Do questions require students to think, interpret, and/or justify conclusions?
46. Does the teacher probe students' answers appropriately?
47. Is the teacher willing to pursue a student's expressed curiosity for a time (even if it is a rabbit trail)?
48. Do questions require recall and application of basic knowledge?
49. Do questions require evaluation and justification of answers?
50. Do questions require analysis and critical thinking?
51. Do routines and procedures maximize learning time?
52. Do students appear to know what is expected of them during transitional times?
53. Is there bell-to-bell instruction?
54. Is there any evidence of a strategic classroom management system?
55. How is student-to-student discussion and collaboration managed?
56. Is the interaction between teachers and students positive?
57. What percentage of the students appear to be attentive, engaged and on task?
58. How does the teacher assess the level of student engagement?
59. How does the teacher manage inappropriate behavior?
60. Does the teacher ever pause to address an individual student or smaller group of students separately and directly?
61. How has the teacher decorated the room?
62. How is the furniture (desks, chairs, bookshelves, etc.) arranged?
63. At what point did the students transcend from rote participation to delight in the process of learning?
64. Does the teacher demonstrate any willingness to diverge from his/her schedule/plan in order to spark a love of learning?
65. Do students appear eager to take the next step, consider the next concept, and pursue the next big idea?
66. How does the teacher provide space for the students to contribute and to imagine?
67. What is the body language of the teacher and the students?
68. How are students reacting to the teacher's enthusiasm?
69. How does the teacher use stories/analogies to reach the students' affections?
70. How is the homework that is due today incorporated into today's lesson?
71. Is homework assigned? How much? What kind? Why?
72. How is the assignment communicated to and received/recorded by students?
73. How can I refine my own practices based on what I have observed today?
74. Did my observations leave me with a question or concern to contemplate?
75. What kind of warm (praise) and cool (constructive criticism) feedback can I offer the teacher?

Upon completing your observation **please send an email** to your divisional head. In the subject line write "peer observation". In the body of the email list: name, colleague, date, period/time, and subject/course. Keep your notes on file and be ready to offer reflections on these notes at your end-of-year evaluation. Also remember to offer the colleague you observed warm and/or cool feedback.