*Classroom Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Date of Classroom Visit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Number of Students: \_\_\_\_\_\_\_*

*Learning Target: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

***Give concrete examples of how formative instructional practices are implemented during the observation:***

**LEARNING TARGETS ARE CLEAR :** Clear learning targets drive the teaching and learning process. Everyone is focused on what students need to learn. Students can answer the question,“Where am I going?”

**EVIDENCE OF STUDENT LEARNING IS COLLECTED and DOCUMENTED:** Teachers and students work together to collect and document evidence of learning. Teachers use evidence to guide student learning. Students use evidence to answer the question, “Where am I now?

**STUDENTS TAKE OWNERSHIP OF THEIR LEARNING:** Students are able to accurately self-assess, give each other effective feedback, and set learning goals. They track, reflect on, and share their learning with others. Students can answer the question, “What do I need to do to be successful?

***FEEDBACK IS EFFECTIVE:*** Effective feedback moves learningforward and fosters students’ independent thinking by guiding them in the right direction. Students can answer the question,“Am I on the right path?”

Questions generated from the peer observation:

Ideas to share with colleague to enhance student achievement:

Reflection

*(To be completed by the teacher observed)*

1. What ideas about the learning target were confirmed during the lesson? What did my students do or say that led me to believe this?
2. What improvements could I implement regarding this lesson? What did my students do or say that led me to believe this?
3. What new ideas were sparked during this lesson?

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 the lesson went?”

**Be Empathetic**

* Remember, having a colleague observe you can be 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 providing suggestions

**Be Specific**

* Review the results of the observation form prior to your post conference discussion
* Be prepared to give specific examples from your observations
* 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\_\_\_\_\_\_\_\_\_\_\_\_\_? | Have you thought about trying\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?  Is there a different way that you could use the graphic organizer to help students \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? |
| 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... |