

# Peer Observation Checklist

Refer to this guide as needed when you are just beginning your role as a peer observer. Provide it as a reference to your teacher and principal to initially increase awareness and to encourage conversations around the peer observation process.

Please reference the support materials available for utilizing the [Educator Development Suite in CIITS](#) for this process.



Teacher Peer Observer

## 1. Initial Contact

Make contact with your peer and set up a time for the pre-conference and the observation.

### Pre-Conference:

The pre-observation conference begins the process of collaboration. Use this meeting to learn about the context of the class, the focus and/or goals of the particular session to be observed and the student outcomes the instructor aims for in the session.

Sample questions you may ask:

- What Kentucky Core Academic Standard does this lesson address? (Is the lesson a review or lesson for re-teaching given formative assessment data.)
- In what ways will students demonstrate learning in this lesson that will connect to the student growth goal you have established?
- What is your identified student learning target(s)? By knowing the outcomes, you can better understand how the activities used in the lesson contribute to these outcomes.
- To which part of your curriculum does this lesson relate?
- How does this learning fit in the sequence of learning for this class?
- Briefly describe the students in this class, including those with special needs.
- How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials that the students will be using.
- How will you differentiate instruction for individuals or groups of students?

- How and when will you know whether the students have achieved the learning target(s)?
- Is there anything that you would like me to specifically observe during the lesson? By understanding what the teacher feels is their greatest need, helps you to have a focus when collecting evidence; this focus area allows you to have a starting point for the post conference as well.



## 2. Observation

Peer Observer

During the observation you should be as unobtrusive as possible. Students will know you are there, but try not to call attention to yourself.

Feel free to take a clock or timer and a copy of the framework if necessary. Your ultimate goal is to script evidence.



## 3. Analyzing and Connecting Evidence

Peer Observer

After leaving the classroom, work through the evidence collected, check for bias or interpretation, and connect the evidence to each domain. Keep in mind, you are not rating the teacher, you are aligning the evidence with a component. You will want to complete this within two days of the observation while the lesson is fresh on your mind. After finalizing the evidence, you may want to share it with your peer to allow her or him time to look through it before the post conference.

The post observation conference is the opportunity for the peer observer and teacher to review the evidence and facilitate teacher reflection. As peer observer, you are not evaluating the teacher, your task is to share the evidence and facilitate the discussion. “How do you think the lesson went?” is a good conference starter that allows the teacher to reflect and start the conversation. Use the framework as a guide for your discussion. These reflection questions can guide the conversation.

- Why did you make that instructional decision?
- How do you know the students are learning?
- How did your last formative assessment measure affect this lesson?
- What was the single most important concept and skill you wanted every single student to know at the end of the lesson? How successful were you?

(Jackson, 2008)