

LS Peer Reviewer & Admin Pre & Post-Observation Meeting Form

Name:

Observer:

Pre-observation Date:

Observation Date;

Post-observation Date:

Pre-Observation Meeting - Standard:

Pre-Observation Meeting - Lesson objective:

Pre-Observation Meeting - Area of focus for observation:

Pre-Observation Meeting

Lesson notes from observer taken during the lesson:

Post-Observation Meeting - Evidence of focus in the lesson:

Post-Observation Meeting - Next Steps (areas to focus on for improvement):

Post-Observation Meeting Final thoughts:

Artifact upload

Section 1: Lesson Planning and Curriculum Implementation	observed	not observed
Lesson plan/unit is aligned with SCPA Curriculum and/or State Standards expectations.		
Lesson is set at an appropriate level of rigor , and all students are held to high expectations.		

Lesson plan was appropriate for class and showed evidence of effective planning .		
Lesson demonstrates awareness of students' needs and abilities through lesson planning and instructional delivery.		
Teacher demonstrates a mastery of the content .		
Comments:		
Section 2: Instruction/Lesson Implementation		
<i>Teacher opens the lesson thoughtfully. Learning objectives are communicated and/or posted for students.</i>		
Teacher builds background knowledge by linking concepts to students' personal experience, past learning, and key vocabulary.		
Clear examples and explanations are used to deliver the material.		
<i>Teacher presents information in multiple ways (direct instruction, reading, writing on board, notes, and chanting). Well-designed tasks and materials encourage memorization of content and application.</i>		
Teacher has structured the lesson thoughtfully to allow for multiple modes of instruction , including lecture, small-group work, partner work, and independent work time as needed.		
Instructional time is used effectively. Pacing of lessons reflects high expectations regarding student learning.		
Students are engaged as evidenced by asking questions, responding to prompts, taking notes, etc. The teacher models enthusiasm for subject.		
<i>Teacher uses questioning techniques to check for understanding, reinforce material, and/or challenge students cognitively.</i>		
Students have opportunities to demonstrate understanding at multiple points in the lesson. The teacher monitors students' understanding and adjusts instruction as needed.		
Effectively communicates and responds to students' questions.		
<i>Teacher uses the classroom space thoughtfully to support learning (seating charts, utilizing curricular display boards, neat and clear of excess, etc.). Classroom is orderly and effective for learning.</i>		
<i>Teacher gives students clear and concise directions.</i>		
Classical approaches to management and learning are demonstrated and achieved.		
The teacher brings students back together to close the lesson and reinforce the lesson objective.		
Directions for follow-up work/homework are clear and provide students opportunity to practice skills in class. Expectations and grading criteria are clear and appropriate.		
Instruction follows a gradual release model (I do, We do, You do) to support student learning and independence.		
Comments:		
Section 3: Classroom Management		
<i>Teacher and students interact professionally and respectfully. Teacher is warm and</i>		

approachable.		
Teacher addresses disruptions , minimizing the impact on student learning.		
Teacher has established classroom routines for learning and participation. Students understand and follow them.		
The teacher uses effective transitions between activities.		
Teacher gives students clear and concise directions .		
Classical approaches to classroom management and learning are evident throughout the lesson.		
Comments:		
Section 4: Professional Responsibilities & Mission of St. Croix Preparatory Academy		
Teacher follows IEP/504 accommodations or modifications evidenced by planning, instruction, and assessment.		
Teacher reflected on the effectiveness of the lesson.		
EAs and Paras understand their role and contribute to the classroom productively.		
A classical, caring, engaging environment is evidenced, and good character and leadership is encouraged.		
Comments:		

Classical Instructional Strategies (make a checklist for those strategies used)	observed	not observed
Direct instruction		
Questioning		
Chanting/Repetition		
Think pair share/partner work		
<i>TTQA - writing and speaking</i>		
Cold call		
Wait time		
Call and response		

Overall Comments:
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