



Teacher to Teacher Observation

Teacher being observed Ric Jacobs

Date 2/16/18

Here is what I observed:

___ Transitions

☒ Classroom Management

___ Writing

___ Math

___ Social Studies

___ Reading

___ Language

☒ Other Economics - 10th

Topic/Lesson Budgeting 101

Time Spent _____ (minimum of 30 min./maximum of 2 hours)

I am observing in my subject area ☐ I am not observing in my subject area ☒

I am observing: a grade level above me ☐ my grade level ☒ a grade level below me ☐

Here is something I learned from observing you today:

- Break up videos w/questions
- Pre-face what's next in the video
- Uses lots of analogies to connect
- Cold calls so quickly
- Keeps questions fast-paced
- Moves around the room, observes all of them
- Pair-share at points to keep students involved
- Takes in lots of examples and details from students.
- Randomly asks questions to students who are having engagement
- Hits on overarching theme of the budget.
- Tapped Valen's shoulder to keep him on task during video.
- Fast-paced → high expectations

Here is how I might use what I observed today:

- I want to practice your strategy of randomly calling on others at a fast pace to keep the conversation moving forward.
- And I want to hit the "why" more often

Observer C.J. Watson

Smooth transition from budgeting to "business cycle"

Hits on the "why?"
Uses an engaging discussion strategy to focus and as a break.



Procedure for observing another teacher:

1. An administrator will assign you a teacher to observe.
2. Think about areas of your teaching that you would like to improve or gain ideas in, this might align to your TCR (SMART Goals).
3. Check with the teacher to ask about an appropriate day and time to visit and let them know what you are looking for during your observation (what you want to see).
4. It is preferable that you observe during one of your prep periods. If this isn't possible, arrange for a sub for your class.
5. Observe the teacher. Use the checklist below to help you identify quality instruction to watch for.
6. Make 2 copies of this form: 1 for the teacher, 1 for yourself, and the evaluator receives the original form prior to the final summative evaluation.

Observe and Check-off

- ☒ Teacher enthusiasm is evident during instruction.
- ☒ Teacher demonstrates a love for teaching.
- ☐ Instructional period begins with a warm-up or immediate direct instruction. *- warm up*
- ☒ Teacher remains aware of individual students by making eye contact repeatedly.
- ☒ Teacher uses humor during his/her instruction.
- ☒ High expectations are clearly communicated to all students. *- High engagement*
- ☒ Learning goals are clearly articulated in "kid friendly" language.
- ☒ Teacher uses engagement strategies and most students are engaged in the lesson/activity.
- ☒ Curriculum content is paced for the top finishers and meaningful.
- ☒ Teacher uses differentiated instruction to meet the needs of all students.
- ☒ Teacher implements formative assessment strategies.
- ☒ Teacher uses Love & Logic strategies to proactively address student behavior.

Observe and Explain

Did you observe the teacher using the three techniques for establishing a relationship with students (smile, eye contact & proximity)? Explain: *Yes! Ric paces the room a lot, makes direct eye contact throughout, and smiles intermittently to help encourage engagement.*

Did you observe the teacher using enforceable statements (i.e. "I'll begin when everyone is seated", "I'll be starting from page 5")? Explain: *Didn't need to most of the time. Just kept moving and expectations have obviously been set since students kept up.*

Did you observe the teacher using classroom prevention/intervention strategies (proximity, "the look", head shake)? Explain: *He calls on students at random sometimes, which ensures focus and engagement by students.*



Teacher to Teacher Observation

Teacher being observed WATSON

Date 2/24/18

Here is what I observed:

___ Transitions X Classroom Management ___ Writing ___ Math

X Social Studies ___ Reading ___ Language

___ Other _____

Topic/Lesson BILL OF RIGHTS / REVIEW

Time Spent 30min (minimum of 30 min./maximum of 2 hours)

I am observing in my subject area ☐ I am not observing in my subject area ☒

I am observing: a grade level above me ☐ my grade level ☒ a grade level below me ☐

Here is something I learned from observing you today:

WATSON HAS GREAT RAPPORT w/ STUDENTS. THE ATMOSPHERE IS RELAXED. KIDS LOVE BEING HERE.

KIDS ARE INVOLVED - NO BEHAVIOR ISSUES.
LOVE & LOGIC NOT USED, BUT HAS CLEARLY BEEN USED IN PAST.

Here is how I might use what I observed today:

I would use his inclusion of all students -
DON'T WAIT FOR HANDS - CALLS ON ALL STUDENTS EQUALLY.
I LIKE THAT WATSON USES WHOLE GROUP INSTRUCTION
AND BLENDS IN SOLO WORK (SILENT).

Observer Baker



Procedure for observing another teacher:

1. An administrator will assign you a teacher to observe.
2. Think about areas of your teaching that you would like to improve or gain ideas in, this might align to your TCR (SMART Goals).
3. Check with the teacher to ask about an appropriate day and time to visit and let them know what you are looking for during your observation (what you want to see).
4. It is preferable that you observe during one of your prep periods. If this isn't possible, arrange for a sub for your class.
5. Observe the teacher. Use the checklist below to help you identify quality instruction to watch for.
6. Make 2 copies of this form: 1 for the teacher, 1 for yourself, and the evaluator receives the original form prior to the final summative evaluation.

Observe and Check-off

- ☒ Teacher enthusiasm is evident during instruction.
- ☒ Teacher demonstrates a love for teaching.
- ☒ Instructional period begins with a warm-up or immediate direct instruction.
- ☒ Teacher remains aware of individual students by making eye contact repeatedly.
- ☒ Teacher uses humor during his/her instruction.
- ☒ High expectations are clearly communicated to all students. *INFERRED FROM PRACTICE*
- ☒ Learning goals are clearly articulated in "kid friendly" language.
- ☒ Teacher uses engagement strategies and most students are engaged in the lesson/activity.
- ☐ Curriculum content is paced for the top finishers and meaningful. *I think so*
- ☐ Teacher uses differentiated instruction to meet the needs of all students.
- ☒ Teacher implements formative assessment strategies.
- ☒ Teacher uses Love & Logic strategies to proactively address student behavior.

Observe and Explain

Did you observe the teacher using the three techniques for establishing a relationship with students (smile, eye contact & proximity)? Explain: *humor, making connections w/ students*

Did you observe the teacher using enforceable statements (i.e. "I'll begin when everyone is seated", "I'll be starting from page 5")? Explain: *"KNEE IN your pocket CONSTITUTION."*

Did you observe the teacher using classroom prevention/intervention strategies (proximity, "the look", head shake)? Explain:

