Peer Observation Form College, Career, and Technology Academy

Your Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher Observed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_ to \_\_\_\_\_\_\_

**CIF STRATEGIES OBSERVED** *(check all that apply)* **WHAT I SAW/HEARD THAT I CAN USE IN MY OWN CLASSROOM**

* **Collaborative Group Work**
* **Writing to Learn**
* **Questioning**
* **Scaffolding**
* **Classroom Talk**
* **Literacy Groups**

All Students: College Ready – College Connected

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Common Instructional Framework

**COLLABORATIVE GROUP WORK**: Purposeful \* intentional \* partners or small groups \* roles \* all participate \* interdependent, authentic task \* face-to-face dialogue \* accountability \* problem solving & high level thinking \* report group findings \* students assess participation and products \* teacher monitors & facilitates

**WRITING TO LEARN:** clear expectations \* low stakes \* clarify, analyze, or synthesize thinking \* variety of formats \* prepares students for discussions \* grapple with key concepts of content \* share with peers \* peer feedback on writing \* teacher feedback that pushes thinking further \*

**QUESTIONING:** students ask and answer questions \* open-ended \* connect to prior knowledge and experience \* develop & express ideas \* multi-level questions \* deepens understanding of content \* probe texts to make meaning \* raises the level of classroom discourse \* wait time for responses \* students question their own work

**SCAFFOLDING:** organizes & guides thinking \* helps manage time \* connects to prior knowledge \* guiding questions \* graphic organizers \* different levels according to student need \* group work is scaffolded (pairs, small group, whole group) \* variety \* explicit & implicit connections

**CLASSROOM TALK**: students know & follow guidelines \* all students participate verbally \* focused & on-topic \* pairs, small groups, whole class \* talk about content, ideas, opinions, experience \* cite evidence to support, as appropriate \* students address each other \* build on peers’ comments \* teacher as facilitator \* think time \* respectful language, tone, body language \* take notes on what others say

**LITERACY GROUPS**: purposeful \* intentional \* collaboratively read and analyze texts \* roles \* teacher monitors and facilitates \* focused & on-topic \* support and challenge each others’ thinking \* cite textual evidence \* interdependent, authentic task \* learn from each other \* report group findings \* students assess participation & products

*Complete 1 short peer observations (1 of a Key Team teacher and another peer of your choice) every week. Submit to your department head every Friday.*

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