

Peer Observation 2022-23

Domain 2

Implement effective teaching and learning practice (Class observation)

Lesson Observation Summary

Name of Teacher:

Subject(s):

Grade Level:

Name of Observer:

Date:

Lesson observation notes:

Clarify:

Value: I really appreciate how you

Raise questions & concerns (Specific and mindful)

Suggest: (Specific and mindful)

Name of Teacher:

Teacher's signature:

Date:

Observer's signature:

Date:

Element Level of Performance	Level of performance				POINTS
	Basic 1	Developing 2	Proficient 3	Distinguished 4	
Teaching Strategies	Teacher uses strategies that rarely motivate students.	Teacher uses strategies that motivates students some of the time.	Teacher uses strategies that motivate students most of the time.	Teacher uses innovative strategies that motivate students all the time.	
Know subject and curriculum content and how to teach it	Teacher is thorough with very few concepts only. Instructional materials are unsuitable to the lesson	Teacher is thorough with some important concepts Instructional materials are only partially suitable to the lesson	Teacher is thorough with many important concepts Instructional materials are only suitable to the lesson	Teacher is thorough with all important concepts Instructional materials are suitable to the lesson and very effective.	
Demonstrate innovative and effective classroom practice	Teacher demonstrates little to no familiarity with teaching and learning strategies/methodologies and/or fails to utilize this knowledge within the classroom.	Teacher demonstrates basic familiarity with teaching and learning strategies/methodologies and uses this knowledge minimally within the classroom.	Teacher demonstrates familiarity with available teaching and learning strategies/methodologies and uses this knowledge regularly within the classroom.	Teacher utilizes available school as well as uses external teaching and learning strategies/methodologies available for use inside and outside of the classroom to support student learning	
Time management & Class management	Very little class time is utilized effectively. The teacher ignores discipline problems.	Only some class time is utilized effectively. The teacher takes care of some discipline problems.	Most class time is utilized effectively. The teacher takes care of most discipline problems.	All class time is utilized effectively. The teacher takes care of discipline problems and solves them successfully.	
Oral and written language	Teacher's spoken language is unclear and/or written	Teacher's spoken language is clear and written	Teacher's spoken and written language is clear	Teacher's spoken and written language is clear	

	language is illegible. Spoken or written language contains errors of grammar and syntax. Vocabulary may be inappropriate, vague or used incorrectly, leaving students confused.	language is legible. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds	and correct and conforms to standard English. Vocabulary is appropriate to students' ages and interests.	and correct and conforms to standard English. It has well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.	
Overall impact of the lesson	Lessons were loosely structured and had no clear beginning or end.	Lessons were not able to begin and end effectively. Lessons were somewhat structured.	Lessons were not able to begin or end effectively. Lessons were mostly structured.	Lessons had a clear beginning, middle and end and were well structured.	
Implements inquiry based teaching/ Student centred learning /DP TOK in the teaching style	There is very little implementation of the IB programme	Teacher implements IB programme effectively some of the time	Teacher implements IB programme effectively most of the time	Teacher implements IB programme effectively all the time	
Element Indicators: ● have secure subject and curriculum knowledge, and use it to plan coherent learning programmes and lessons ● Class time is well used; lesson starts and ends on time. ● Lesson is structured - has a clear beginning, middle and end. ● Uses effective oral and written expression ● interactive classroom and creating an environment of respect and rapport ● Demonstrate enthusiasm towards teaching and learning. ● Class management - discipline ● Maximises students time on task ● know how to teach subject and curriculum content using teaching strategies and learning activities that motivate and engage students to learn ● Implements PYP inquiry cycle/ student centered learning /DP TOK in the teaching style ● demonstrate effective use of digital technologies to support teaching and learning. ● know when and how to differentiate learning to meet the needs of students					
TOTAL COMPONENTS 7. POINTS					28

Domain 3

Post-observation (reflection/Feedback) Session

1. Learning Objective:

2. Learning Outcome:

3. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

Name of Teacher:

Teacher's signature:

Date:

Observer's signature:

Date:

Element Level of Performance	Level of performance				POINTS
	Basic 1	Developing 2	Proficient 3	Distinguished 4	
Evaluation and Reflection of teaching practices	Teacher does not know whether a lesson was effective or achieved its instructional outcomes or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strength of each.	
Improvement of future teaching and learning	Teacher has no suggestions for how a lesson could be improved another time the Lessons are taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with probable successes of different courses of action.	
Element Indicators: ● Receptive to feedback/suggestion ● Self-assessment					
TOTAL COMPONENTS 2. POINTS					8