

PEER OBSERVATION						
AREAS FOR ASSESSMENT		My Assessment of			My Colleague's Response	Comments/Notes
		Superior	Adequate	Not Addressed		
PLANNING AND PREPARATION						
1. Knowledge of Teaching	We took time to meet and discuss the peer review process and each of our teaching strengths and areas for growth				We took time to meet and discuss the peer observation process and each of our teaching strengths and areas for	
2. Knowledge of Content	Our discussions of our students' work demonstrated to one another our knowledge of the content we teach				We took time to meet and discuss our knowledge of the content we teach	
3. Knowledge of Taught Age Group	Our discussions of our students' work demonstrated to one another our knowledge of the age group we teach we teach				We took time to meet and discuss our knowledge of the developmental needs of group of students we teach	
4. Knowledge of Students as Individuals	Our discussions of our students' work demonstrated to one another our knowledge of our students as individuals				Our follow up discussions demonstrated to one another our knowledge of our students as individuals	
5. Knowledge of Setting Goals	We set specific goals with each other for our discussion of our students' work.				We set specific goals with each other for our observations and follow up discussions	
6. Knowledge of Goals that Address Various Learning Needs of Students	One or more of our discussions on specific student's work focused on differentiating our lessons to meet the needs of those students				One or more of our observations focused on differentiating our lessons to meet the needs of our students	
7. Knowledge of MVSC or Other Applicable Standard	Our discussions of our students' work demonstrated our knowledge of the MVSC to one another				Our pre observations discussions demonstrated our knowledge of the MVSC	
8. Knowledge of Traditional Resources	Our discussions of our students' work demonstrated our knowledge of resources and led to other possible resources				Our follow up discussions demonstrated our knowledge of resources and led to other possible resources	
9. Knowledge of Technology Resources	Our discussions with one another involved the application and integration of technology				Our observations of one another involved the application and integration of technology	
10. Knowledge of Effective Lesson Design	Our pre observations discussions demonstrated our knowledge of effective lesson design				Our pre observations discussions demonstrated our knowledge of effective lesson design	
11. Knowledge of Effective Lesson Implementation	Our discussions of our students' work increased our skill in effective lesson implementation				Our observations of one another demonstrated our skill in effective lesson implementation and our follow up	

Teacher:

Site:

Gr/Sub

Somerset County Public Schools

Alternative Evaluation

Year: \_\_\_\_\_

		Superior	Adequate	Not Addressed		
<b>12. Knowledge of Assessing Student Learning and Applying it to Instruction</b>	Our follow up discussions demonstrated our knowledge of assessing student learning and applying the results to our next lessons				Our follow up discussions demonstrated our knowledge of assessing student learning and applying the results to our next lessons	
<b>CLASSROOM ENVIRONMENT</b>						
<b>1. Evidence of healthy student interaction between teacher and students</b>	Our discussion of student work included strategies and techniques to foster healthy student and teacher interactions.				Our work with one another included discussions on healthy student and teacher interactions.	
<b>2. Evidence of healthy interaction among students</b>	Our work with one another included discussions on healthy interactions among students				Our work with one another included discussions on healthy interactions among	
<b>3. Evidence of high student expectations</b>	Our discussion of student work with one another addressed setting and achieving high expectations of our students				Our work with one another included discussions on setting and achieving high expectations of our students	
<b>4. Evidence of student pride in work</b>	Our discussion of student work with one another included discussions on developing and sustaining students' pride in their work				Our work with one another included discussions on developing and sustaining students' pride in their work	
<b>5. Evidence of multiple student groups in single classrooms</b>	Our discussion of student work with one another focused on differentiation strategies				One of more of our observations of one another focused on differentiation strategies	
<b>6. Evidence of well managed behavior of students</b>	Our discussions included sharing strategies for managing behavior				One of more of our observations of one another focused on strategies for managing behavior	
<b>7. Evidence of oral and written communication fluency</b>	Our observations demonstrated our oral communication fluency.				In addition to the lessons themselves, our pre and post discussions on the observations demonstrated our oral communication fluency	
<b>INSTRUCTION</b>						
<b>1. Evidence of Higher Level Questioning</b>	One of more of our discussions of student work of one another focused on evidence of higher level thinking in the piece of work				One of more of our observations of one another focused on higher level questioning	
<b>2. Evidence of active student engagement in discussion</b>	One of more of our discussion focused on the relevance of the selected piece of work to the student				One of more of our observations of one another focused on student engagement in class discussion	
<b>3. Evidence of well articulated plans carried out or adjusted as needed</b>	We discussed our instructional plans with one another				We discussed our plans with one another prior to the observation	

Teacher:  
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<b>4. Evidence of academic feedback provided regularly</b>	One of more of our discussions focused on strategies for providing academic feedback to students on their work				One of more of our observations of one another focused on strategies for providing academic feedback.	
<b>5. Evidence of teacher persistence to meet each students' needs</b>	We discussed our students with one another and assisted each other in finding effective strategies for struggling students.				We discussed our students with one another and assisted each other in finding effective strategies for struggling students.	
<b>PROFESSIONAL RESPONSIBILITIES</b>						
<b>1. Evidence of Reflection of Effectiveness</b>	We discussed our observations and perception of the impact of peer review of student work on our effectiveness.				We meet and discuss our observations of one another's' lessons	
<b>2. Evidence of engaging families in students' program and progress</b>	We discuss strategies for engaging parents in the programs of our grade level and school and means for involving them in the progress of their children				We discuss strategies for engaging parents in the programs of our grade level and school and means for involving them in the progress of their children	
<b>3. Evidence of interaction with colleagues</b>	Our work with one another is beneficial				Our work with one another is beneficial	
<b>4. Evidence of engagement in professional development</b>	Peer review is an effective form of professional development for us.				Peer observation is an effective form of professional development for us.	
<b>5. Evidence of pride in profession and SCPS</b>	Our discussions with one another reveal our pride in our profession and our commitment to SCPS.				Our discussions with one another reveal our pride in our profession and our commitment to SCPS.	
<b>Names of Other Participants</b>					<b>Signature of Teacher:</b>	
					<b>1st Semester Date</b>	
					<b>Signature of Teacher:</b>	
					<b>2nd Semester Date</b>	
<b>Signature of Principal or Supervisor</b>					<b>Date</b>	
<b>REMARKS</b>						