

Teacher Name:  
Site: Grade/Sub

Somerset County Public Schools

Alternative Evaluation  
Year: \_\_\_\_\_

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

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<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					
<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.					
<b>2. Evidence of healthy interaction among students</b>	Our work with one another included discussions on healthy interactions among students					
<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					
<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					
<b>5. Evidence of multiple student groups in single classrooms</b>	Our discussion of student work with one another focused on differentiation strategies					
<b>6. Evidence of well managed behavior of students</b>	Our discussions included sharing strategies for managing behavior					
<b>7. Evidence of oral and written communication fluency</b>	Our 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					
<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					
<b>3. Evidence of well articulated plans carried out or</b>	We discussed our instructional plans with one another					
<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					
<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.					

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<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.					
<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					
<b>3. Evidence of interaction with colleagues</b>	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.					
<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.					

	<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>	