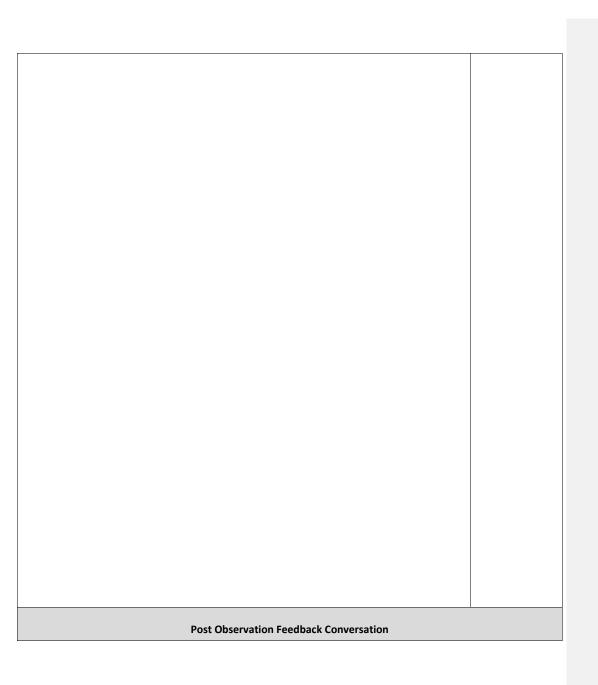
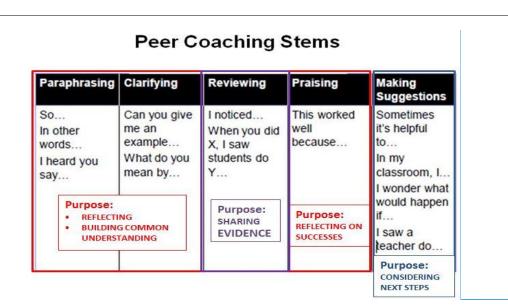
Peer Observation Note Taking Form

Teacher:				
Date:	Time:	to		
Goal(s)/Learning Target(s) of Lesson:				
Pre-Conversation Notes Focus practices/standards to be observed,	activities/strategies that will b	ne used in the lesson, etc.)		
On which areas of practice should I foc to get some feedback?	cus during the lesson? or On w	hat areas of practice are you looki	ng	
POSSIBLE AREAS FOR FEEDBACK: What is the learning target for the less	son I will be observing? (2.3)			
How will you determine that each stud	dent has met the target? (3.3,			
What Strategies/Activities will I see in What will I see you doing and/or the si Is there anything in particular you wou	tudents doing during this less	on? (Core Prop 2 – 2.1, 2.2, 2.3)	n this	
lesson/observation)? (1.1, 1.2)	nu like lile to know/look joi re	enteu to your students (relevant to	, cilis	

Observation: Evidence of Teacher Practice	Aligned Standards
(Record what Teachers and students say/do, questions that are asked, quantitative informationwhatever will help inform your feedback on the focus of the observation. Remember that evidence is notes on WHAT ACTUALLY HAPPENED, not your interpretation or opinion of what happened.)	(Note any evidence statements aligned to the "focus" standards/practices





<u>KEEP IN MIND:</u> The MOST POWERFUL stem in helping others (and ourselves!) reflect on practice is a QUESTION. Use the *Questions for Reflection and Planning* that appear in the TEPG Companion Guide for relevant standards to help you generate the most impactful questions.

2 KEY PIECES OF EVIDENCE I NOTICED:

2 THINGS I WONDERED ABOUT:

Commented [1]: PRETTIER GRAPHIC

