

# Peer Lesson Observation Form



Peer Candidate  
Being Observed:

Peer  
Observer:

School:

Grade  
Level:

Date:

Time:

Subject:

**Instructions:** Prior to the observation you should have a copy of the lesson plan. This form **must be completed within 24 hours** of the peer observation. Please email the completed form to the Peer Candidate you observed, as well as to your own University Supervisor as evidence that you have performed your Peer Observation.

## 1. Curriculum

a. What was the lesson objective? Was it articulated?

Objective:

b. Was the lesson objective evident to the learners:  Evident  Not Evident  Unable to determine

## 2. Primary Focus of Instructional Engagement

a. Asks questions that elicit thoughtful student responses

Meets Expectations

Emerging

Does **not** meet expectations

b. Stimulates thinking at upper levels of Bloom's Taxonomy:  
Check all that apply.

Recalling Information (Knowledge/Remembering)

Understanding information (Comprehension/Understanding)

Using information in a new way (Application)

Comparing and organizing information (Analysis)

Constructing, producing, making (Synthesis/Creating)

Hypothesizing, judging, and justifying positions (Evaluation)

## 3. Learners

**Learner Engagement:**

High engagement (majority of learners engaged and participating in lesson)

Moderate engagement (half of learners engaged and participating in lesson)

Low engagement (few or minimal learners engaged or participating in lesson)

Disengaged (learners are non-participatory and off-target in lesson)

*For the following sections please indicate at what level the Student Teacher Candidate performed.*

Key:

P	Proficient
E	Emerging
N	Needs Improving

#### **4. Effective Communication**

##### **a. Voice Quality**

- Diction-clarity of expression
- Appropriate Volume for the instruction
- Fluctuation, variety of expression
- Shows interest, motivating for students
- Enthusiasm
- Repetative speech patterns (um, like)

##### **b. English Usage**

- Correct Grammar
- Complete sentence modeling
- Fluency (smooth, jerky, or hesitant)

##### **c. Nonverbal Communication**

- Assertive, confident, takes charge
- Energetic
- Positive facial gestures
- Circulates among students
- Posture
- Avoids distracting movements

#### **5. Applies Universal Design for Learning (UDL)**

- Articulates clearly directions and content
- Rephrases for clarification
- Connects with prior student knowledge, experiences, interests
- Uses activities and materials that meet learning needs of all students
- Provides opportunities for students to practice and apply learning that promotes understanding

#### **6. Provides Feedback to Learners**

- Recognizes and accepts student responses
- Provides a variety of positive feedback to students' responses
- Shapes incorrect responses to achieve accuracy
- Provides positive reinforcement for students' on-task behavior

**Peer Observer Feedback:**

State three observed areas of strength.

1.

2.

3.

State three suggestions for improvement./growth .

1.

2.

3.

**Peer Observer Reflection:**

State three ways that the lesson you observed impacted your thinking and/or future classroom practices:

1.

2.

3.