

Primary Remote Self and Peer Observation Checklist



Teacher/PST Name	Observer Name	Subject/Topic	Date	Year Level	Class Size	Duration	Lesson Plan
Observational Focus <i>(Based on agreed part(s) of the Instructional Model from pre-observation conversation)</i>			Lesson Overview				
<input type="checkbox"/> Wellbeing check-in and Entry Task			Lesson overview visible to students <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Incomplete				
<input type="checkbox"/> Learning Intention and Success Criteria							
<input type="checkbox"/> I do- Explicit Teaching			Lesson overview visible to teachers prior to the lesson <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Incomplete				
<input type="checkbox"/> We do – Work together							
<input type="checkbox"/> You do - Work independently							
<input type="checkbox"/> Exit							

Areas for Observation		Observed	Not Observed	N/A	Examples and descriptive notes (make, say, do, write)
	<input type="checkbox"/> Students <input type="checkbox"/> Follow up				
CONNECT (WELLBEING)	Tuning in (e.g. Hook-Warm up- Brain break barometer rating 1 to 5 in the chat, reflection questionnaire)				
	Roll Marked (e.g. use of chat to mark the roll)				
	Students participate in task- talk or type in chat.				
	Students respond to peer’s posts & conversation				
	Wellbeing recorded (students of concern)				
	Follow-up; students of concern (e.g. marked on LMS)				
LEARNING INTENTION & SUCCESS CRITERIA	Visible learning intention				
	Visible success criteria				
	LI/SC unpacked with students				
	Linked to Vic Curriculum				
	Differentiated SC- Vic Curriculum Levels				
I DO – EXPLICIT TEACHING	Between 5 and 15 minutes				
	Scaffolded teaching of skills/knowledge				
	Content links to learning intention				
	Modeling or demonstrating with worked examples				
	Check for understanding				

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Areas for Observation		Observed	Not Observed	N/A	Examples and descriptive notes (make, say, do, write)
<div style="display: flex; flex-direction: column; gap: 5px;"> <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #FFD700; border: 1px solid black; margin-right: 5px;"></div> Students </div> <div style="display: flex; align-items: center;"> <div style="width: 15px; height: 15px; background-color: #90EE90; border: 1px solid black; margin-right: 5px;"></div> Follow up </div> </div>					
WE DO - MINI LESSON	Guided practice to a smaller group of students				
	Planned rotation of students for guided practice				
	Conferring between teacher/support staff and student(s)				
	Students collaborate				
YOU DO - WORK INDEPENDENTLY	Students know what they need to do				
	Students can access worked examples or resources to support independent learning				
	Student can monitor their own learning (e.g. reflect/ assess refer to worked examples/rubric)				
	Students demonstrate their learning (i.e. make, say, do, write)				
EXIT	Small group reflection about their learning				
	Reflection on Success Criteria				
	Rotation of students for catch-up wellbeing session (e.g. virtual lunch)				

Primary School Remote Self and Peer Observation Post Lesson



Post Lesson Observation Questions to the teacher being observed	Response to questions
1. What did you notice after reviewing the data collected in the T3 observation record? What is interesting? Do you see any patterns in the data?	
2. How did the lesson go? Which elements of the lessons worked? How do you know?	
3. What evidence did you collect? What conclusions can you draw from this evidence? Did your students learn the objectives /LI based on the success criteria?	
4. What is the focus for the next lesson? Where to from here?	
5. What strategies could you use? Does research and theory have anything to offer here?	

Remote Observation Protocols
<ol style="list-style-type: none"> 1. Have an AGREED FOCUS (to enable deeper discussion) 2. Be SILENT during whole class instruction (to deeply watch) 3. Make detailed notes including TRANSCRIPT FRAGMENTS (to gather evidence) 4. Record examples of EVIDENCE OF LEARNING (to focus on learning) 5. Ideally STAY for the whole lesson, or at least 30 minutes (to suspend judgment) 6. CIRCULATE in breakout rooms when student-centered activities occur (to look at learning products) 7. ASK STUDENTS QUESTIONS about lesson/their learning (with permission of host teacher to probe learning).