

Secondary School 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"/> Learning Intention and Success Criteria			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Incomplete				
<input type="checkbox"/> I do- Explicit Teaching							
<input type="checkbox"/> We do – Work together			Lesson overview visible to teachers prior to the lesson				
<input type="checkbox"/> You do - Work independently			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Incomplete				
<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					
WELLBEING CHECK-IN AND ENTRY TASK	Warm up/brain break (e.g. barometer rating 1 to 5 in the chat)				
	Roll Marked (e.g. use of chat to mark the roll)				
	Entry task subject specific				
	Students participate in task- talk or type in chat.				
	Students respond to peer's posts and conversation				
	Wellbeing recorded (students of concern)				
	Follow-up students of concern (e.g.with wellbeing coordinator)				
LEARNING INTENTION & SUCCESS CRITERIA	Visible learning intention				
	Visible success criteria				
	LI/SC unpacked with students				
	Linked to relevant curriculum standards				
	Differentiated success criteria referenced to curriculum levels or Blooms verbs				
I DO – EXPLICIT TEACHING	Frontloading (e.g. literacy specific activities- vocab)				
	Target between 5 and 15 minutes				
	Scaffolded teaching of skills/knowledge				
	Content links to learning intention				
	Chunking of content				

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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>					
	Modelling or demonstrating with worked examples				
	Check for understanding				
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				
WE DO - WORK TOGETHER	Students collaborating (Google doc, Collaborative space, MS Teams, Mural, Padlet)				
	Support resources are accessible to students				
	Teacher/support staff works with individuals/student groups				
	Students seek assistance from peers				
WE DO - WORK TOGETHER	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	Exit task				
	Review success criteria				

Secondary 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).