

# PEER OBSERVATION FORM



**DIRECTIONS:** This Peer Observation Form is designed to be used according to the procedure outlined in “[Best Practices for Classroom Observation: A Guide for the Observer.](#)”

Select three or four (3 – 4) focal areas from below ([General](#), [ELA-Specific](#), [Math-Specific](#), [ESL-Specific](#), [Family Literacy-Specific](#), or [Trauma-Informed Practices](#)) or create your own and add them to the chart.

Focal Areas	Clearly Evident	Mostly Evident	Somewhat Evident	Not Evident	<b>Evidence</b> <ul style="list-style-type: none"> <li>● <i>What activities are offered?</i></li> <li>● <i>What do the instructor and learner say?</i></li> <li>● <i>What do the instructor and learner do?</i></li> <li>● <i>What do the instructor and learner read or write?</i></li> </ul>
1.					
2.					
3.					
4.					

# 1. Possible Focal Areas: *General*

Lesson Overview	Lesson Introduction	Lesson Activities	Assessment	Lesson Conclusion
<ul style="list-style-type: none"> <li>• Are the instructional level, activities, and materials appropriate for the learners?</li> <li>• Does the lesson include the three steps of explicit instruction (direct instruction, guided practice, independent practice)?</li> <li>• Do learners have the opportunity to practice appropriate digital literacy skills that are relevant to the skills and topics addressed in the lesson?</li> <li>• Are there explicit connections between the lesson’s topic and college and career readiness standards?</li> <li>• Are the learners provided with the opportunity to demonstrate their proficiency of the lesson’s objectives via the lesson activities?</li> </ul>	<ul style="list-style-type: none"> <li>• Does the lesson introduction engage the learners regarding the lesson topic and allow the instructor to assess the learners’ prior knowledge of the topic?</li> <li>• Are there obvious connections between the lesson and previous lessons?</li> </ul>	<ul style="list-style-type: none"> <li>• Do learners have the opportunity to practice relevant vocabulary with engaging activities?</li> <li>• Are lesson standards and objectives communicated with learners and do the lesson activities align with the College and Career Readiness Standards?</li> <li>• Are instructions for lesson activities given clearly and in multiple ways, and does the instructor ensure that learners understand the instructions before moving into the activities?</li> <li>• Does the instructor model the skills sufficiently for learners to move into guided practice?</li> <li>• Are the learners given an appropriate amount of support during guided practice?</li> <li>• Does the level of rigor of the activities match the learners’ levels of proficiency?</li> <li>• If the learners work in groups, are all learners on task, engaged, and contributing?</li> <li>• Do lesson activities include appropriate differentiation and scaffolds for the learners in the class?</li> </ul>	<ul style="list-style-type: none"> <li>• Are there opportunities throughout the lesson for the instructor to conduct formative assessment?</li> <li>• Is there a summative assessment that allows learners to independently demonstrate proficiency of the skills identified in the lesson’s objectives?</li> </ul>	<ul style="list-style-type: none"> <li>• Are learners provided with an opportunity to reflect on their learning?</li> <li>• Are learners provided with an opportunity to make connections between this lesson and previous and future learning?</li> <li>• Are learners provided with opportunities to extend their learning through homework or additional resources?</li> </ul>

## 2. Possible Focal Areas: *ELA-Specific*

Standards Alignment and Rigor	Lesson Activities and Materials	Assessment
<ul style="list-style-type: none"> <li>Does the lesson focus on both input skills (reading, language, or listening) and output skills (writing or speaking) from the College and Career Readiness Standards?</li> </ul>	<ul style="list-style-type: none"> <li>Are the texts used in the lesson at the appropriate complexity levels for the learners in the class?</li> <li>Do the texts used in the lesson contribute to learners building knowledge about relevant topics?</li> <li>Does the lesson include text-dependent questions that are scaffolded appropriately?</li> <li>Are the instructions, prompts, and rubrics used for writing or speaking activities appropriate and useful for learners?</li> <li>Are evidence-based strategies used to address student needs based on diagnostic assessment results? (STAR / EBRI)               <ul style="list-style-type: none"> <li>Do alphabetic activities include opportunities for learners to practice alphabetic skills through connected texts?</li> <li>Do fluency activities include appropriate modeling and feedback from the instructor?</li> <li>Do vocabulary activities allow learners to practice using words in multiple ways, and do they include formative assessment?</li> <li>Do comprehension activities focus on building reading routines for learners to enable them to comprehend texts independently?</li> </ul> </li> <li>Are evidence-based enhancements included to support English language learners and lower NRS-level readers?</li> </ul>	<ul style="list-style-type: none"> <li>Are there opportunities throughout the lesson for the instructor to conduct formative assessment?</li> <li>Is there a summative assessment that allows learners to independently demonstrate proficiency of the skills identified in the lesson's objectives?</li> </ul>

### 3. Possible Focal Areas: *Math-Specific*

Standards Alignment and Rigor	Lesson Activities and Materials	Assessment
<ul style="list-style-type: none"> <li>Does the lesson provide activities that require the use of at least one of the <a href="#">Standards for Mathematical Practice</a>?</li> </ul>	<ul style="list-style-type: none"> <li>Are learners required to show comprehension of mathematical concepts, operations (procedure) and vocabulary?</li> <li>Are learners required to practice procedural fluency by carrying out procedures?</li> <li>Are learners required to formulate, represent, and solve math problems?</li> <li>Are learners required to justify or explain their answers?</li> <li>Does the lesson provide real-world use(s) for the math topic?</li> <li>Are there obvious connections between the lesson and the mathematical demands of various adult contexts?</li> </ul>	<ul style="list-style-type: none"> <li>Does the lesson provide opportunities for the learners to engage in independent activities that serve as formative assessment opportunities?</li> </ul>

## 4. Possible Focal Areas: *ESL-Specific*

Instructions and Pairing	Standards Alignment and Rigor	Lesson Activities and Materials
<ul style="list-style-type: none"> <li>• Do learners primarily work collaboratively with other learners or alone to complete most the lesson activities?</li> <li>• Are instructions clear and concise?</li> <li>• During group, pair, or individual work, is the instructor readily available to support learners while still allowing the learners enough space to engage in productive struggle?</li> <li>• Does the lesson give clear and reasonable time frames for each activity, and does it offer sufficient opportunity for learners to practice using the target language/skills?</li> </ul>	<ul style="list-style-type: none"> <li>• Does the instructor ask questions and/or provide activities that require critical thinking skills at some point in the lesson sequence? (Reference Webb’s Depth of Knowledge Chart for examples: <a href="https://www.paadultedresources.org/webbs-dok-flip-chart/">https://www.paadultedresources.org/webbs-dok-flip-chart/</a>)</li> <li>• Does the lesson provide opportunities that challenge learners to produce language (speaking or writing) beyond single words? Learners do not simply list vocabulary words but are challenged to produce language that is level-appropriate both in complexity and amount.</li> <li>• Does the lesson provide opportunities to learn and use academic Tier 2 vocabulary words (text complexity- academic language)?</li> </ul>	<ul style="list-style-type: none"> <li>• Does the lesson provide activities that allow learners to demonstrate competence in at least one of the actions stated in the targeted CCRS or ELPS level descriptor with little to no support?</li> <li>• Are learners using all four skills (reading, writing, speaking, and listening) for a specific learning purpose at least one time throughout the lesson?</li> <li>• Are the lesson content and materials meaningful, and appropriate for learners?</li> <li>• During the lesson activities, does the instructor employ differentiation strategies to meet diverse learners’ needs?</li> <li>• Does the lesson give opportunities to practice using target language structures and vocabulary in a meaningful context that models use outside of the classroom?</li> <li>• Are the lesson activities thoughtfully sequenced to promote learning, starting with what learners already know and building at an appropriate rate? Language, literacy, and skill support is provided as appropriate.</li> </ul>

## 5. Possible Focal Areas: *Family Literacy-Specific*

Lesson Activities and Materials	Assessment
<ul style="list-style-type: none"> <li>• Does the lesson demonstrate evidence of integration across all three of the components of Family Literacy (Adult Education, Parent Education, and Interactive Literacy Activity)?</li> <li>• Does the instructor draw intentional connections to other program components?</li> <li>• Does the parent education lesson provide opportunities for the caregivers to practice a skill in a supportive environment?</li> <li>• Do the parameters of the Interactive Literacy Activity correspond with multiple age groups?</li> <li>• Does the Interactive Literacy Activity lesson framework include strategies for differentiation for various levels of learners and age groups?</li> </ul>	<ul style="list-style-type: none"> <li>• Can the Interactive Literacy Activity strategies caregivers use with their children be easily replicated outside of the classroom to support their children’s learning at home?</li> <li>• Does the instructor provide the opportunity for caregivers to reflect on their experience during Interactive Literacy Activities whether it was relevant and useful to their family, and how it could be improved?</li> </ul>

## 6. Possible Focal Areas: *Trauma-Informed Practices*

<b>Strong Relationships and Trust</b>	<b>Strengths-Based Unconditional Positive Regard</b>	<b>Clear Expectations, Agenda, Transparency</b>	<b>Choice and Agency</b>	<b>Flexibility</b>
<ul style="list-style-type: none"> <li>• Is there strong evidence of cultivating learner and instructor connections during class or evidence of time used outside of class? Are there activities that invite but don't force learners and the instructor to share about themselves?</li> <li>• Are community agreements displayed, reviewed, and referenced in class?</li> <li>• Are learners given opportunities to form peer connections that emphasize strengths and collaboration via pairs or group work during class?</li> </ul>	<ul style="list-style-type: none"> <li>• Do learners have opportunities to participate in cooperative learning activities and project-based learning?</li> <li>• Does the instructor provide frequent feedback that is grounded in strengths-based language?</li> </ul>	<ul style="list-style-type: none"> <li>• Does the instructor share an agenda so learners can anticipate what comes next?</li> <li>• Does the instructor clearly signal transitions between activities in class to ease confusion and help learners situate in a new task?</li> <li>• Are the community agreements referred to if there is classroom discord or conflict? Does the instructor emphasize shared values over "calling out" individual learners?</li> </ul>	<ul style="list-style-type: none"> <li>• Does the instructor use the language of invitation rather than giving direct commands when guiding learners through activities?</li> <li>• Does the instructor offer breaks and encourage learners to take them?</li> <li>• Does the lesson support learners in self-advocacy and encourage learners to approach assignments in a way that makes it most accessible for them?</li> <li>• Do the lesson activities give options and choices frequently for learners, explicitly differentiating the learning?</li> <li>• Is it evident that learners play a role in choosing the material and content that serves as the basis for their mastering academic skills?</li> </ul>	<ul style="list-style-type: none"> <li>• Does the instructor demonstrate flexibility when learners arrive late or need to leave early?</li> <li>• Does the instructor allow learners to suggest their own methods to participate in or complete activities?</li> </ul>