

Observer Name:

Teacher Observed:

Date:

Time/Period:

| Peer Accountability (TEI Alignment 3.1, 3.2, 3.3) | | | |
|---|--|--|---|
| Beginning | Developing | Practicing | Achieving |
| Teacher directs improvements to work and behavior. | Teacher holds students accountable to high standards and directs improvements to work and behavior. | Teacher creates a learning environment where students are joyfully engaged in work, holding themselves accountable to high standards and initiating improvements to work and behavior. | Students celebrate individual and collective successes , taking ownership of being joyfully engaged in their work and holding themselves and each other accountable to high standards and initiating improvements to work and behavior. |

| Look- Fors During Observation | |
|--|---|
| <p>Beginning/ Developing</p> <ul style="list-style-type: none"> The teacher recognizes and corrects off-task student behavior based on a pre-established classroom management/behavior plan. E.g., teacher may acknowledge and correct behavior with a verbal warning, virtual warning (such as via Class Dojo), physical proximity, etc. The teacher corrects off-task behavior immediately, consistently, and with care for all students. The teacher has established clear and high standards of behavior (i.e., how students should treat themselves and peers) for her students. These may be posted in the classroom, on a class website or virtual platform, etc. Standards are aligned to Next Generation/21st century skills, e.g., collaboration, communication, etc. The teacher has established clear and high standards of work for her students. Standards of work may be | <p>Practicing/ Achieving</p> <ul style="list-style-type: none"> Students self-monitor behavior and self-correct and/or support their peers to correct without interference from the teacher. When confusion arises, students seek guidance/clarification from their peers before their teacher. Students have a clear understanding of what's expected of them in the classroom (both academically and behaviorally) and can identify when they are not meeting expectations. Students hold each other accountable and provide feedback to one another with care and consideration. Students know why they are working on learning activities and feel personally motivated to do their best work. Students know their strengths and know how to get support for their challenges - they do not feel daunted by them - rather they are excited to approach them and their efforts are celebrated. |

posted in the classroom, on a class website or virtual platform, etc.

- **Standards are aligned to course content and reflect appropriate levels of rigor.** E.g., an AP English Language teacher may use the AP composition criterion for “Effective” essays as the standard of work in her class.
- Students are often engaged in the learning task, but most of the direction is provided from the teacher and/or off task behavior is responded to with verbal or visual reminders.

- The teacher conveys their own enjoyment of learning through language, facial expression, actions, and tone and models their personal motivation to approach their challenges to students.
- Celebrations of academic and non-academic accomplishments are a regular part of the classroom culture.
- Teacher and students smile, laugh, and exude an energy for learning often.

Questions to Guide Observation

- Who directs and corrects behavior in the classroom?
- Is there evidence of expected standards of behavior in the classroom? If so, do students know them?
- Is there evidence of expected standards of work (i.e., content-specific expectation) in the classroom? If so, do students know them?
- In group work or other instances of peer collaboration, how do students engage with one another? I.e., how do they provide feedback, correction, etc. to one another?
- Are students compliant or are they joyfully engaged?

Observation Notes:



This work is licensed under the Creative Commons Attribution-Noncommercial-ShareAlike 4.0 International License.