**Primary Remote Self and Peer Observation Checklist - T3**

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| **Teacher** |  | **Date, start and end time** |  |
| **Observer** |  | **Grade or specialist area** |  |
| **Observational Focus**  [*Based on agreed part(s) of the Instructional Model*](#Remote) | *Connect (Wellbeing)* | **Lesson overview visible to students**  **Lesson overview visible to teachers prior to the lesson** | YES NO Incomplete  YES NO Incomplete |
| *Learning Intention and Success Criteria* |
| *I do- Explicit Teaching* |
| *We do –Mini Lesson* |
| *You do - Work independently* |
| *Exit* |

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| **Observable Behaviours and Actions**   |  |  | | --- | --- | | **Teachers** | **Follow up** | | **Students** | **Aspirational** |   **Connect (Wellbeing)** | **Observed** | **Not Observed** | **Not Applicable** | **Examples and descriptive notes (make, say do, write)** |
| 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 (LI) and Success Criteria (SC)** |  | | | |
| 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 |  |  |  |  |
| Modelling or demonstrating with worked examples |  |  |  |  |
| Checking for understanding |  |  |  |  |
| **We do – *Mini lesson*** |  | | | |
| Guided practice to a smaller group of students |  |  |  |  |
| Planned rotation of students for guided practice |  |  |  |  |
| Conferring between teacher 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. visible learning; make, say, do, write) |  |  |  |  |
| **Exit Task** |  | | | |
| Small group reflection about their learning |  |  |  |  |
| Reflection on Success Criteria |  |  |  |  |
| Rotation of students for catch-up wellbeing session (e.g. virtual lunch) |  |  |  |  |
| **References:**  <https://teachertrackertool.weebly.com/> | | | | |

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| **Post Lesson Observation**  **Questions to the teacher being observed** | **Response to question** |
| What did you notice after reviewing the data collected?  What is interesting?  Do you see any patterns in the data? |  |
| How did the lesson go?  Which elements worked?  How do you know? |  |
| What evidence did you collect?  What conclusions can you draw?  Did the students learn the objectives based on the LI and SC? |  |
| What is the focus for the next lesson?  Where to from here? |  |
| What strategies could you use?  Does research or theory offer anything here? |  |

**Remote Observation Protocols**

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).