**Secondary School Remote Self and Peer Observation Checklist -T3**

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| **Teacher**  |  | **Date, start and end time** |  |
| **Observer** |  | **Year Level & Subject** |  |
| **Observational Focus***[Based on agreed part(s) of the Instructional Model from pre-observation conversation](#Remote)* | *Wellbeing check-in and Entry Task* | **Lesson overview visible to students** **Lesson overview visible to teachers prior to the lesson** | YES NO IncompleteYES NO Incomplete |
| *Learning Intention and Success Criteria*  |
| *I do- Explicit Teaching* |
| *We do – Work together* |
| *You do - Work independently* |
| *Exit* |

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| **Observable Behaviours and Actions**

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| **Teachers** | **Follow up** |
| **Students**  | **Aspirational**  |

**Wellbeing Check-in and Entry Task** | **Observed** | **Not Observed** | **Not Applicable** | **Examples and descriptive notes (make, say do, write)** |
| 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 (LI) and Success Criteria (SC)** |  |
| 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 |  |  |  |  |
| 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 |  |  |  |  |
| **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**  |  |
| Exit task |  |  |  |  |
| Review success criteria |  |  |  |  |
| **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).