

Observation of a Peer Tool Sample

In-Person or Virtual Instruction

Participating Teacher: Nancy Navarro	Induction Coach: Minerva Schwartz	Teaching assignment and grade level(s): 1st-grade Self-Contained
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DIRECTIONS: Please work with your coach in planning for a peer observation utilizing the *Observation of a Peer Cycle: Protocol and Conversation Guide documents (In-Person or Virtual Instruction)*. As a reminder, the minimum amount of time for conducting an observation is 30 minutes.



PLANNING (Phase I)

Please respond in writing to the following questions to prepare for your observation of a peer.

What area would you like to grow in and/or learn more about?

I would like to learn more about how to effectively run a guided reading session.

Who is a teacher that is exemplary in this focus area? (Ask around – ask your administrator, peers, induction staff, etc.)
Everyone knows a good teacher.)

Ms. Richardson is also part of the 1st-grade team, and she has ten+ years of experience teaching guided reading, phonemic awareness, and phonics to students.

How will you observe this peer? Check one: ☒ In-person ☐ Virtual Instruction (Zoom, Google Meet, etc.)

Date:	September 12 th	Time:	Start: 10:00 AM	End: 10:30 AM
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OBSERVATION/DATA COLLECTION (Phase II)

During your observation of a peer, record the teacher's/students' words and actions, quotes, and qualitative and quantitative data as it pertains to your chosen observation focus area and general teaching practice. You may use the space below to capture evidence and/or attach any additional observation notes.

Teacher pulled a small group of students for guided reading instruction
All other students are working at various learning stations

10:00-10:02

- Teacher facilitates sight word review (3 words)
- Students use white boards to practice writing the word teacher says aloud
- Students say the word softly as they write it
- Teacher scaffolds as needed

10:02-10:10

- Students read book with prompting
- Teacher states the reading strategy students are working on
- Each student begins to read quietly on their own while teacher focuses on one student at a time
- Teacher prompts student to read with phrasing and fluency (challenging them to read without their tracking finger)
- Teacher praises student
- Student struggles with reading a word
- Teacher notes any errors students make on a tracking sheet

- Teacher uses known parts and endings to help student decode word
- Teacher praises student
- Teacher moves on to the next student
- Teacher prompts student to search for meaning in the story by focusing on characters and comprehension
- Student is prompted to reread when skipping words
- Teacher asks student a comprehension question
- Student uses expression when reading
- Teacher moves on to the next student and asks student about any “tricky parts” they’ve gotten stuck on
- Teacher prompts student to reread for meaning based on context clues
- Teacher moves on to the next student
- Student mispronounces a word
- Teacher reviews the silent-e rule (the e at the end of a syllable makes the vowel before it long)

10:10-10:15

- Teacher facilitates retelling exercise
- Student retells the beginning, middle, and end of the story
- Teacher presents students with various sentence starters/transitional words (At the beginning... Then... Next... After that... Finally...)
- Each student takes a turn retelling the story using one of the corresponding sentence starters
- Teacher asks comprehension questions while students retell
- Teacher praises students

10:15-10:17

- Teacher reviews words that were challenging for students to read
- Students decode words by identifying the “parts” of a word (root words)

10:17-10:24

- Teacher moves on to word study with students
- Each student receives a tray with all letters of the alphabet
- Teacher asks students to retrieve specific letters then spell a word she announces
- Students sound out the word in order to spell it
- Teacher models how to break a word at the onset and rime (find the vowel and pull it apart)
- Student practice “breaking” a word apart
- Students point and say each part of the word then combine the sounds (break it, say it, make it)
- Teacher asks students to make a new word by switching out one letter and listening to the sounds to know which letter they will need to change (sled →sped)
- Teacher asks students to try this again with a focus on medial short vowels (sped →spud)
- Students practice one last time with a focus on initial blends (spud →stud)
- Teacher continues word study using sound boxes
- Students practice saying words slowly to hear the sounds in sequence
- Students first point to each box and say the sounds then write the word within the sound boxes
- Teacher prompts students to put the sounds together

10:24-10:30

- Teacher concludes with guided writing
- Teacher provides a scaffold to help students plan their writing
- Using a graphic organizer divided by beginning, middle and end, teacher has preselected vocabulary words that will help students recall and write their sentences

- Teacher asks students to help her identify which words correspond to the beginning, middle and end
- Students share their sentences aloud prior to writing
- Teacher prompts students to sound out challenging words using sound boxes as scaffold
- Teacher monitors students writing, and scaffolds as needed (sight words, letter formation, sequence, punctuation, finger spacing, spelling)
- Once done, students reread their sentence for comprehension
- Teacher praises students



POST-OBSERVATION REFLECTION (Phase III)

Reflecting on your observation notes, how will you apply what you learned from this teacher into your own teaching practice?

I will begin incorporating the strategies that I observed in Ms. Richardson's classroom into my own guided reading instruction as I would like to continue to refine my current strategies and routines. It was great to see the impact of clearly modeling strategies to display expected outcomes prior to asking students to practice on their own. I think word work is foundational for early readers and I appreciated the various teaching strategies that were modeled throughout. It seemed to me that each of the reading strategies that Ms. Richardson chose for this group were dependent on student needs. I also liked how the text that she selected was meaningful and aligned with what her students needed more practice in. In particular, I liked incorporating daily writing as part of my guided reading instruction. I would also like to restructure my groups more often based on student data and growth. I enjoyed witnessing all the positive reinforcement through praise and feedback that Ms. Richardson provided her students with and the various just-in-time scaffolds that she put into action throughout the lesson.