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| **Observation of a Peer Tool** |

**Online Teaching Videos**

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| **Participating Teacher:** | | **Induction Coach:** | | | **Teaching assignment and grade level(s):** | | |
| **DIRECTIONS:** Please work with your coach in planning for a peer observation utilizing online teaching videos (YouTube, Atlas, Edutopia, etc.) by following the *Observation of a Peer Cycle: Protocol and Conversation Guide documents (Online Teaching Videos). As a reminder, the minimum amount of time for conducting an observation is 30 minutes.* *You may choose to observe shorter video segments, but all video segments should total about 30 minutes and learnings/insights from each video segment need to be reflected on this observation form.* | | | | | | |
|  | **PLANNING (Phase I)**  *Please respond in writing to the following questions to prepare for your video observation.* | | | | | |
| **What area would you like to grow in and/or learn more about?** | | | | | | |
| **Why did this specific teaching video capture your interest in relation to your focus area?** | | | | | | |
| **What is the WEBSITE LINK to the teaching video that inspires you to build the capacity of your instructional practice? If you choose to observe shorter video segments, please include the website links for each video.** *(Utilize the aforementioned protocol for direction on selecting a teaching video that meets requirements.)* | | | | | | |
| **Date:** |  | | **Time:** | **Start:** | | **End:** |
|  | **OBSERVATION/DATA COLLECTION (Phase II)** | | | | | |
| *During your video observation, 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.* | | | | | | |
|  | **POST-OBSERVATION REFLECTION (Phase III)** | | | | | |
| **Reflecting on your observation notes, how might you apply what you learned from this teacher into your own teaching practice?** | | | | | | |