

A strong observation process should create learning for three groups:

- ❑ **The teacher being observed** receives feedback and new perspectives.
- ❑ **The observing teachers** identify strategies they can adapt to their own classrooms.
- ❑ **The school** builds collective expertise and instructional coherence.

Teacher-to-Teacher (Coach) Learning Observation Form

Observation Focus

Instructional Strategy or Problem of Practice:

Teacher Observed:

Date:

Part 1: What Did I Notice?

Record only what you saw and heard.

Part 2: Evidence of Learning

What evidence suggested students were learning?

- Students explained their thinking
- Students asked questions
- Students used academic vocabulary
- Students demonstrated understanding independently
- Students collaborated effectively
- Students monitored their own progress

Specific Evidence:

Part 3: What Impact Did These Actions Have?

[illegible]

Part 4: My Learning

What did I learn as an educator?

A strategy I want to remember:

A practice I might adapt for my classroom:

A question I am still wondering:

Part 5: Reflection Conversation

What seemed most effective for student learning?

What surprised us?

What might we try next?
