**Peer Observation Form**

**Teacher Observed: Tammy** **Date of Observation:** 10/9/18

**Bb CC Link**: <https://sas.elluminate.com/site/external/jwsdetect/playback.jnlp?psid=2018-10-09.0607.M.EF9776005F4A34DEB7C4B00E1E7A17.vcr&sid=559>

**DIRECTIONS:**

* Only enter data/observations for areas observed in the lesson.
  + Some tenets of the domains will have no data.

**Domain 1: Planning and Preparing**

*The components in Domain 1 outline how a teacher organizes the content of what students are expected to learn---in other words, how the teacher designs instruction. These include demonstrate knowledge of content and pedagogy, demonstrating knowledge of the students, selecting instructional goals, demonstrating knowledge of resources, designing coherent instruction, and assessing student learning.*

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| **A. Demonstrating Knowledge of Content & Pedagogy**   * Knowledge of content and the structure of the discipline * Knowledge of prerequisite relationships * Knowledge of content-related pedagogy | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| Teacher reviewed concepts from the previous lesson. (published results to whiteboard)  Teacher setup vocabulary based on complexity to help students scaffold the class material. | Students update polling to polling question.. |
| **B. Demonstrating Knowledge of Students**   * Knowledge of characteristics of age group * Knowledge of students’ varied approaches of learning * Knowledge of students’ skills and knowledge * Knowledge of students’ interests and cultural heritage * Knowledge of students’ special needs | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| Motorcycle activity- To help students connect to content. Appealing to student interests.  Explained how the motorcycle breakout room activity connected to the days lesson. | Completed the Motorcycle activity |
| **C. Setting Instructional Outcomes**   * Value, sequence and alignment * Clarity * Suitability for diverse students * Balance | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| Explained the importance of having notes open.  Objectives clearly explained.  Motorcycle activity was clearly explained and how it connected to the days lesson (suitable for diverse learning-engaging). |  |
| **D. Demonstrating Knowledge of Resources**   * Resources for teaching * Resources to extend knowledge and pedagogy * Resources for students | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
|  |  |
| **E. Designing Coherent Instruction**   * Learning activities * Instructional materials and resources * Instructional groups * Lesson and unit structure | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| Showed students where to access the study guide for the class session.  Teacher- Breakout Room Motorcycle Breakout Room.  Kingdom Classification System-  Good Voice over, Explained thoroughly.  Students went over Each of the kingdoms.  Archaea-  Eubacteria-  Lines on the Board-Matching game- Eubacteria, Archaeabacteria.  Kingdom Protista- Pointed out the Nucleus and explained to students they are now looking at Eukaryotes  Kingdom Fungi- Heterotrophs , Unicellular yeast. Mold  Plant Kingdom- Stressed Chloroplast and Cell Wall. Make their own Food  Animal Kingdom- Stressed that Animals are heterotrophs need to consume other organisms.  Teacher gave time for questions at the end of class.  Reviewed what students learned in class. | Students made their own categories. Examples: 2 wheels, 3 wheels, Off road,  Main Room- Line Tool Activity-  Eubacteria and Archaea  Fungi and Protista  Plant and Animal  Exit Ticket given at the end of class. |
| **F. Designing Student Assessments**   * Congruence with instructional goals * Criteria and standards * Design of formative assessments * Use for planning | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| Engaging Motorcycle activity- Planning. Instructional goals.  Exit ticket reinforces the objectives of the lesson- Formative assessment. | Complete Motorcycle activity  Complete Exit ticket |

**\*\*Other Comments/Takeaways from the Observed Lesson**

**Reflection on Lesson Objectives:**

Students will know:

* The definitions of prokaryote and eukaryote, unicellular and multicellular, and autotrophic and heterotrophic.
* The key identifying characteristics of each of the six kingdoms.

Students will be able to:

* Differentiate between prokaryote and eukaryote
* Describe characteristics that separate organisms from each kingdom of life.
* Name a representative from each kingdom of life.

**Questions I want to ask the teacher after my visit:**

**How could the 7th grade Science team break up the information to help students connect to the 6 kingdoms of life.**

**What I might try in my classroom as a result of my visit:**

Consider Emailing notes instead of pushing out next year.

Make Students accountable for class materials

Suggestions for us to think about-

How could we incorporate more Student Time to work on the Concepts.

Can we make this more of an activity for them to complete?

Making them do more and being more accountable?

**Domain 2: Classroom Environment**

*The components in Domain 2 consist of the interactions that occur in a classroom that are non instructional. These consist of creating an environment of respect and rapport among the students and with the teacher, establishing a culture for learning, managing classroom procedures, managing student behavior, and organizing the physical space.*

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| **A. Creating an Environment of Respect and Rapport**   * Teacher interaction with students * Student interaction with one another | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
|  |  |
| **B. Establishing a Culture for Learning**   * Importance of the content * Student pride in work * Expectations for learning and achievement | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| Getting the Grade in Science Class slide. | Green check provided by student if they understood the Slide |
| **C. Managing Classroom Procedures**   * Management of instructional groups * Management of transitions * Management of materials and supplies * Performance of non-instructional duties * Supervision of volunteers and paraprofessionals | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
|  |  |
| **D. Managing Student Behavior**   * Expectations * Monitoring of student behavior * Response of student misbehavior | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
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| **E. Organizing Physical Space**   * Safety and accessibility * Use of physical resources | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
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**\*\*Other Comments/Takeaways from the Observed Lesson**

**Reflection on Lesson Objectives:**

**Questions I want to ask the teacher after my visit:**

**What I might try in my classroom as a result of my visit:**

**Domain 3: Instruction**

*The components in Domain 3 are what constitute the core of teaching – the engagement of students in learning contest. These include communicating clearly and accurately, using questioning and discussion techniques, engaging students in learning, providing feedback to students, and demonstrating flexibility and responsiveness.*

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| **A. Communicating with Students**   * Directions and procedures * Oral and written language | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
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| **B. Using Questioning and Discussion Techniques**   * Quality of questions * Discussion techniques * Student participation | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
|  |  |
| **C. Engaging Students in Learning**   * Representation of content * Activities and assignments * Grouping of students * Instructional materials and resources * Structure and pacing | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
|  |  |
| **D. Using Assessment in Instruction**   * assessment criteria * monitoring of student learning * feedback to students * student self-assessment and monitoring of progress | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
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| **E. Demonstrating Flexibility and Responsiveness**   * Lesson adjustment * Response to students * Persistence | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
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**\*\*Other Comments/Takeaways from the Observed Lesson**

**Reflection on Lesson Objectives:**

**Questions I want to ask the teacher after my visit:**

**What I might try in my classroom as a result of my visit:**

**Domain 4: Professional Responsibilities**

*The components in Domain 4 represent the wide range of a teacher’s responsibilities outside the classroom. These include reflecting on teaching, maintaining accurate records, communicating with families, contributing to the school and district, growing and developing professionally, and showing professionalism. Teachers who demonstrate these competencies are highly valued by their colleagues and administrators, as well as being seen as true professionals.*

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| **A. Reflection on Teaching**   * Accuracy * Use in future teaching |
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| **B. Maintaining Accurate Records**   * Student completion of assignments * Student progress in learning * Non instructional records |
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| **C. Communicating with Families**   * Information about the instructional program * Information about individual students * Engagement of families in the instructional program |
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| **D. Participating in a Professional Community**   * Relationships with colleagues * Service to the school * Participation in school and district projects |
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| **E. Growing and Developing Professionally**   * Enhancement of content knowledge and pedagogical skill * Service to the profession |
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| **F. Showing Professionalism**   * Integrity and ethical conduct * Service to students * Advocacy * Decision making * Compliance with school and district regulations |
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Partially adapted from:

<https://www.andrews.edu/~rjo/Artifacts/Danielson's%20Framework%20for%20Professional%20Practice%20web.pdf>