**Peer Observation Form**

**Teacher Observed: Tammy Barger** **Date of Observation:** 12/13/2018

**Bb CC Link**: <https://sas.elluminate.com/site/external/jwsdetect/playback.jnlp?psid=2018-12-13.1019.M.F76C4DFE7D295CADB003220679F1B9.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 important information on phylum Cnidarians.  This information will help students create their response. | The Students provided information in chat. |
| **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*** |
| Asked Students to write a creative story. | Student’s created a story based on factual science information. |
| **C. Setting Instructional Outcomes**   * Value, sequence and alignment * Clarity * Suitability for diverse students * Balance | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| Clarity of the task at hand. Discussion Board Prompt.  A clear balance of instruction and independent practice. | Students new exactly what they where expected to complete during the class time.  Students had time to create their own creative word. |
| **D. Demonstrating Knowledge of Resources**   * Resources for teaching * Resources to extend knowledge and pedagogy * Resources for students | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| Somebody Wanted But So Then | Writing Strategy- Creative Strategies |
| **E. Designing Coherent Instruction**   * Learning activities * Instructional materials and resources * Instructional groups * Lesson and unit structure | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| Notes open  Teacher presented material to support student writing. | Opened notes  Student responded and completed writing prompts |
| **F. Designing Student Assessments**   * Congruence with instructional goals * Criteria and standards * Design of formative assessments * Use for planning | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| Writing in the Content- Discussion Board | Written response to discussion board. |

**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*** |
| Positive and friendly.  Communicates clearly | Students asking questions in chat. Teacher communicates with students helping them with their questions. |
| **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*** |
| Explained the importance of having notes open during lessons.  Explained Important characteristics of Phylum Porifera. | Students- Explained in Chat why the sponges filter feed to obtain nutrients. |
| **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*** |
| Asked Student to open Class Notes.  Reviewed concepts of topics for the days discussion board. | Students responded by giving green checks. |
| **D. Managing Student Behavior**   * Expectations * Monitoring of student behavior * Response of student misbehavior | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| Teacher Clearly indicates the classroom expectations.  Teacher ask students to explain questions on the board about the Sponge. Using SWBST Writing Format.  Explained the Importance of using complete sentences and Punctuations.  Explained the importance of creating their own original work. | Students Indicate if they have notes open.  Students indicate if they understand where important information is in the Study Guide.  Students indicated the correct answers by using chat.  Students responded in chat that they understood they needed to use punctuation and complete sentences. |
| **E. Organizing Physical Space**   * Safety and accessibility * Use of physical resources | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| Teacher organizes Student information in the course and in Email. (making student accountable)  Organizations in the Lessons.  Very organized class and lesson layout (Async days in course.) | If students did not have notes teacher directed them to email. |

Other Comments/ Takeaways:

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

(observation completed via recording)

Do you think using the announcement tool could be used to help gain some of the student’s attention?

**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*** |
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| **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*** |
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| **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>