**Peer Observation Form**

**Teacher Observed: Tammy Barger** **Date of Observation:** 3/6/2019

**Bb CC Link**: <https://sas.elluminate.com/site/external/jwsdetect/playback.jnlp?psid=2019-03-06.0558.M.982F03890EEE7228D128DD41B647C3.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*** |
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| **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*** |
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| **C. Setting Instructional Outcomes**   * Value, sequence and alignment * Clarity * Suitability for diverse students * Balance | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
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| **D. Demonstrating Knowledge of Resources**   * Resources for teaching * Resources to extend knowledge and pedagogy * Resources for students | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| Hand on Virtual lab that support learning invasive species for students | Complete Virtual lab Exit ticket |
| **E. Designing Coherent Instruction**   * Learning activities * Instructional materials and resources * Instructional groups * Lesson and unit structure | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| Virtual Lab- Invasive Species |  |
| **F. Designing Student Assessments**   * Congruence with instructional goals * Criteria and standards * Design of formative assessments * Use for planning | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| Exit ticket- Was a virtual lab on Invasive Species.  Lesson was very objective oriented | Complete Virtual lab Exit ticket |

**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*** |
| Showed students a specimen of Zebra mussels | Students responded in chat letting the teacher know they could see the video feed. |
| **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*** |
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| **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*** |
| Student Tracker |  |
| **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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**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*** |
| Teacher opens class with Warm up Questions. Teacher starts timer and gives students 20 Seconds to update their polling answer.  Objectives reviewed with students.  Teacher checked for understanding- How to use the graph feature in the virtual lab.  Explained the importance of using the check button. | Students update polling- 82-83% of class was engaged and responded. |
| **B. Using Questioning and Discussion Techniques**   * Quality of questions * Discussion techniques * Student participation | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| 83% of students responded that they had their Quiz 5 notes open. | Teacher was engaging, encouraging and polite. Teacher tried to engage students that did not have notes open. |
| **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*** |
| Teacher showed students how to use the website (appsharing).  Virtual Lab- Invasive Species. | Students interacted with the teacher while application sharing.  Students participated in chat and answered teachers question. |
| **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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| Prediction: What is going to happen to the Phytoplankton when the zebra mussel is introduced.  What is going to happen to the winged Mapleleaf mussels?  What is going to happen to the Zebra mussel population.  The teacher then asked what is going to happen to the zebra mussel after 4 years after it was introduced.  The teacher shared the link to the lab activity.  Teacher tried to get students attention and for them to engage in the classroom activity.  Teacher uses a daily tracker of student completion.. | Students answered Questions in chat.  Students answered Questions in chat.  Students answered Questions in chat.  Students answered Questions in chat.  Students answered Questions in chat.  Students let the teacher know they had Lab website open. |
| **E. Demonstrating Flexibility and Responsiveness**   * Lesson adjustment * Response to students * Persistence | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| Responded to students during application sharing. Student asked question about the zebra mussel.  Responded to multiple questions during application sharing. | Student asked question about Zebra Mussel.  Students responded to teacher questions. |

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

Solid explanation and instructions for students to complete lab activity.

**Reflection on Lesson Objectives:**

**Students will know:**

* **Invasive species**
* **How invasives invade**
* **Impacts of Invasive Species**

**Students will be able to:  
- Examine five invasive species situations using a virtual lab.**

**Students that engaged in the lesson and Class Ticket would have obtained the objectives for the days class.**

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

**Instead of reading “How do introduced species affect the environment” how could we make students responsible for reading that section of the lab. Making Students accountable during their independent lab activity?**

**What ways could we help to connect the content of invasive species (Zebra Mussel) to the real world for our students? So Students are connecting to the impact the zebra mussel has on the environment.**

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

“Read important parts of the Lab” Instead of having students do this independently.

At least abbreviate the important information.

**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>