**Peer Observation Form**

**Teacher Observed:** PEER – **notes by T. Barger** **Date of Observation:** 10-9-2018

**Bb CC Link**: <https://sas.elluminate.com/site/external/jwsdetect/playback.jnlp?psid=2018-10-09.0609.M.67B5562408A8064FFDC30050333D0A.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*** |
| * Class opener reviewed content from prior day to determine level of recall | * Students responded using polling to class opener and provided correct answer in chat to follow up 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*** |
| * A diversity of question types used and varied means for answering the questions (chat, mic, polling) | * Students engaged at varying levels with each type of question/answering opportunity |
| **C. Setting Instructional Outcomes**   * Value, sequence and alignment * Clarity * Suitability for diverse students * Balance | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| * Review of terms first, review of key classifying characteristics reviewed, introduction of each kingdom followed | * Students provided input via chat during review of terms and introduction of kingdoms |
| **D. Demonstrating Knowledge of Resources**   * Resources for teaching * Resources to extend knowledge and pedagogy * Resources for students | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| * 2 videos were used to enhance understanding | * After the archaea video, a student asked question about the three groups of Archaea in chat |
| **E. Designing Coherent Instruction**   * Learning activities * Instructional materials and resources * Instructional groups * Lesson and unit structure | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| * Group b/o room to “classify” vehicles into 2 groups | * Students appeared to work on this; did they communicate with each other in the b/o rooms or JUST move the vehicles around? |
| **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 provided | * What was the return on the exit ticket considering you had a full instructional period? |

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

* 0:00 – 3:13: Class Opener/Polling – announcement to use polling
  + Student answer on the chat for the question
  + Follow up: Why is Latin used? – students respond in chat
    - Discussed how people say things differently over the years
    - Smiley face that you understand
* 3:15 – 4:37: class procedure/expectations/essential question slide
  + Teacher read essential question (new science words)
  + Student reader for expectations
* 4:37 – 5:28: Objectives slide
  + Student reader
* 5:29 – 7:36: Getting the Grade slide – teacher read
  + Common Assessment – closes today; DB#3 closes tomorrow
  + Green check “that makes sense” – stay on top of your assignments
    - Announcement polling use
* 7:37 – 12:54: Group Activity - Put vehicles into two groups – moveables; must explain how you are grouping – explanation of what to do was “minimal”
  + 8:35/11:19 – moved to/from b/o rooms of 2/room
    - Late arrival (1 of 2) worked on the main room board -but didn’t communicate with the other student as doing so
  + Main Room: could we have broke this up into MORE than 2 groups
    - Color, size, brand, type of car – teacher used positive reinforcement for ideas
      * Tied this activity to Linneaus and his classification system
* 12:55 – 14:40: Domains of Living Things slide
  + What organisms will be in domain Bacteria? …yes, only bacteria.
  + Hint: Eukaryota – cell with a nucleus (ahead of myself with that, but it’s important)
  + Any questions on the domains, there will be a video
* 14:41 – 16:31: After domains: order of taxonomic groups slide – Review from yesterday
  + Which was the largest group? … students answered in chat
  + One specific organism? … students answered in chat
  + On the board: Donkey Kong Please Come Over For Good Speghetti (spelling = spaghetti) …update from yesterday
  + Any questions before we move?
* 16:32 – 18:32: Difference in Cells slide/prokaryote vs eukaryote
  + Volunteer – difference between pro/eukaryote; on mic – read the slide
  + The big difference: nucleus vs. no nucleus but a nucleoid, no membrane18:32 (spelling = nucleoid)
  + Any questions?
* 18:33 – 21:19: six kingdom classification system slide
  + Called on student to read first 2 characteristics (had parent support to read)
    - Stress that the terms are going to be heard over and over
  + Called on different student to read the rest of the slide
    - We are heterotrophs … can we make our own food?
  + This is how they break up the classification system.
* 21:20 – 21:55: went back to the previous slide – pro/eukaryote
* 21:56 – 22:17: Kingdoms slide
* 22:18, student asked to go back; went back two slides per student request – gave time for student to re-examine the slide
* 23:11 – 24:17: return to Kingdoms – discussed the 2 images on the board (Image 1: simple 6 w/drawings and Image 2: text w/kingdoms and text of examples)
* 24:18 – 26:29: Kingdom Archaebacteria – name changed recently to just Archaea b/c these are not really that close to bacteria
  + Called on student reader
  + What happens if you move an organism out of their environment? Chat answers, die.
* 26: 30 – 28:46: Archaea (Ancient) Bacteria – additional examples in different environments
* 28:47 – 34:50: Web tour video & link in chat (recording didn’t see the whole video; sounded like you spoke over video??)
  + Any questions on that video?
  + Student chat question: what were the three groups again? …teacher answered
    - Re-emphasized the harsh environments these organisms live in and how they are able to survive there and other organisms cannot
* 34:51 – 35:35: Eubacteria slide
  + Asked for a student reader/volunteer
* 35:36 – 39:42: BrainPOP video slide (will be shown later) … four questions on the board
  + different video now, web tour/link in chat – bacteria everywhere – didn’t see the whole video was shown on recording
  + Answer questions 1 – 3, answers on the board
* 39:43 – 40:44: Bacteria examples – microscopic, everywhere, they rule slide
  + Chat question: do bacteria live in Antarctica? (teacher didn’t address directly, but at that time stated they are found everywhere)
  + Some bacteria are helpful
* 40:45 – 42:36: Are all bacteria Harmful? Slide … polling yes/no; announcement use polling
  + They are doing what they need to do to survive
  + Any questions?
* 42:37 – 44:53: Matching Game slide SKIPPED – went onto Protista slide
  + Volunteer reader – mic cut and teacher read
  + This kingdom is like the “kitchen junk drawer”
  + Any questions
* 44:54 – 46:24: Fungi slide
  + Volunteer reader
  + Fungi break everything down
* 46:25 – 47:43: Plantae slide
  + Teacher read (time)
  + Think about that …no plants there would be no animals.
  + Student chat comment – no plants “we don’t have oxygen”
* 47:44 – 48:22: Animalia slide
  + Teacher read (time)
* 48:23 – 48:42: That was a LOT? slide
  + Any questions on any kingdoms from today?
* 48:43 – 48:51: Objectives slide – make sure you know the objectives for today
* 48:52 - 50:15: Exit Ticket & Homework slide
  + Exit Ticket link provided
  + Once you finish that you are free to go
  + Open the slides
  + Notes pushed out

**Reflection on Lesson Objectives:**

Objectives on slide

* Identify the three domains of living things.
* Differentiate between prokaryotes and eukaryotes.
* Describe the physical characteristics that separate organisms from each of   
  the six kingdoms of life.
* Examine the six kingdoms of life and name a representative organism of each.

From the Notes section of PwrPt

Standard 3.1.7.A1, 3.1.7.B5

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.

Lesson reviewed terms and provided examples and classification characteristics of each kingdom.

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

(observation completed via recording)

1. How did the videos enhance understanding?
2. Could you have done a single slide w/all kingdoms laid out and provided a video clip of each?
3. Does cold-calling for student readers still work? (this lesson was early in the year)

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

* Reinforce the expectation of if you are called upon, you will use the mic/read on the mic

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