**Peer Observation Form**

**Teacher Observed:** PEER – **notes by T. Barger** **Date of Observation:** 12-13-2018

**Bb CC Link**: <https://sas.elluminate.com/site/external/jwsdetect/playback.jnlp?psid=2018-12-13.0605.M.6D7442EECF02B8D0E851C9A0F97AFE.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*** |
|  |  |
| **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*** |
|  |  |
| **C. Setting Instructional Outcomes*** Value, sequence and alignment
* Clarity
* Suitability for diverse students
* Balance
 |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
|  |  |
| **D. Demonstrating Knowledge of Resources*** Resources for teaching
* Resources to extend knowledge and pedagogy
* Resources for students
 |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
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| **E. Designing Coherent Instruction*** Learning activities
* Instructional materials and resources
* Instructional groups
* Lesson and unit structure
 |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
|  |  |
| **F. Designing Student Assessments*** Congruence with instructional goals
* Criteria and standards
* Design of formative assessments
* Use for planning
 |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
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**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*** |
| * begins interacting at the start of class
* continues dialog throughout class
 | * respond to inquiry of class opener completion in chat
* continue interaction through chat
 |
| **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*** |
| * Provides real life example for the need to study and learn how to study
 | * respond in chat
 |
| **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*** |
| * provided an example to complete the DB prompt
 | * provided answer for the example prompt discussion
 |
| **D. Managing Student Behavior*** Expectations
* Monitoring of student behavior
* Response of student misbehavior
 |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| * explained students were to use the board to prepare for writing the DB answer
 | * responded they understood how to use the slide for pre-writing
 |
| **E. Organizing Physical Space*** Safety and accessibility
* Use of physical resources
 |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| * Individual breakout rooms used for pre-write and writing of DB
 | * used board tools to complete the slide for pre-writing
 |

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

* 0:00 – 4:30 : Opened with quizizz; “need to learn to study”
	+ Can finish later
	+ Takes time to study – a skill to develop
	+ Discussed real life situations
* 4:31 – 10:55: Review blue ringed octopus, cephalopod on board -asked class what group: mollusks was given
	+ Video/web tour (didn’t skip ad; or does the student need to click that?) – do you pause the recording? It seemed like you came right back to the slide in the room w/in seconds – wonder if this is a glitch in Bb recordings
		- The video link in chat was 2:48
		- Questions about the venom; what it helps the octopus do
		- Aid in “survival”
		- Any questions
* 10:56 – 11:55: Discussion Board opening slide – green check for notes open/announcement
* 11:56 – 12:33: Objectives slide – new writing strategy
* 12:34 – 13:29: SWBST writing strategy
	+ Volunteer asked to read – rad the slide
	+ Going to use this to make our own “creative writing” today
* 13:30 – 14:00: Review of sponges slide – on notes find sponges
* 14:01 – 21:02: SWBST writing format slide to fill in
	+ Give a fact about sponges – timer (doesn’t show)
		- Several answers – picked filter feeding – entered on the board as But (problem)
		- “How does that help the organism survive?” … answer “energy” – entered on board as the Wanted
		- Smiley in chat that you followed the 1 fact/problem
	+ Next fact – not on the study guide; encouraged use of other facts that were learned (use website if you know it’s reliable) … sponges male/female?
		- TERM: hermaphrodite
		- “How does that help sponges survive?” …
			* Student entered “don’t move” …sessile
			* “think about that for a second”
			* Ensures reproduction will occur when sex cells meet
			* Give a smiley face (came into chat)
		- Ensures survival … pause
		- Any questions … pause
* 21:02 – 21:59: Good Writing Strategies slide; volunteer to read
* 22:00 – 27:01: Jumped to DB slide to video – web tour and in chat (video played this time)
* 27:02 – 28:20: new page to look at DB prompt – copied/pasted on the slide
	+ Explained the prompt – make a story; removed the prompt – put in snip
		- Offered to add mollusk to the options to pick from
* 28:21 – 29:57: to SWBST blanks screen – put all options on the board, including mollusks
	+ Going to go to b/o room give two facts: FILL out the slide
		- use it as a resource to complete the DB
			* announcement: any questions?
		- 12 minutes to work
* 29:58 – 43:01: moved to b/o rooms
	+ Mr. Bird moved between rooms
	+ Announcement: take a screenshot of your board; moving back to main room
* 43:02 – 45:25: Gave an example someone brought up that is not on the study guide
	+ Bioluminescence – makes own light; used to scare predators
	+ Encouraged students to use other facts
	+ DB attached to the Plan
		- Finish when you can
* 45:26 - 45:46: Homework: Study; let me know if you need anything

**Reflection on Lesson Objectives:**

Objectives slide is Agenda for Students

From Notes section of PwrPt

Standard 3.1.7.A1, 3.1.7.B5

Students will know:

* The identifying characteristics of sponges, cnidarians and worms

Students will be able to:
- Creatively write about two related scientific facts, of either a cnidarian or a worm, in response to discussion board prompt.

Lesson reviewed facts, appropriate sources for facts and the DB writing format; with example and individual rooms to pre-write using the format in the example.

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

(observation completed via recording)

1. How were students using the slide to pre-write? Did they “understand the instruction” well enough that they were completing the blanks successfully without much input from you?
2. How many students were actually “present” in the b/o rooms and working?
3. How many rooms were you able to visit and really get to check in with students?

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

* I really liked the use of individual b/o rooms w/the pre-write slide for them to use!

**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*** |
|  |  |
| **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](https://www.andrews.edu/~rjo/Artifacts/Danielson%27s%20Framework%20for%20Professional%20Practice%20web.pdf)