**Peer Observation Form**

**Teacher Observed:** PEER – **notes by T. Barger** **Date of Observation:** 3-6-2019

**Bb CC Link**: <https://sas.elluminate.com/site/external/jwsdetect/playback.jnlp?psid=2019-03-06.0956.M.2DE60CB6C3998C7D7327D048DB7304.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*** |
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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*** |
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| **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*** |
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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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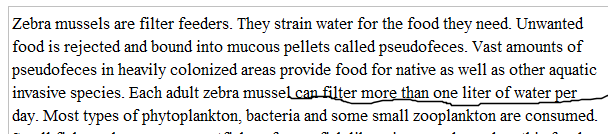
**Domain 3: Instruction**

*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*** |
| * Teacher provided consistent oral and when necessary written instructions | * Students responded to instructions and asked questions when they needed clarification |
| **B. Using Questioning and Discussion Techniques**   * Quality of questions * Discussion techniques * Student participation | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| * Questions asked helped teacher determine understanding of concepts | * Students answered questions and asked questions to ensure understanding |
| **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 led the lesson and provided supports to concepts | * Students interacted well and posed questions for clarity |
| **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*** |
| * Teacher went to work room and interacted with students during the virtual lab and class ticket work time | * Students accepted teacher comments and supports |
| **E. Demonstrating Flexibility and Responsiveness**   * Lesson adjustment * Response to students * Persistence | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| * Teacher answered questions from students about information not presented on the zebra mussel; even going to a search for a specific question he didn’t know the answer to when asked | * Students stayed with the teacher throughout the lesson |

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

* 0:00 – 2:31: recording seemed to start after you started; Notes pushed out
  + Slide from previous day’s lesson with an image of a vial of water – asked if there was anything in the water. Students responded in chat, no
  + then referred to the boat image and discussed the larvae are not visible in the water. Example of Accidental release of the invasive species … any questions?
* 2:32 – 3:40: Opening slide with Class Opener question – Question never asked
  + Asked if they have notes open – and to open them now; gave 30 seconds (no timer on recording)
* 3:41 – 4:23: Objectives slide: Notes, Virtual Lab, Class Ticket and Homework
  + Pushed out notes to student again
* 4:24 – 13:08: The Zebra Mussel slide – images and text
  + Do you see how the are grouped up and bunched together.
    - One student responded
    - Asked again, do you see it – smiley face/shazam in chat
  + Look at the pipe – can water flow through that pipe [with all the mussels in it]?
    - Students responded in chat
  + Teacher read text on slide



* + - What is the pseudofeces?
      * Is this really saying the Zebra mussel produces this and natives (fish/other mussels) eat it? (I am confused with this aspect of the lesson content – even after trying to research it myself.)
    - Discussed what would happen to smaller, native fish – chat and mic: they will die
    - Student asked why the zebra mussels are hard to get out of the pipe.
      * Told he would explain in a minute
    - What eats the small fish … bigger fish …cascade through the food web
    - Not all native fish can eat the invasives.
    - Any questions so far?
    - Came back to the mussels in the pipe; explained how to mussels are removed.
* 13:09 – 17:41: Slide with no images all text (no paragraph divisions)
  + Asked student to read the top section – great job
  + Zebra mussels change the water quality – clearer allowing plants to move in
  + Asked another student to read bottom section – awesome job
  + Zebra mussels eating all the food; but, also endangered the native mussels, clams, snails and crayfish; damaging the biodiversity of lakes and rivers
  + Any questions?
* 17:42 – 18:28: returned to previous slide
  + Discussed the expense to clean and the loss of animals
  + They are in the pipes because that’s where they grew
* 18:29 – 25:04: video, Silent Invaders (2:36); web tour (full video not seen; voice over started before video finished)
  + Question: how many mussels are on the bottom of Lake Michigan?
    - Students answered in chat – 4 quadrillion – would have put the # w/all the zeros on the board
    - Reinforced the filtration happening
    - Student asked if we could kill them – the difficulty in killing just the zebra mussels was reviewed
    - Student asked another question on the mic – can they survive in salt water; teacher researched and zebra mussels can live in salt water.
* 25:05 – 25:42: Virtual Lab set up; link provided
  + Same slide as the Google form
* 25:43 – 34:32: Then appshared the lab
  + Made sure students could see the screen
  + Told students to read the Intro on the lab
  + Clicked on the Zebra Mussel Situation –
    - Read the Index information
    - Student asked about what to complete on the Google form
    - Went to the graphs; lead them to the legend to know what the different dots represented – students answered in chat
      * Worked through the 2nd graph asking students what would happen with each species – answers in chat
      * Asked are there more than one producer in the ecosystem – students answered yes in chat; we are only looking at one producer
      * Clicked Check to see what really happened
        + Chat waterfall: what happened to the winged mapleleaf mussels … everyone answer

Corrected the answers that said extinct – not yet; but eventually could

* + - * Any questions?
* 34:33 – 47:08: now time to work independently: Slide with Lab Link and Exit Ticket
  + Pushed the ticket out to browser and placed into chat (also on the board)
  + 14 minutes on the clock
    - Green check if lab and exit ticket are open; move to the work room
    - Students moved who gave checks and then called names of those without checks
  + Teacher moved to Work Room (couldn’t observe what was said)
* 47:09 - 48:45: main room board changed to Homework slide
  + 47:53 – all returned to main room
    - If you didn’t finish, please do so for homework and study the notes

**Reflection on Lesson Objectives:**

Objectives slide is Agenda for Students

From Notes section of PwrPt

Standards 3.1.7.C1, 3.1.7.C2, 4.1.7.A, 4.1.7.D 4.1.7.E, 4.5.7.C

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.

Lesson reviewed specifics of the Zebra Mussel, the Virtual Lab, and gave time to complete the lab and class ticket about the lab.

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

(observation completed via recording)

1. Did students need the link to the lab when you were appsharing?
   * I saw one student asked about the Google form and later asked about doing the steps in his lab
2. Did the additional information about the zebra mussel before the virtual lab make the virtual lab easier for students to complete?
3. Could you have created an “invasives fact card” (slide like a baseball card) for the zebra mussel to more concisely present that species before the lab?

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

* Create a “fact card” for each invasive in the lab to review before sending them to the virtual lab.

**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 |
|  |
| **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>