**Peer Observation Form**

**Teacher Observed:** PEER B **Date of Observation:** 4-24-2019

**Bb CC Link**: <https://sas.elluminate.com/site/external/jwsdetect/playback.jnlp?psid=2019-04-24.1024.M.1EF2F91ED57FB300E9158FD21FFCAA.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*** |
| **Video Focused on Lesson Objectives**  Class Introduction Video – directly connected to the lesson | Students respond to how mitosis and meiosis are different in chat. |
| **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*** |
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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*** |
| **Tools and resources provided when necessary**  Links to videos were provided when teacher was completely ready for students to watch video(s). | Students watched videos. |
| **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*** |
| **Frequent checks of understanding and providing time for student questions**  In addition to four significant check questions or time to check your work, students were frequently asked if they had questions prior to moving forward with the lesson. | Students used polling, chat and mic to interact with the teacher to ask or answer check questions for understanding. |

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

0:00-4:21 – Mitosis vs Meiosis video

Question: What is the difference between mitosis and meiosis?

Students responded well in chat and using proper terms.

4:22-5:41 – Introduction Slide – OPEN the Notes

5: 42-6:21 – Objectives Slide

6:22-9:58 – REVIEW Question (from yesterday) with snip from the notes

Had students update polling to correct answer.

9:59-15:25 – Review From Yesterday: DNA vs. RNA

Any questions with wait time for students to respond.

15:26-19:50 – Review of Cell Division: Mitosis vs. Meiosis

Students provided time to give input and ask questions/make comments on the mic

19:51-21:52 – Remember, Meiosis?

Any questions with wait time for students to respond.

21:53-23:39 – Sex Cells or Gametes

Any questions with wait time for students to respond.

23:40-24:51 – Check Question

Students asked to update polling.

24:51-26:05 – “Let’s go back” …returned to Review of Cell Division slide… and back to the Check Question slide.

26:06-36:08 – Stages of Meiosis – Used a Video

Reviewed when cells were diploid and became haploid

Any questions … time provided for students to ask questions.

36:09-39:26 – ACTION ITEM: Mitosis vs. Meiosis (complete chart in notes) -students given time to think and complete the chart on their own.

39:27-42:50 – Check your work! Make sure your ACTION ITEM is filled in correctly.

42:51-44:23 – Crossing Over and Recombination Slide

44:24-45:00 – Happens during Meiosis during Prophase 1 Slide

45:01-47:28 – Back to Crossing Over and Recombination Slide and back to Happens during Meiosis slide.

Any questions – time allowed for students to ask questions.

47:29-49:37 – Check Question

49:38-49:45 – returned to Happens during Meiosis slide to review answer to check question

49:46-49:53 – back to Check Question

49:54-52:13 – Remember the DNA bases (G-C, A-T)? Slide

Any questions – time allowed for students to ask questions.

52:14-53:11 – Homework Slide

**Reflection on Lesson Objectives:**

I think the objectives were congruent with the content covered in the lesson.

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

Do you think students used the time provided to complete the ACTION ITEM on their own?  
Could you have had them work in small groups to complete the chart, then brought them back to check their work?

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

Have students work together to complete the ACTION ITEM Mitosis vs. Meiosis chart

**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>