**Peer Observation Form**

**Teacher Observed:** PEER B **Date of Observation:** 4-9-2019

**Bb CC Link**: <https://sas.elluminate.com/site/external/jwsdetect/playback.jnlp?psid=2019-04-09.0613.M.A8A8EAEB6E7A1406776FF6867F533E.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*** |
|  |  |
| **C. Setting Instructional Outcomes**   * Value, sequence and alignment * Clarity * Suitability for diverse students * Balance | |
| ***Teacher Actions/Behaviors*** | ***Student Actions/Behaviors*** |
| **Focused on the Student Centered Objectives**   1. Distinguish between dominant and recessive alleles. 2. Explain that dominant alleles result in the expression of dominant traits. 3. Distinguish homozygous and heterozygous genes. | 1. Used discussion and individual breakout room activity 2. Review of individual breakout room activity answers. 3. Used individual breakout room activity |
| **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*** |
| **Teacher Feedback in breakout rooms consistent**  Teacher moved through breakout rooms during each activity, it appeared that:   1. 12 of 23 rooms were visited 2. 14 of 28 rooms were visited 3. 11 of 28 rooms were visited (started from the bottom of the list of rooms) | Students worked in breakout rooms |
| **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*** |
| **Student engagement in individual breakout rooms**  Teacher monitored student work and moved through rooms during each activity time. | Students worked in breakout rooms, it appeared that:   1. 9 of 23 used board tools 2. 15 of 28 used board tools 3. 16 of 28 used board tools |
| **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*** |
|  |  |
| **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*** |
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| **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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**\*\*Other Comments/Takeaways from the Observed Lesson**

0:00-4:45 – opening class video review

4:46-7:02 – opening slide, students opening notes

7:03-8:16 – **Objectives** Slide/student reader

Distinguish between dominant and recessive alleles.

Explain that dominant alleles result in the expression of dominant traits.

Distinguish homozygous and heterozygous genes.

Three things we will focus on today; before you leave you will know and apply these terms.

8:17-14:57 – Review Slide: **Individual Breakout Room Activity**

Directions: Review Terms with moveable parts (term to example)

90 seconds – chat popout used to encourage work completion

Teacher moved between rooms – got to Room 12 out of 23

Board Tools were being used in about 9 of 23 rooms

Everyone returned to Main Room after 90 seconds

Reviewed the Answers

14:58-16:25 – Genotype and Phenotype slide (the TRAIT on that slide was dimples)

16:26-18:41 – Vocabulary, 1 of 6: Dominant

18:42-20:18 - Vocabulary, 2 of 6: Recessive

20:19-25:09 – Check Question – returned to the vocab slides and thoroughly explained the answer; made sure all students had the correct answer in polling.

25:10-33:19 – Sponge Bob (genotype) slide: **Individual Breakout Room Activity**

Students to identify the phenotypes for two traits (dominant/recessive).

…2 minutes to work.

Teacher moved between rooms – got to Room 14 out of 28

Board Tools were being used in about 15 of 28 rooms

Everyone returned to Main Room after 2 minutes

Reviewed the Answers

33:20-35:21 - Vocabulary, 3 of 6: Homozygous

35:22-36:43 - Vocabulary, 4 of 6: Heterozygous

36:44-39:15 – Review: Homozygous vs. Homozygous – I Do!

39:16-41:33 – Review: Homozygous vs. Homozygous – We Do!

41:34-46:54 – You Do! slide: **Individual Breakout Room Activity**

Students to identify Heterozygous or Homozygous alleles.

…2 minutes to work.

Teacher moved between rooms (started at the bottom this time)   
– got to Room 17 out of 28 (11 rooms)

Board Tools were being used in about 16 of 28 rooms

Everyone returned to Main Room after 2 minutes

Reviewed the Answers

46:55-49:47 – Check Question – reviewed answer.

49:48-50:35 – Homework slide

**Reflection on Lesson Objectives:**

You reviewed what was necessary to establish acceptable levels of prior knowledge, then adhered to the lesson objectives.

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

Did you feel you were successfully supporting students during the breakout room activities - seeing as you were able to visit about half of the rooms in the time allotted for each activity?

Do you feel more students engaged with these breakout room activities? Did you see a difference in the use of moveables to students needing to write on the board?

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

I liked the Sponge Bob activity!

**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>