

Peer Teacher Observation Template

| Observer Molly L | Course B period Kaminsky Calculus | Date 11/7/23 |
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| <p>Classroom Culture: <i>(Can include but not limited to: Uses practices that increase students' motivation and foster a growth mindset, Has established classroom norms that foster a positive and inclusive environment. Encourages interaction between students. Exhibits an approachable and accessible demeanor. Responds effectively to issues or problems raised in class, Engaging, responsive, and constructive in both tone and content of their speech. Models discipline's professional behaviors and attitude).</i></p> | <p>Observations</p> <p>Interacted with students as they turned in quizzes</p> <p>"I have your tests (with a smile) You will not get your grades today. I'm going to hand back your tests and here's how it's going to work. There's going to be a curve. The curve can only raise it. If you want the curved score instead of the raw score, you have to correct your test."</p> <p>Was able to joke with students about their answers – you can tell he has a good relationship with them</p> <p>Will get full credit for something they forgot – flexible</p> <p>Students were able to ask questions on their own – that's safe. Others got off task at the tables.</p> <p>Start your corrections – today is our last day of material. We're reviewing. There's a DESMOS activity for today. The link is in OneNote for you. The homework for today is to finish the DESMOS activity. Match functions to their derivatives.</p> <p>Three boys left when they were supposed to start DESMOS – Nihaal, Soren and Adam. What were they doing in the hall?</p> <p>"Are we doing corrections now?" – Sienna</p> <p>"Kaminsky, how do you spell reciprocal?" – Maria</p> <p>Thank you for this opportunity for growth (Student) Jacob C. – said he likes the class</p> <p>Handled a racist observation well! No Xmas music in this class. Fun vibe – they started playing it!</p> | |
| <p>Differentiated Instruction <i>(can include: Includes instruction, formative assessment, and</i></p> | <p>Observations</p> | |

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| <p><i>reflection components, Clearly identifies learning goals for each activity and connects them to course learning outcomes, Follows accessibility best practices by verbally describing and/or captioning any images used in presentation).</i></p> | <p>Walked around helping students during a quiz. Gave warnings for time. (5 minutes left, 1 minute left)</p> <p>Problem was on the board and also on the students' papers</p> <p>Test corrections: Great way for students to actually look at their work! And learn from it.</p> <p>Walked around helping individuals with their tests from last weeks. Test answer corrections.</p> <p>Students were able to talk at their tables and help each other (GREAT)</p> <p>Isn't afraid to admit he's wrong</p> | |
| <p>Pedagogical Effectiveness <i>(can include: Ties current content to topics or knowledge from the profession and/or more advanced courses, Facilitates the use of discipline specific language by students, Where appropriate, uses examples where discipline converges with other disciplines in addressing challenges, global issues on a local, national, or global level)</i></p> | <p>Observations</p> <p>Think about the inverse –</p> <p>Slope – change in Y or change in X</p> <p>Students were able to use the board to to do problems (Eli)</p> | |
| <p>Additional Notes</p> | | |
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