# Peer Teacher Observation Template – 10/26

| Observer | Course<br>Advanced Topics | Date<br>10/26 |
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| **Classroom Culture**: *(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).* | **Observations**<br>• Inquiry question to start class<br>• Sam – Who's going out first in the hunger games<br>• Gives students opportunity to ask questions for clarification throughout<br>• Students work together on HW and classwork problems<br>• Students have a convo about number theory and cryptography<br>• Reminds students to use their time wisely, as 12th graders they are not going to be babysat. | |
| **Differentiated Instruction** *(can include: Includes instruction, formative assessment, and 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).* | **Observations**<br>• Reviewed questions on HW<br>• Identified today's lesson objective<br>• Gave verbal and written explanation in the whiteboard<br>• Showed a video<br>• Gave students time in class to work on HW | |
| **Pedagogical Effectiveness** *(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)* | **Observations**<br>• Reviewed prior knowdge<br>• Connected prior knowdge to new learning<br>• Defined new term and notation<br>• In inverse vector problem, introduce new Greek letter xi, students get excited about the new challenging symbol<br>• Connecting HW to prior math experience<br>• Cancel exit ticket for the day | |

| **Additional Notes** | | |
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| • Started class with inquiry fun question generated by student<br>• Homework questions<br>• Going over content for today on the whiteboard. Write out all content on the WB<br>• Video | HW: questions review<br>• How do we prove….vectors<br>• Writes on the whiteboard each step in the proof<br>• Connecting prior knowdge<br>• T: The goal here, what do you think we can do?<br>• SS: transform the basis of h<br>• SS: for every vector … (sharing while also coding work)<br>Content<br>• Review prior content<br>• Connecting new content to old content<br>• Intro new term and notation<br>• SS ask clarifying question, T answers it with additional example<br>• “”<br>• Now we are going to watch a video<br>Video<br>• Checking for understanding of prior content (matrix multiplication)<br>Example problem<br>• T writes problem on the WB<br>• 4 Students jump into solving the problem on the WB.<br>• T reviews problem with class<br>• T: How are we doing so far?<br>Example problem 2 (invert change matrix)<br>• Why is it invertible? | 9 student checking with HW<br>3 students looking at other things on computers<br>1 student writing code hw for another class<br><br>7 SS taking notes digitally,<br>2 SS taking notes on paper<br>1 SS going back and forth in redit<br><br>All students watching video<br><br>• 5 students are writing out the problem in notes<br>• Ss that came in late is looking lost and doing something on a computer<br>• Ss still working on coding/sage math cell |

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| | • T: We write it like this because…<br>• T: How we doing? The notation is rough<br>• T: we do it like this because we multiply the …<br>• T introduced inverse using xi (new Greek symbol to SS). Students mind is blown!<br>Example 3<br>• Looks to combine two sets of vectors.<br>• Asks ss about possible ways to solve problems. Row reduction is the focus<br>• Far side of classroom participating and engaged, solving problems together, checking answers<br>• T points body and talks to students on the far side of the room most of the time.<br>• Today is last day for new content for the test<br>• No exit ticket today<br>• 15 minutes to start on the homework | |