Peer Observation for Supportive Practice

**Anatomy & Physiology Presentation Project**

“Teacher”: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluator (Your name): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Anatomy & Physiology Period: \_\_\_\_\_\_\_\_\_

Health Care Career Focus: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Danielson’s Framework for Teaching Domain 3: Instruction**

***Circle overall rating below***

**Danielson’s ratings: Highly Effective (95) Effective (85) Developing (75) Ineffective (65)**

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| **Component** | **Elements** | **Rating** |
| 3b. Using questioning and discussion techniques | * quality of questions * discussion techniques * student participation | **\_\_H \_\_E \_\_D \_\_I** |
| 3c. Engaging students in learning | * activities and assignments * instructional materials and resources (i.e. videos, PowerPoint, handouts) * structure and pacing | **\_\_H \_\_ E \_\_ D \_\_I** |
| 3d. Using assessment in instruction | * assessment criteria * monitoring of student learning * feedback to students * student self-assessment and monitoring of progress | **\_\_H \_\_ E \_\_ D \_\_I** |

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| **PowerPoint Presentation Rubric** | | | | |
|  | **Exemplary (4)** | **Proficient (3)** | **Developing (2)** | **Needs Revision (1)** |
| **Presentation** | Student uses text on slides as prompts for original narration | Student reads text on slides and elaborates comfortably | Student reads text on slides, adding a few comments | Student just reads text on slides |
| **Subject Knowledge** | Student answers all questions clearly and completely | Student answers most questions | Student has difficult answering many questions | Student is unable to answer questions |
| **Organization** | Student presents information in logical, interesting sequence which audience can follow | Student presents information in logical sequence which audience can follow | Audience has difficulty following presentation because student jumps around | Audience cannot understand presentation because there is no sequence of information |
| **Oral Presentation**  **Elocution/**  **Eye Contact** | Maintains eye contact and pronounces all terms precisely. All audience members can hear | Maintains eye contact most of the time and pronounces most words correctly. Most audience members can hear presentation | Occasionally uses eye contact, mostly reading presentation, and incorrectly pronounces terms. Audience members have difficulty hearing | Reads with no eye contact and incorrectly pronounces terms. Speaks too quietly |

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| **Observation (What did you see/hear?)** | **Comments (commendations/recommendations)** |
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