Teaching Observation and Debrief Form – North Cascades Institute

Observer: Hanna Davis	Instructor: Nick Engelfried
Date: 10/31/2016	Time: 1400 - 1500
Group:	School: Evergreen Elementary
Weather: Rainy & cold! Observation Time (circle): Fall Lesson(s) Taught: ABCs, Rock cycle	
Instructional Location: Buster Brown field (under tent) Number of Students: 8 Grade Level (circle): 5th Number of Chaperones/Teachers: 1 Other conditions:	

At the End of the Debrief:
What did the Instructor learn from his coaching/peer-observation experience?
What did the coach/peer-observer learn from the observation?
Follow up support? Are any follow up actions needed/wanted?

Debrief Format:
Review any goals the Instructor had for their lesson(s) or observation period.
Compare these goals with what actually occurred.
Discuss the Teaching Checklist notes if that was used.

Focused description: *What was going on during the observation period? What went according to plan? Did anything go unexpectedly such that the Instructor had to change their plan?*

When I arrived, Nick was starting the ABCs overview, and had everyone's rapt attention. Getting the kids to guess "biotic" and "abiotic" - they got biotic and Nick used the example of the pine needle ("Is this biotic?") which was a great perspective! When asking for a name for the Abiotic group, it might be helpful to compare it to the Biotic grouping to help the students focus on the similarities. When a student said "non-living things" Nick responded "Let's follow that," which was a great way to recognize her contribution and move forward.

Nick then led into the rock lesson, starting with an "important assignment" of picking out a rock, which was a good way to empower the kids in their lesson. The students quickly showed they needed more structure to the instructions, and Nick clarified with "a rock you can pick up". A boy came back with a very large rock that he proceeded to drop/throw and Nick asked him to leave it on the ground. It was handled very well, but could have been prevented by laying a few ground rules before starting the activity.

Nick used the whiteboard to write out the rock types and had the students follow in their journals - really helpful. He used broad, open questions to get the students thinking about where rocks came from and how they were formed. He then did the playdough lesson (having the playdough in hand seemed to get the attention of the distracted boys) and rockity-rock-rock-rock.

Everything seemed to go according to plan and no adjustments were necessary.

Flow: *How was the overall flow of the lesson(s)? How did the instructor gauge prior understanding, make connections to prior learning, and assess student learning? Discuss and summarize evidence of student understanding/misunderstanding of objects/themes/content.*

Great! Very relevant and Nick gave the students a good intro of what they were going to do and how it connected.

Content: *How did the instructor present the content matter and adapt it to the group's level? How place-based was the lesson?*

See focused description.

Methods: *How did the instructor make the lesson learner-centered? Did it appeal to students with different learning styles (visual, kinesthetic, auditory)? What questioning techniques were used?*

Nick used great open, broad questions that got the kids to think critically about rock formation. Because they didn't have much background on rocks, I would recommend not shying away from "telling" the answer directly (instead of having the group try to guess the name "metamorphic" and how those rocks are formed, maybe try more lecture style "There's a third type of rock that's formed by heat and pressure...called metamorphic" - then get them more involved when reviewing). He did a great job of this when talking about models and their use in science-great connection! I loved that Nick described the playdough as "using models" like scientists would discover how rock formations would work. Great!

When playing Rockity-Rock-Rock-Rock, my (very limited) experience is that it seems like the kids aren't into it and aren't getting it, but if you hold out until they REALLY get it down, it goes through an awkward phase and then they really have fun and start comprehending. Keep challenging them and making it faster! That being said, though the kids weren't very fast, they still seemed to comprehend the forces behind rock formation when talking about rocks.

Group management: *How was the instructor's risk management? How did the instructor facilitate positive group dynamics? Were there any behavioral issues? How did the instructor deal with them?*

Nick had a few students that were distracted, but he got their attention back just by asking for it. A quiet hand, "Hocus-Pocus" or other attention-getting technique might have been useful. Nick quickly stopped a potentially risky situation by very clearly telling a student that rock throwing wasn't acceptable - this seemed to me exactly what that student needed.

Practice: *How did the instructor incorporate core pedagogies and teaching strategies into their lesson(s)? (Directed student engagement, questioning strategies, student-student discussion, identification vs. observation, sensory awareness, etc)*

Nick used kinesthetic teaching (playdough, rockity-rock), journals, whiteboard, broad questions, and observation (of rocks).

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