

## Science Instruction Observation Form

**Educator Name:** Mr. Carr

**Supervisor Name:** Ms. Sanchez

Observation Date:

Observation Time/Duration: 10 min

**Intended Observation Focus:** Science Practices

### NGSS Practices Which practices are observed?

<u>Investigation Practices</u>	<u>Sensemaking Practices</u>	<u>Critiquing Practices</u>
<input checked="" type="checkbox"/> 1. Asking Questions	<input type="checkbox"/> 2. Developing and Using Models	<input type="checkbox"/> 7. Engaging in Argument from Evidence
<input checked="" type="checkbox"/> 3. Planning and Carrying Out Investigations	<input type="checkbox"/> 4. Analyzing and Interpreting Data	<input type="checkbox"/> 8. Obtaining, Evaluating, and Communicating Information
<input type="checkbox"/> 5. Using Mathematics and Computational Thinking	<input type="checkbox"/> 6. Constructing Explanations	

### Observation Evidence What are the educator and students saying and doing?

<p>Teacher doing demonstration with rice on speaker, music plays and rice moves</p> <ul style="list-style-type: none"> <li>Students are attentive and appear interested</li> </ul> <p>Students describe what they see</p> <ul style="list-style-type: none"> <li>Rice is “dancing” to the music</li> </ul> <p>Teacher asks for questions about observations</p> <ul style="list-style-type: none"> <li>“Does the rice want to do that?”</li> <li>Praises students for questions, “you are wonderful scientists”</li> </ul> <p>Second demonstration: ruler hit on table</p> <p>Students describe what they see and hear</p> <ul style="list-style-type: none"> <li>“It moved. I heard it make a sound too.”</li> </ul> <p>Teacher defines movement as a vibration, students repeat word</p> <p>Teacher states that vibrations create sounds</p> <ul style="list-style-type: none"> <li>Says that ruler sound and rice “dancing” were the result of vibrations</li> </ul>
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### NGSS Practices Progression Where do the observed practices fall along the progression?

Practice #	①	2	3	4	5	6	7	8		
				1	-----	②	-----	3	-----	4
Practice #:	1	2	③	4	5	6	7	8		
			①	-----	2	-----	3	-----	4	

**Rationale for Levels: What impacted the ratings of the practices?***Practice #1 Asking Questions (Level 2)*

Mr. Carr provided opportunities for his students to ask questions. Students' questions were *not typically scientific questions* (ex: "Does the rice want to do that?"). This type of question was non-scientific because it was not answerable through the gathering of evidence about the natural world.

*Practice #3 Planning and Carrying Out Investigations (Level 1)*

Mr. Carr did not provide opportunities for students to design or conduct investigations. Instead, Mr. Carr carried out two investigative demonstrations (1. Rice on speaker with sound, 2. Ruler hit on table) on his own. The students did not participate in the investigation but rather provided descriptions and asked questions about the demonstrations.