

**Science Instruction Observation Form**

<b>Educator</b> Name: Mr. Carr	Title: Teacher
<b>Evaluator</b> Name: Ms. Sanchez	Title: Principal
Observation Date:	Observation #: 2
Observation Time/Duration: 12 min	Observation Location: Classroom

**Intended Observation Focus:** *Are students taking a more active role in planning/doing investigations?*

<b>NGSS Practices</b> <i>Which practices are observed?</i>		
<i>Investigation Practices</i>	<i>Sensemaking Practices</i>	<i>Critiquing Practices</i>
<input 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	

<b>Observation Evidence</b> <i>What are the educator and students saying and doing?</i>
<p>Teacher demonstrating how to use a tuning fork</p> <p>Asks for student questions</p> <ul style="list-style-type: none"> <li>• Student asks about how drums work</li> <li>• Teacher redirects students to ask scientific questions <ul style="list-style-type: none"> <li>◦ Questions scientists can answer by doing experiments</li> </ul> </li> <li>• Students pose several scientific questions</li> <li>• Teacher reiterates what makes them scientific questions – answerable through investigation</li> </ul> <p>Teacher explains today’s question, they will do an experiment to find out if bigger tuning forks make higher sounds</p> <ul style="list-style-type: none"> <li>• Review with students what high/low sounds are, objects that make them</li> <li>• Adds to chart from previous day – pictures, labels of objects that make high/low sounds</li> </ul> <p>Teacher asks students to predict if bigger forks will make higher sounds by raising hands</p> <p>Groups of 3 students</p> <ul style="list-style-type: none"> <li>• Each student has a job: tester, writer, or listener / Teacher models each job</li> <li>• Provides sticky notes to students to label the tuning forks in order from lowest to highest</li> </ul> <p>Students are working productively together, discussing which fork to test first</p> <ul style="list-style-type: none"> <li>• One group labels a fork as “highest” but then move sticky note when they find the next fork is actually higher</li> </ul>

<b>NGSS Practices Progression</b> <i>Where do the observed practices fall along the progression?</i>
<p>Practice #: 1 2 3 4 5 6 7 8</p> <p>1-----2-----3-----4</p>
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Practice #3: Planning and Carrying Out Investigations

Students conducted an investigation on the effect of tuning fork size on sound produced. Mr. Carr provided students with all components of the investigation (e.g., question, variables, procedure). Students did not make any decisions in relation to the investigation students and were solely involved in gathering data.