

Science Instruction Observation Form

Educator Name: Ms. Bauer	Title: Science Teacher
Evaluator Name: Ms. Smith	Title: Principal
Observation Date: 4/8/15	Observation #: 4
Observation Time/Duration: 10 minutes	Observation Location: classroom
Intended Observation Focus: Student engagement in science practices 6 and 8	

NGSS Practices Which practices are observed?		
<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 type="checkbox"/> 3. Planning and Carrying Out Investigations	<input type="checkbox"/> 4. Analyzing and Interpreting Data	<input checked="" type="checkbox"/> 8. Obtaining, Evaluating, and Communicating Information
<input type="checkbox"/> 5. Using Mathematics and Computational Thinking	<input checked="" type="checkbox"/> 6. Constructing Explanations	

Observation Evidence What are the educator and students saying and doing?
<ul style="list-style-type: none"> Teacher at front of room describing changes in strawberries over 3 days, shows students Students asked to use key words (i.e., digestion, rotting) to explain what they think is happening over time to the strawberries. Students work on their explanations, teacher asks students to share <ul style="list-style-type: none"> One student: "Strawberries are rotting and decomposing. What's causing this is..." Teacher repeats students' ideas. Asks about difference between rotting and decomposing. <ul style="list-style-type: none"> Students share, ideas focused on how these terms relate to nutrients and material of the strawberry. Teacher repeats students' ideas, noting similarities, adds ideas to concept map on board. Specifies that these are two different processes. Teacher states that students will look up these words using "picture pockets." Says that previously students did not seem to understand these terms. Students work in groups to use "picture pockets," are mostly copying definitions into notebooks Students discuss the meaning of some terms in the definitions such as "organic." Teacher meets with one group, asks about how students digest food. <ul style="list-style-type: none"> Teacher asks questions about how digestion works, purpose of eating, digestion Asks students to compare process of people eating with how fungi get energy Students attempting to figure of what "rotting" is, do not seem sure Teacher returns to group figuring out what "extracellular" means, students recite definition

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
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Practice #6: Constructing Explanations

Ms. Bauer initially provided an opportunity for students to construct explanations. However, instead of pursuing students' explanations, which focused on why the strawberries were rotting, she engaged students in a vocabulary lesson for the remainder of the observation. In addition, when students did offer their brief explanations, they did not include any evidence to support their assertions of how the rotting was occurring.

Practice #8: Obtaining, Evaluating and Communicating Information

Students use "picture pockets" to locate definitions of terms such as digestion and decomposing. However, students are not asked to evaluate the information.