Four Square Debrief

Peer Observation B4 (O’Donnell)

Present: Hutchins, Beck, Mohrbutter, L. Rabiola, Weinandt, Bock

Wednesday, November 15, 2017

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| Content  -I thought the relevance of the videos help pique the student interest  -Read aloud: Lent suggests teacher stopping and then students talking about their questions and connections.  -The topic/content was very engaging  -The different types of literature were all beneficial to the lesson.  -The info graphic made the info really applicable.  -I wonder if the students looked up or researched articles it would engage students more in the lesson?  -Students were very engaged when you read the poem dramatically with pauses so they had time to think.  -I wonder if you could have students pair & share about their emotions/connections  -What kind of writing could this content inspire?  -The topic was relevant and many students had great follow-up questions.  -Your lesson went from global impact to local. Clear learning was happening!  -Great strategy use – kept the class flowing.  -I thought the students really started paying attention to the lesson with Mr. O.D. started reading the poem. His enthusiasm made it hard NOT to pay attention.  -I was wondering if you could have had them hand up – pair- share with questions.  -The quote “first your learn to read, then you read to learn” seemed to really inspire the students. Higher level question was inspiring how well the students were answering them.  -This lesson was amazing  -I wonder if the students would be more focused in their answers if they had questions in print in front of them.  -I really enjoyed seeing the level of the lesson, global to local. It helped them connect to their own experiences.  -Could students have has their own discussion about cartoon with partner/group?  -Instructions for writing a summary/questions/answers should be on a paper in front of students.  -Age of writer for the poem was great! Your question about a time you were sad/missed someone helped personalize the learning. Work on discussing author’s (or artist’s) purpose for the cartoon. | Questions  -What if Mr. O allowed more think time after his check for understanding questions?  -How would you feel about doing a science based book? |
| Process  -I wonder if you will do it again? I hope you enjoyed the process.  -Makes an impact in the best possible way!  -Great time when the critical friends are well ran  -I hope this critical friends help you grow as an instructor! | Affirmations/Thank You  -Thank you for allowing us in your room to watch! You were amazing!  -Thank you for allowing us to come into your room. You were amazing  -Seeing your success with our kids gives me hope for my class  -Such a great lesson. Helped keep students engaged! |