



2022-23 WSA Peer Observation Form – Complete 2 per Semester

Submit Completed Forms to AAO (Annie He)

& Share with the colleague you observed!

Name	Elaine Zhou	Observing (Colleague Name)	Max Duroseau
Department	GIP Colloquy	Class Name	Omega
Grade	G10 Sino Global	Observation Date	05/19/2023
Purpose of Observation -what are you looking for? -ex. content expertise, student engagement practices, technology use.	<ul style="list-style-type: none"> - I heard Max begins class with mindfulness: I'm curious how that's done - Colloquy teaches essay writing: I'd like to compare that with English essays - How to generate engagement and enthusiasm in discussions for ESL speaker - Whether the teacher uses technology and if so how that is implemented 		
Notes on Observation -what students are doing -what the teacher is doing	<ul style="list-style-type: none"> - Clear call and response established where classes choruses "Hello Max" - Teacher has students close their eyes, breathe, then repeat affirmations - Creates a sense of routine to delineate this class from the rest of the day - Three questions with seven minutes to answers two of three questions - Teacher stayed at front mostly while students wrote or typed answer - Students volunteered to share their answer to any of the three questions - Teacher responded to each response before calling on the next students - New terms on PPT related to consciousness under the title "impact" - Some students taking notes during discussion, some students just listening - Asks for connection back to cartoon watched in a previous class - Teacher led portion of class lasts approximately 25 minutes - New cartoon: students take notes on the ladder of consciousness - Bell rings around halfway through the video. Class ends. 		
Feedback to Colleague -something specific you noticed and appreciated and wondered about -any questions	<ul style="list-style-type: none"> - Appreciated: The almost church like atmosphere as they recited mantras. - Appreciated: Teacher moves around while speaking, expanding zone of power. - Appreciated: Students were excited to volunteer and spoke clearly. - Question: For students who miss class, how can they access this discussion? - Question: Are definite notes given at some point for the new terms? - Question: What are your thoughts about English versus Chinese subtitles? - Suggestion: Clear instructions for tech: two students distracted on computers. - Suggestion: A minimum for writing: a few students wrote almost nothing 		
Reflections on My Practice	<ul style="list-style-type: none"> - For questions to generate thinking, I usually use elbow partner work. And when I have students write, I generally give less time (2 minutes per question). But I think the students benefited from more time to think and write down their ideas. Next time I think I will try having students write first with open ended questions before jumping straight into a discussion. - I appreciated the use of random Chinese words throughout that created a sense of connection. I might try this once I've established I'm not a native speaker, so students can see it as an attempt to use their language. In the past, I've been worried that students will then assume I speak fluently, but I think there is little risk of that. 		