**Science Snapshot Observation Form**

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **Program Component** | **Exceeds Expectations** | **Satisfactory** | **Professional Learning Needed** | **Not Observed** | **Comments** |
| Inquiry-based instruction | Problem-based learning |  |  |  |  |  |
| Hands-on lab |  |  |  |  |  |
| Safety oriented |  |  |  |  |  |
| Kit utilization |  |  |  |  |  |
| Procedures specific to science |  |  |  |  |  |
| Higher order thinking skills/high level questioning |  |  |  |  |  |
| Content | Concept-based instruction |  |  |  |  |  |
| Vocabulary reinforcement |  |  |  |  |  |
| On pacing/Essential curriculum |  |  |  |  |  |
| Best Practices | Adequate transitions |  |  |  |  |  |
| Student grouping |  |  |  |  |  |
| Essential question |  |  |  |  |  |
| Evidence of differentiation |  |  |  |  |  |
| Student engagement |  |  |  |  |  |
| Varied instructional strategies |  |  |  |  |  |
| Appropriate movement (teacher or students) |  |  |  |  |  |
| SMART Board in use for instruction |  |  |  |  |  |
| SMART Board in use by students |  |  |  |  |  |
| Senteos used for assessment |  |  |  |  |  |
| Document camera in use |  |  |  |  |  |
| Laptop in use for instruction |  |  |  |  |  |
| Airliner in use by teacher |  |  |  |  |  |
| Airliner in use by student |  |  |  |  |  |
| Evidence of integration of technologies (not just teacher use) |  |  |  |  |  |