

Virginia Polytechnic Institute and State University
School of Education
Department of Teaching and Learning
Secondary Science Education
Summation of Student Teaching

Name of Student Teacher: Jamie Follin **Date of Observation:** 9/30/2005
Cooperative Teacher: Ms. Marilyn Lanier **School Name:** William Ruffner MS
University Field Supervisor: Cheryl Burrell-Graves

Classroom Environment

There were lots of posters, and positive words of encouragement all around the room. The classroom was large and inviting. The temperature was adequate and comfortable. The class was of average size, 20, and very homogeneous in its racial makeup (17 African American; 3 Caucasian) and more diverse in its gender makeup (8 Females; 12 Males). The energy level in the room was high.

Lesson Delivery/Content/ Pedagogy

Jamie began the class with getting the students' attention. The students came to class loud, excited and roaring to go. The students sat down as Jamie let them know that she was ready to begin. The students were excited, because they were able to watch Jamie feed a chameleon with a live cricket. The students were in awe of this process.

The lesson began with Jamie discussing graphs and having students interpret graphs that represent the "Needs of Living Things". Jamie got the students to separate their paper into 6 sections and to draw individual graphs for them to read, interpret and hypothesize why certain situations exist in nature.

Jamie seemed very knowledgeable and comfortable in front of the room. She offered lots of praise to the kids that answered questions and encouraged one boy to answer when he felt a little shy to respond. The students are very receptive and anxious to answer questions that she posed to them. Students were willing to take "stabs" at the graph interpretation even if they were unsure. It seems as if an environment has been established where the students feel safe to respond and interpret without fear of ridicule. Good how Jamie visually created what the students' papers should look like on the board... (for those who need that) and gave the same directions verbally. The students were behaved and paying attention to what was being taught. Jamie showed the students graphs and plotted points in red to help the students read and interpret. She did a great job prompting students and encouraging them to participate. She walked the room as she taught and made eye contact... she called on students randomly. The term deforestation

was on a graph and she asked what did that term mean. One student knew. Suggestion: to write down definition for them to copy to improve the vocabulary.

After the lesson, Jamie passed out activity sheets that the students were to complete based on the chameleon. The students were to work in their groups to complete. Jamie gave the guidelines that 5 per group was the maximum in working together. Jamie's volume was good and she apologized promptly when she called a little boy a girl in error. Jamie circulated the room helping the students and prompting them to work and to do the work correctly. Jamie had a professional and active personality that was infectious for the students. She seemed interested in the science at hand and interested that they learn. The kids seem to have picked up on this.

Pacing of the lesson seemed adequate and unrushed. Make sure you pay attention to time so that you have time to have a full closure at the end. In the last few minutes of class, the students were questioned per group to answer the questions on the answer sheet. Jamie needed to have asked the students to listen as they debriefed, because at one point they were too talkative and everyone could not hear and some were not listening. The warning bell rang before and Jamie asked the students to get back to their seats so that they could complete the assessment on the needs of living things. She assured the students that they knew this as they worked. She stated that they all had a few minutes to complete the assessment. It seemed to be enough time for all the students..

Questions: How actively have you tried to learn the names of students? Knew Michael in this period and called on him by name.

Written Lesson Plans

Title: Needs of Living Things. The purpose and rationale was clear and present. Sol's were present. Lesson plans were not in the format established in class. I spoke to Jamie about making sure they are in the acceptable format in the future.

Suggestions/Comments

This was a well put together lesson. I was happy to see the professionalism and patience you showed in the classroom. Jamie relayed a good presence in the classroom and she seemed very eager and happy to be teaching. The students responded well to her instructions and connected with her teaching style.

The following are suggestions for improvement within the class environment:

- Make sure you have closure at the end of your lessons. Do not allow too much downtime. Get the kids back by having them focus on what was done during the period by asking them questions, summarizing what they should have taken away from the lesson, or having them share one thing from the activity they did.
- Make sure you verbally define "big" words or unfamiliar words verbally and visually.

- Walk around the entire room at least once during the class period in order to be in good proximity with the kids and to take away the “barrier” effect.
- Learn the student names as quickly as possible by utilizing the seating chart of your cooperating teacher.
- Make sure lesson plans are in the acceptable format with SOL/NSTA standards, time frames, safety issues, procedures, etc.

Job well done.

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Summation of Student Teaching

Name of Student Teacher: Jamie Follin **Date of Observation:** 10/13/2005
Cooperative Teacher: Ms. Marilyn Lanier **School Name:** William Ruffner MS
University Field Supervisor: Cheryl Burrell-Graves

Classroom Environment

There were lots of posters, and positive words of encouragement all around the room. The classroom was large and inviting. The temperature was adequate and comfortable. The class was small, 15, and very homogeneous in its racial makeup (14 African American; 1 Caucasian) and more diverse in its gender makeup (5 Females; 10 Males). The energy level in the room was high.

Lesson Delivery/Content/ Pedagogy

Jamie began the class with having them complete their Minds on Science. The students worked individually to do this. Jamie debriefed with the class and went straight into the day's lesson. Jamie's stated that the goal of the lesson was to review for the quiz that would be given tomorrow. She gave out cards and the students were to play the matching game. The students read the functions that were listed on their cards and the students who potentially had the match were able to lift their cards. The kids got excited as they tried to match with others across the room, beside them, etc. All the students responded favorably to this review session. The students were expected to find their partners by getting up physically. A couple of students did not participate and Jamie questioned one young lady, because she did not. Jamie moved Shane, because she stated he was being distracted too much. Good how Jamie did not skip a beat as she disciplined and kept facilitating the lesson.

Once the students made their matches, Jamie called students up individually to see if they knew the information on their own. The other students were not supposed to help them. Jamie is so funny and has a great, jovial, yet professional tone and demeanor with the students. Transitions between tasks were done very well. Jamie did a good job calling on students that fall off task to answer in order to get them back on task. In the last 5 minutes, Jamie gave out lenses to observe what their skin cells on the arm looked like. Even the ones that did not participate originally got involved. The class was then dismissed to their lockers.

REMINDER: The midterm conference has been scheduled for: Friday, October 21 @ 10:15 pm.

Be sure to have a wish list of things you would like to experience or do before the early experience ends. Please bring to the conference.

Written Lesson Plans

LESSON PLANS WERE NOT PRESENT AS I OBSERVED. JAMIE WILL NEED TO FORWARD THEM TO ME FOR AN OFFICIAL REVIEW.

Suggestions/Comments

This was a lesson that was meant to be a review and the students had a good time trying to remember the terms and functions/definitions. This is a vital part of learning. Fun and relevance creates the best learning environment and you are starting to make sure that is the environment that you foster.

The following are suggestions for improvement within the class environment:

- Remember to think about an official closure for your lessons.
- Continue learning the student names as quickly as possible.

Virginia Polytechnic Institute and State University
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Summation of Student Teaching

Name of Student Teacher: Jamie Follin **Date of Observation:** 11/17/2005
Cooperative Teacher: Ms. Marilyn Lanier **School Name:** William Ruffner MS
University Field Supervisor: Cheryl Burrell-Graves

Classroom Environment

The temperature was adequate and comfortable. The class was very small, 13, and very homogeneous in its racial makeup (12 African American; 1 Caucasian) and more diverse in its gender makeup (5 Females; 8 Males).

The second class observed consisted of 18 students, all African American - boys and 10 girls.

Lesson Delivery/Content/ Pedagogy

The observer arrived in class at 12:33. Class began at 12:15. As the observer entered, Jamie was going over basic needs of living things (an objective listed on the board)... in particular, birds. The other objective stated that there would be an activity titled: "Migration Headache." The students answered Jamie's last question as I entered the room. From there, Jamie explained the premise of the activity ...to experience the important factors that affect the quality of an animal habitat and their migration. She continued to explain that they were expected to be 1000 birds and that they will go outside in order to simulate this experience. She explained competition for habitat was involved, but she was very clear in stating to the students that there would be no pushing, fighting for spaces. She explained the consequences if this was done... the student would sit out and not participate for the rest of the activity. She asked the students did they understand; they all seemed to. The students were dismissed to go to their lockers to get their coats and then off Jamie led them to an outside section of grass on the side of the building where she quickly set up habitat disk rings of varying colors (which represented different types of habitats – wintering, nesting and stopover). The students began at the home location and were given scenarios that allowed them to run, find a habitat (but only two people could inhabit at a time) and stay there. All those without habitats died and had to go on the pavement off to the side with the observer and Ms. Lanier (side note: where we decided to be vultures and picked them to death!!) There were several rounds of this type of play and eventually all students were brought back once the bird had baby birds and then the process started all over again.

The students loved this activity!!! They behaved well, they all participated, and they all saw the benefit of this activity. Jamie was absolutely in her element as she coached these students into understanding the concepts to be reinforced by the activity. Jamie was upbeat, fun, professional and knowledgeable as she disseminated the information and facilitated an activity that took her outside of the confines and comfort zone of the classroom. This activity worked and worked well. Once the last round was played, the students went back into the room, were instructed to go to their lockers to get all their materials for the end of the day and they came back to class in order to debrief about the experience. Jamie's time management skills were superior today. There was no rushing with the information and adequate time to debrief. Jamie closed the lesson by going randomly around the room having students define concepts learned, analyze what was done in the activity and why. She posed many questions and student after student was able to answer them with confidence. The class was then dismissed.

The second class entered and Jamie began with greeting them all as they greeted her as they entered the room. Jamie asked them to take out their notebooks and she explained the goal for the day's lesson. The students then were shown a transparency that showed the basic needs, definition of migration, and the different types of habitats. Evidently, the students heard what was going to happen in class, because they were so excited. Jamie then went into rules and procedures for the activity and lining the class up to take them outside. At this point, the observer left.

Title: Project Wild Aquatic: Migration Headache. The purpose and rationale was clear and present for students to experience important factors that affect habitat quality and the associated survival of migratory water bird populations. To do this, the students are to portray migrating water birds that travel from nesting and wintering habitats. Sols for Life science LS.4, LS.7, LS.11, LS.12 were present. NSTA standard C for Organisms and Ecosystems was listed as well as the safety issues that should be taken into consideration for the lesson (caution while hurrying to bases) Materials were adequate. **However, all resources were not listed... name the text being used (cite), name the Project Wild book as a resource (cite) and the migration map should be cited and a title should be placed on it as an official document to provide meaning. If someone wants to recreate this activity and/or revise they need to be able to go to all the resources used.** The 5-E model was used effectively in order to relay the procedures. An assessment was present at the end with Jamie checking notes for completion and participation in the activity. There was also an assignment where Jamie would have the students apply what they had learned by writing a ½ - 1 page papers explaining why the students thought an animal that they chose to research migrated and to explain the needs that are being met in each of the habitats they live in. Jamie also typed up a teacher copy of the Habitat scenarios to be used in the activity. These lesson plans were detailed, thorough and indicative of a superior student teacher intern.

Suggestions/Comments

Jamie, you continue to impress me with your creativity, energy and thoughtfulness as you plan lessons that help the students of your diverse population. As I watch you in action, I

understand why teaching is a passion for you. Your classroom management style has improved greatly... no longer are you not willing to yield consequences, if necessary, but you always give the students a chance and you are never rude or mean as you do this. The mutual respect and admiration is there from you to the students, but also from the students to you. These students have valued the varying experiences that you have diligently tried to provide for them and you should be commended for your efforts. You greatly improved the end of your lesson by having a complete closure, bring all that was learned that day full circle so that all of you could discuss and debrief about the experience. This also helped to informally assess the students. You have done an exceptional job in this placement and I look forward to your continued growth within the program. Excellent job!!! ☺.

The following are suggestions for improvement within the class environment:

- See bolded comments above in the lesson plans section.
- Remember to have written as well as verbal instruction for activities... this could have been written on an overhead transparency so students could follow along and you could be assured of complete understanding for varied learners.

Virginia Polytechnic Institute and State University
School of Education
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Secondary Science Education
Summation of Student Teaching

Name of Student Teacher: Jamie Follin

Date of Observation: 2/27/2006

Cooperative Teacher: Mr. Robert Pratt

School Name: Hidden Valley HS

University Field Supervisor: Cheryl Burrell-Graves

Classroom Environment

The temperature was adequate and comfortable. The class was medium in size, 16, and very homogeneous in its racial makeup (all Caucasian) and more diverse in its gender makeup (9 Females; 7 Males). The classroom was large, neat and orderly. There were posters around the room that symbolized plants, periodic table of elements, character education, skeletal features. The students seemed interested in

Lesson Delivery/Content/ Pedagogy

The observer arrived in class at 11:14. Class began with the ringing of the bell. The class was opened up with announcements from both Mr. Pratt and Jamie. Mr. Pratt discussed that the test on blackboard was now closed and those who did not take it would have 0's. Jamie announced that she would need 48 hours to grade and post information to blackboard for the students. It seemed like some of the students had concerns about the fact that grades were not posted as quickly as Mr. Pratt. Discussed with the class her agenda for the day and recounted what was previously done in classification last week. Today's lesson began with showing clips from the movie "Outbreak." A female student gave the class a complete synopsis of what the movie is about and shared this with the entire class. Students had an activity sheet where the students took notes. Jamie had a hard time with the projector and finding where she should be with the clips. As a plan B, she began to tell a story about the movie. Mr. Pratt assisted Jamie with locating the clips. **SUGGESTION: Could the clip cuts have been edited so that it was separated from the actual movie?** This would help with the downtime between clips. As clips are shown, Jamie goes over the activity sheet. She explains the differences between food/water transmission and airborne transmission. These clips served as an introduction to viruses.

Jamie handed out a note sheet to write down information from a PowerPoint presentation. The PowerPoint presentation had samples of what 3 different viruses look like. The students also had the option of typing their notes on their laptops in the notes section on blackboard. Jamie was very professional as she addressed the class and in her demeanor and dress. Jamie's volume was quite adequate and clear. Jamie used a smart

board to give the lecture. Mr. Pratt had to make sure she was aware of how to move backwards and forwards on the smart board. She seemed very nervous as she lectured. As wrote on the smart board, Pratt let her know what color markers she should use in order for the class to be able to see what were written. Jamie had a simulation that showed how the cycle of the virus works. **This should have been a much larger projection; all students could probably not see from every angle in the classroom.**

**Closing: Need a more structured closing to tie in what was taught.
Goodbye...anything but abrupt ending will be as lot better.**

Written Lesson Plans

Make sure lesson plans have dates on them. **NOTE: This was revised by Jamie within a day of pointing it out to her.** Plans should be available from 2/20 to the present. PowerPoint copy should be present and worksheets that were passed out, etc.

Title: Introduction to Viruses. The lessons were all acceptable in the format presented. All information was included and current..

Suggestions/Comments

Jamie, you seemed very nervous today and not very comfortable being in front of the students while teaching. You used a LOT of technology today... the smart board, LCD, VCR, etc. and as you use it, recognize it may falter. You did will with going with a plan B when this did happen. However, you will need to take these mishaps more in stride, because you will and can recover. I still see you as a superior and creative student teacher – now with a learning curve. This is good as it will help to redefine you and make you a stronger teacher and more marketable. Don't let your unfamiliarity with this new setup discourage and frustrate you. Be productive and dive in – learn and grow.

The following are suggestions for improvement within the class environment:

- See bolded comments above for suggestions.

Virginia Polytechnic Institute and State University
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Secondary Science Education
Summation of Student Teaching

Name of Student Teacher: Jamie Follin

Date of Observation: 3/30/2006

Cooperative Teacher: Mr. Robert Pratt

School Name: Hidden Valley HS

University Field Supervisor: Cheryl Burrell-Graves

Classroom Environment

The temperature was adequate and comfortable and very bright and inviting. The class was small in size, 15, and very homogeneous in its racial makeup (all Caucasian) and more diverse in its gender makeup 7 Females; 8 Males).

Lesson Delivery/Content/ Pedagogy

NOTE: The cooperating teacher, Robert Pratt, was out today.

The observer arrived in class at 11:22. Class began at 11:14. The students were busily working on a handout that entitled vertebrate skeletons lab. The worksheet required the student to study the vertebrae anatomy and compare the each by listing the number of vertebrae and answer questions that help students to infer why certain parts of the animals' anatomy is present, its functions and why it is a part of its makeup. The students were working hard on this sheet as they went around the room from station to station to evaluate animal skeletons enclosed in the functions of certain parts that the skeletal animals possessed and some asked her for her opinion and feedback for what they had already completed. Jamie and her "teacher presence" is back!!! Jamie professionally walked around the room questioning students' responses, smiling and having a very inviting demeanor. Jamie took time out to let me know what lead up to this activity sheet... the students took extensive notes, they created origami representations of animals and now they are evaluating actual animal skeletons. Jamie's voice projects well in the classroom and she maintains a good control over the class and keeps all students moving as they complete the work at hand. Jamie answered students questions (about the sternum bone, in particular) to show using a model why certain animals have certain body parts and why others do not. She did a great job questioning to get students to come to realize their own answers and paying special attention not to give the answers. The students seem so in-tune with Jamie and they seem to genuinely care and respect her. They all seemed to want to talk to her in some way and to have contact with her. Summary closing was clear and concise.

Written Lesson Plans

Title: Animal Kingdom: Phylum Chordata. The objectives was present to ... (1) expose the students to chordate phylum develop a classification system of junk, (2) describe classifications of the past and present, (3) compare the cell cycle of frog eggs, normal eggs, and cancer cells, (4) discuss cell cycle knowledge acquisition, (5) recognize the importance of molecules as it relates to cancer and cell. SOL's present: BIO 1- m, BIO 2.e, and BIO 7. NSTA standard A & C were listed: Science as Inquiry and Bio Evolution. Materials were listed and safety issue statements were present and adequate. This lesson was set up to be a 2-day. Reflections listed...Structure and Function of Living Systems (Chemical Reactions: Breakdown of Food Molecules) & Matter and energy and organization of living systems. Time frames were listed on each step of the procedures.

Suggestions/Comments

Jamie, you did a great job facilitating and disseminating the information during this class period. The students were very hands-on and excited about learning. You contributed to the high energy in the class by being excited, walking around constantly and helping students to come up with solutions to their questions. The students genuinely seem to love you and value your teaching. You have grown during this experience and have developed your teacher presence in this high school setting.

The following are suggestions for improvement within the class environment:

- None at this time.

Department of Teaching and Learning
Secondary Science Education
Virginia Tech
Student Teaching Experience (Spring, 2006)
Midterm Conference Expectations

Student Teacher: Jamie Follin
Cooperating Teacher/School: Robert Pratt/ Hidden Valley HS
University Field Supervisor: Cheryl Burrell-Graves

- I. Outline activities/duties performed prior to midterm (provide timeframes and frequency, if available)
 - Learned student names while working with them on assignments
 - Graded assignments for students; entered information electronically
 - Co-taught Biology classes
 - Learned to be an administrator on Blackboard
 - Used technology to supplement lessons and lecture (PowerPoint, internet, blackboard, smart board, etc.)
 - Discussed expectations with the classes during take over
 - Developed and taught lessons on her own
 - Developed verbal behavior contract with student(s) for inappropriate computer usage
 - Visited and observed another science class
 - Attended a faculty meeting
 - Remediation with students
 - Developed and given an online quiz via Blackboard

- II. Outline activities/duties/skills the intern is expected to reach by the end of the experience (list target dates and frequency)
 - Reflect on ways to strengthen classroom management style and provide consistency in how you begin each class
 - Continue to lesson plan at least one week in advance
 - Improve your content knowledge for lecture in order to supplement material to make it more relevant to the students

- Participate in extracurricular activities to improve the student-teacher bond
- Reflect on your teaching daily
- Plan lessons that take into consideration the multiple learning styles in your classroom
- Use the community to supplement what you teach to provide additional experiences for the students.

Virginia Polytechnic Institute and State University
School of Education
Department of Teaching and Learning
Secondary Science Education
Summation of Student Teaching

Name of Student Teacher: Jamie Follin

Date of Observation: 4/10/2006

Cooperative Teacher: Mr. Robert Pratt

School Name: Hidden Valley HS

University Field Supervisor: Cheryl Burrell-Graves

Classroom Environment

The class was medium in size, 20 – all Caucasian; 8 boys and 12 girls.

Lesson Delivery/Content/ Pedagogy

The observer arrived in class at 2:23; Jamie was beginning to explain to the class what they were expected to do to end this portion of the unit entitled, Exploring Ecology.” Jamie had information posted up on the screen using the LCD that stated to highlight the answers. Make sure that one light is turned off in order for students to see what is on the screen. The observer could not see this information from the back of the room. The students were expected to work on an activity sheet titled Owl Pellets Lab. The students in a previous lab dissected the pellet, collect and record the data (measurement) as well as make a hypothesis about what the students expected to find in the pellet. From there, the students were to sketch the skulls that they found. Today, the students were to complete the back part of activity sheet by pasting/gluing a true sample of each bone type in the space provided. Then they were to answer questions after the dissection was done. Jamie stopped to get the students’ attention to have a question and answer session. Jamie asked the students in depth questions about animal characteristics. The students seemed to be able to answer after probing. Jamie told the students for the remainder of the class, the students were to work on their coloring sheets. She also reminded them to turn this information in. Jamie constantly walked around the room answering questions and clarifying information with the students. The class period ended as students cleaned up their areas and placed chairs on the desks. Jamie told them all goodbye.

The class was extremely engaged. Students worked in pairs to discuss the information. Jamie did a great job assisting students, reassuring students of their progress and abilities on the assignment and pushing them to complete the assignment, because this would be the last day they would be allowed to work on it. Constantly the professional in her demeanor and in her presentation to the class of students, Jamie creates an environment of learning that is typically highly charged, exciting and engaging. Jamie is organized and constantly evaluates and re-evaluates her performance in teaching in an effort to improve her craft.

SIDE NOTE: Two students (Kurt & Sterling) spoke very highly of Jamie and said that she was a great teacher. One stated that her strength is in the explanation of information to her students. They thought that she will make an excellent teacher next year.

Written Lesson Plans

Title: Exploring Ecology. The objectives was present to ... explore the basics of ecology, specifically dynamic equilibrium, carrying capacity, population growth, curves, population interactions, food chains and webs. SOL present: BIO.9. **NSTA standard(s) was missing.** Materials were listed and safety issue statements were present and adequate (addressed movement in the "Oh Deer" activity and computer/internet usage). This lesson was set up to be a 5-day. **The observer did not notice any reflection on the teaching of this new unit.** Time frames were listed on each step of the 5E procedure process (which was completed as separate days). Attached to the lesson plan were handouts, PowerPoint for lecture in the unit, assignments with answer keys, and reference and background material to help with the dissemination of the unit. This was very organized and thoroughly thought out.

Suggestions/Comments

Jamie, another exceptional teaching day! You are a natural. Continue to be reflective and improve upon your craft. You now have all the tools to be so very successful in the teaching field. Use all the information you have acquired as an arsenal of data to help maximize your success in your classroom. You are an awesome teacher and the lives you touched so far are so much better because they had you as a teacher!! Good luck.

The following are suggestions for improvement within the class environment:

- Make sure that when you use any type of projector that you adjust the lighting (electrical vs. natural) so that the information is seen from every angle in the classroom.
- Add national standards to all lesson plans in addition to Standards of Learning.

**Science Education
Department of Teaching and Learning
Virginia Tech**

Assessment of Classroom Teaching

Teacher Intern Jamie Follin School/Class: Hidden Valley

Name of Lesson Vertebrate Skeletons Lab Date: 3/30/06

Observer G. Glasson

1. How was the lesson constructed and organized?

Teacher began class by reviewing skeletons. Students proceeded to lab where they compared the skeletons of various vertebrata. Students circulated from group to group.

Lesson plan was available and organized according to 5-E model to promote student inquiry. Students were involved in an exploration laboratory activity.

2. What strategies did the teacher use for engaging students in meaningful learning?

The lab sheet was very well-designed for students to record data and make inferences as they proceeded from station to station. Teacher circulated around the room, offering assistance to various groups who asked questions. She was very animated and engaging with the students. There was excellent material preparation with lots of examples of skeletons to compare.

Teacher asked open-ended questions: e.g. “What did you notice about frog teeth?” She asked many comparative questions and probing questions to help students make connections with skeletal structure and function. The teacher avoided “telling” students the answers but instead consciously utilized open-ended questioning strategies to get students to think.

Teacher seemed very relaxed with the students and she related to them very well.

Teacher called students to attention toward the end of the class to clarify information about the skeletons and to discuss differences between cats and dogs. Again, with the explanations, the teacher focused on open-ended questions: “What did you notice about....” or “How do you compare the. . .” She explained how chickens don’t have depth perception and this is related to their “head bob.” Students were animated and excited to learn and make these connections. This was an excellent strategy with tying things together at the end of class.

3. How did the teacher manage and monitor student learning?

Lab was well-managed with teacher circulating around the room to monitor learning. She frequently asked: “how are you doing” but she used many opportunities for “teachable moment” in which she offered scientific explanations.

The class and lab was extremely well-organized and this contributed to the successful engagement of students in the activity.

4. How did the students respond to the activities?

Students were actively involved in the lesson by collaborating and discussing the questions on the lab sheet that pertained to the skeletons. Some students were observed simulating jaw and other movements with their arms. Students were observed articulating many inferences from their investigation and were involved in active inquiry processes. A female student was very excited that she was able to answer a teacher question; she was overheard saying “I should become a Biology teacher.” Obviously, the students were very interested in the activity and subject matter.

5. What are suggestions for this lesson and for future planning?

Excellent job! You were enthusiastic, knowledgeable, and very competent.