

Sept. 21

How were students grouped? Good size groups

Rotation (1)

photosynthesis/Krebs Cycle

Very directive - lets students know what is important to write down

Students feel free to ask questions

Asks student to recall info for previous classes (cell membrane/mitochondria)

Transition

- Students brought materials - ready to take notes

Strong content knowledge - you were able to answer all of the students' questions w/ ease and confidence

Rotation (2)

Group seemed more advanced when sharing info about content but as quick to answer specific questions. You provided the group w/ more prompting but moved through content quicker. Good job telling them about cell respiration then reviewing each step of respiration. Students had a harder time taking notes but you did a good job of repeating information, talking slowly + spelling difficult words

Nice job of checking in for understanding

Students very concerned about Quiz + topics on quiz offered tutoring to student

Transition quicker - Students ready

only suggestion - instead of stopping to spell words have a word bank for students to use

Rotation (3) (Very quiet Group!)

You wrote down on your white board what students should write in their notes - nice modeling

Student made a mistake in formula but you turned it into a teachable moment. Nice job bringing students back to their knowledge of photosynthesis + cell organelles. A student in another group asked you a question + you acknowledge the student but referred to the book. Good prompting - "You need to write this down" but you also scanned students' papers to be sure they were following along.