

## Formal Observation Form

Student Teacher: Katie Cox

School & Grade: Salisbury, 4th

Lesson content area/concept:

([Note: Attach lesson plan](#))

Observation by: Amy Clapp

Date: 3/24/21

Description of lesson: *(Observational notes. What the teacher and students said and did) This was a forest classroom lesson on bats. Katie was providing background knowledge about bats before students met virtually with a Fish and Wildlife expert to learn more about the bats in Salisbury and the importance of conservation of land around the school that is the habitat for these bats. Students walked to forest classroom and shared their observations of what they noticed and asked questions. Students then listened to a book that Katie picked out about bats. This was followed by a brief lesson about bats in Salisbury, and a game to learn more about the needs bats have for survival.*

Feedback<sub>1</sub>:

Areas of Strength: *(Select 2 or a maximum of 3 areas of focus):*

*Using read alouds--Katie was masterful in her ability to maximize read alouds. In this particular case, she carefully researched and chose a book that would be most effective. She then asked students to notice or listen closely for several specific things while she was reading--this kept students engaged and learning during the read aloud. She made sure to circle back and lead a class discussion asking students to answer and reflect on the questions she asked them to listen closely for prior to reading the book.*

*Engagement--all parts of this lesson were highly engaging for the 3rd and 4th grade students. They loved the book, as evidenced by their interactions during and after the read aloud, they all participated enthusiastically in the game, and they learned a lot as was evidenced when they shared their learning with the Fish and Wildlife expert.*

*Pre-teaching/Anticipating---Katie was spot on on what needed to be taught and explained and explored. She didn't assume students would know things or have had experiences with the concept. She gauged what fourth graders would know and be able to do perfectly--even after a relatively short amount of time in the classroom.*

Things to consider: (*Targeted areas for improvement:* Carefully select the *two or three areas* that you feel will most contribute to your student teacher's growth as a teacher)

**Modeling--**In her lesson plans, Katie thought about using a graph to represent the bat and insect populations for each round. I feel that having a visual model connected to what happened during the game would have provided another way to reteach the concept at the end and provide another mode for learning for some students who may not have been able to hold what was going on from each game to the larger context.

**Management of materials--**This game had a lot of moving parts, with each round changing things up. It could have run more smoothly and given Katie more time to have discussions about what was happening, if she had prepared the different bags for each round before heading down. As it was, other adults were able to quickly prepare new bags for each round, but I think it would have been better organized if those had been prepared beforehand.

**Use of personnel--**Katie was lucky to have several adults with her helping to manage the materials and the game--she used her people well, but it would have been helpful if she had spoken to the other adults before the game started so they knew what the game was and how it worked instead of while it was happening. This would have allowed the other adults to help with management more effectively.