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| Douglas high school |
| Teacher Assessment #1: Selective Verbatim |
| Kevin Wilson –IAL |
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| **Selective Verbatim Observation** |
| **3/16/2015** |

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| This document is a teacher assessment during a collegial observation using the observation technique: recording selective verbatim patterns. |

**Introduction**

Today’s observation was done in Ms. H’s Algebra II classroom and the lesson was structured around division of polynomials. In the pre-observation conference the teacher predicted “rough spots” relative to prior knowledge. Early evidence suggests a possible lack of previous knowledge for this particular class. We agreed that I would be using observation technique 16: Using Observer-Administered Checklists, Figure 13.6 from Gall & Acheson. I have attached a copy of the raw data accumulated during the observation using Figure 13.6.

**Discussion**

The actual observation took place today during 7th period and was specific to three different questioning behaviors from Chapter 13 (Gall & Acheson, 2011, pg. 226-227). (Gall & Acheson, 2011, pg. 226) states the first set of behaviors is important because they usually produce increased student participation in the lesson. I found that this observation technique allowed me to focus on certain behaviors of the teacher in a short period of time. Ms. H did a good job of initiating student participation. I had to add a component to the observation that tracked redirection of focus back to the lesson. Ms. H calls on nonvolunteers and is masterful in the use of behaviors that increase student participation.

The second category in Figure 13.6 refers to the cognitive level of the teacher’s lesson (Gall & Acheson, 2011, pg. 226). Ms. H does a great job of asking higher cognitive questions along with the use of the smart board. It is obvious that she demands her students analyze and synthesize; consistently asking students to use prior knowledge. She also is great at using the graphing calculator with the smart board. Ms. H and her students evaluate in class and was exciting to see. She can get quick however and she is quite demanding. The class seemingly embraces this break neck speed and seemingly loved every minute. An extremely focused class. I did ask Ms. H to pause a little longer after asking a question to allow for the student to process and she agreed.

The third category in Figure 13.6 refers to the “do not” of question asking (Gall & Acheson, 2011, pg. 226). (Gall & Acheson, 2011) states, teachers should avoid reacting negatively to student responses by making critical remarks (e.g., “That doesn’t make any sense at all”) or by showing annoyance. Honestly, no negative responses.

**Conclusion**

In summary, Ms. H does a great job of increasing student participation and she is positive. She can get a little sarcastic but it seems she has positive relationships with her students. It is obvious that she teaches at a high level by her interactions, use of technology, and quick paced lessons. More to come.