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| Douglas high school |
| Teacher Assessment #2: Movement Patterns |
| Kevin Wilson –IAL |
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| **At Task Behavior Observation** |
| **3/17/2015** |

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

**Introduction**

 (Acheson & Gall, 2011) states “SCORE techniques enable the supervisor to condense a large amount of information about classroom behavior on a single sheet of paper” (p.178); the at-task seating chart in Figure 11.1 (p. 180) was used during this observation.

Teacher effectiveness was accomplished during this lesson based on the interpretation of the data. 97% of the time during the lesson students displayed on-task behavior. This is absolutely amazing, 73 out of 75 recorded instances the students were at task in Ms. H’s Algebra II class. One of the times, which came early, the student was immediately moved to another seat away from the student. The only other instance of off task student behavior was a student out of her seat to sharpen a pencil. According to Acheson and Gall (2011), “Figure 11.2 provides a convenient summary of the observation recorded on the seating chart (Figure 11.1), (p. 183). (Acheson & Gall, 2011) states, “The teacher can see at a glance how many children were engaged in each category of behavior-either at a particular point in time or summed across all the time samples” (p. 183).

During the post-observation conference the data did all the talking. We were able to conclude that Ms. H’s energy, proximity, and organization made it very hard for students to demonstrate off-task behavior. The student that was moved immediately is the student that Ms. H and I had talked about in previous pre-observation meetings. I let her know that she must be aware of targeting this student and allowing him to safely learn as well. He did seem agitated by the move and even though he was on-task in the recordings after you could see the agitation. This interaction led to this awareness.

Acheson and Gall (2011) found the following:

Observation of at-task behavior requires a moderate degree of inference. The expression on a student’s face might be interpreted as thoughtful reflection about what the teacher is saying or as daydreaming. We suggest you think probabilistically. (p. 182)

 I will “probably” come to the conclusion that student’s need to be prepared and committed to learning in Ms. H’s class and they have a great chance of being a successful Math student.