|  |
| --- |
| Douglas high school |
| Teacher Assessment #3: Verbal Flow |
| Kevin Wilson –IAL |
|  |
| **Verbal Flow Observation** |
| **3/18/2015** |

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

**Introduction**

The lesson to be observed was dividing polynomials during a 7th period Algebra II class with the teacher using a smart board presentation presented via lecture. Expected student behaviors included note taking from lecture using a smart board. Possible “rough spots” predicted by the teacher for this lesson included shy and apprehensive students due to the unfamiliarity of the content. One constant worry for Ms. H has been the misplacement of students in Algebra II, along with the lack of prior knowledge. The teacher and observer agreed that observation would take place from the rear of the classroom while collecting data using a verbal flow chart determined by the observer.

**Discussion**

The verbal flow observation chart was based on symbols that identified different interactions (direct questions with and without responses, students blurting out answers, students volunteering and called upon by teacher, student questions, and one more that I added, identifying statements made). This chart allowed collection of data that would be useful for both the teacher and observer in determining any possible biases. Gender biases, spatial relationships, and classroom management problems were the main determining factors in the use of this chart.

The observation went well. Ms. H is a master classroom manager. Ms. H is very enthusiastic with high energy. In our pre-observation meeting you would have thought her class was out of control. She was frustrated by one particular student and in this particular class he looked rather tired and quiet and reserved. The observation was fun and exciting. Ms. H did a great job of doing examples on the smart board and used effective questioning to help her understand how to best help you students know the content. The post-conference meeting detailed factors that influenced the lesson, such as, absences that affected prior knowledge. The teacher felt that the lesson was a success.

Supervision during presented lessons is great experience. Upon further reflection, I realized that the collaboration with my colleague throughout the whole process was positive. Post-observation meetings are important because it allows both parties to process the happenings of the lesson and better communicate what happened and what is needed for improvement. In this case, I told Ms. H that she did spend a lot of time focused on the student that had missed a prior class which led to more focus on just one side of the room.

**Conclusion**

Ms. H runs a tight ship. Her class is focused and connected. Ms. H is a master of getting students involved and using proximity to her advantage.