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EDUC 6100

Dr. Lee Montgomery

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Week 4 – Using the Selective Verbatim Approach

**View the teaching episode videotape below (see: <https://www.youtube.com/watch?v=tAz7TDo2ytU>) and collect data on teaching effectiveness using the Verbatim approach suggested by Nolan and Hoover. Use the data you collect to prepare a post observation conference outline that highlights important suggestions for improving instruction. Submit both the Verbatim transcript and the post observation conference outlines.**

Teacher:	Ms. Wiggins	T	Teacher	A	Amari
Class:	?	S	Student	Cy	Caylee
Date:	?	Ss	Students	J	Jakai
Time:	?(10 min)	C	Cameron	An	Angelina
Enrollement:	~22 students	K	Kanston	Kx	Kraxton
		Q	Quemany		

**Begin:**

T Raise your hand, football players... Cameron?

C Our team is good

T Yes, our team is amazing, you guys win every weekend because...?

C Our skills are good because we... yeah, our skills are good.

T Yes, your skills are great! Kanston

K (mumbles)

T You keep on practicing, phenomenal. Let's look at the next box, look at the purple box. What is the next word that is down there?

Ss (look at their books on their tables, some point to the word they see; some raise their hands in response)

T (calls on student) Yes, what is that word right there? Put your finger on it please. I need the chalking(?) finger going. (reads with s) "spe-cial-ly"

T Especially. What do we think that root word is there? What does that sound like? Ms. Lee has taught you about root words. What is the root wor in "especially"? Yes?

S Special?

T Special, yes! What does it mean to be special, Quemany?

Q It means something that you like and is important (quietly)

T Something that you like a lot and is important to you, excellent. Next time, let's try to be a little bit more loud. What does it mean to be a little bit more loud when we are speaking?

Ss Conviction

T Yes, with conviction! Some of you are a bit quite, and I can barely hear you. Now, remember that Ms. Wiggins is old, a little hard of hearing, so speak up. Now, she (Quemany) said that to be special meant you, it was really important to you, and something that you like a whole lot. So, if something is "specially made" ... Ms. Wiggins made some presents especially for each of her students. What do you think that means?

Ss (many raise hands)

T Yes, Amari?

A Uh, I think that it means you make something special

T So I make something special, so if I make something special for you, do you think I make the same thing for everyone? Maybe? Maybe no? (pauses for ss consideration). Caylee, what do you think? Why do you think no? (Caylee considers). Something specially made; would I give the same thing to everybody? Quemany said that something special is something that is important to you. Is one thing that's important to you important to everybody? (no) What is your favorite stuffed animal? Your dog? What's your favorite animal, Jakai?

J A parrot.

T What's your favorite stuffed animal, Amari?

A Stuffed baby toys.

T Stuffed baby toys! So if Mrs. Wiggins made some things "especially made", do you think that it would be the same thing for each of you?

Ss No

T Why? Because each of the things that were important to each of you were those the same things, or were they different? Yes, they are all different, and important to each of your for different reasons, so they are all "specially made". If I specially make a food, if I made specially made brownies for Mrs. Wiggins class? Do you think those are the same brownies that Ms. Briar's class gets? Why not?

S Some brownies are different

T Some are different, and the brownies that our class has, because they are specially made, means that they are important to who? Ms. Briar's class?

Ss No, our class!

T Exactly, they are special for our class! Ok, who knows the next word "struggle"; Cameron, you want to share what struggle means with us?

C Struggle means that, if you struggle, when you are struggling, you are trying hard, your best.

T Ok, so struggling means working hard, running hard, trying hard, I hear some key words here. What else do we know about struggling? When you are playing football, are you struggling?

S (whispers response)

T You know, I can barely hear you... can you speak up please?

S (whispers a bit louder) SO I can break the tackle and get a touchdown

T Ok, so when you struggle, you think of trying to escape a tackle, right? Sounds like you have a theme here, trying to break out here. I'm not sure, let's explore this. You trying to get away from something. What do you think, Angelina?

An Like, when you struggle with your math, that can help you.

T That is an interesting one. I like what you mean, class, I like how you're thinking.

Ss We think that's great!

T It is great! Some of you said that struggling is being held back, by your body. She said that math is a struggle, can math hold back your body?

Ss No!

T I think we're close though. Angelina, what did you say about math can be a struggle? What would that mean? We almost got it. What does it mean to struggle in math?

An It means that if you are stuck, and you don't know, you can get some help...

T Can you say that with a bit louder, with more conviction? I think a lot of us need to hear this. Everyone put your thinking caps on... now, with more conviction!

An If you are stuck on something in math, and you need help, it might mean you need to get help from somebody.

T (Repeats Angelina's words) So, some of you might have a private tutoring session, like Ms. Wiggins All-Star time, and we sit and talk about the difficult things we deal with, etc. To struggle can be physical, but it can be things in our brains sometimes. Ms. Wiggins sometimes struggles to remember what she learned in math back in college and high school, and I had to work hard, and ask help, when I struggled. Ok, let's go to the next one, scholars! Ok, I need help with this next one, Ms. Wiggins has a hard time with some of these words. You are scholars, right? What is the next word?

A Traction?

T I'm sorry, a little louder!

A TRACTION!

T What's that class?

Ss TRACTION!

T Ok, great. Like cleaning your room. It's like when you are running. Ms. Wiggins likes that clue. What do you think it is?

S Traction is when you run, and you don't stop.

T Great job! Now, traction doesn't have to necessarily have to do with running. Let me give you a clue. When your parents want to get new tires, they want to make sure that their tires have good traction!

Ss Oh....we know!

T Yes, traction...

S Traction is for driving

T Not quite. You've got a clue though!

S I think traction is when you try to drive your car and make it go faster.

T These are two great clues here. Here's another. If Ms. Wiggins has good traction with her shoes, so she won't fall. If she is driving in her car, with good traction in her tires, her car isn't going to slip or slide, and with her tennis shoes, she isn't going to slip or fall if her traction is good. What does that mean, what is it?

S Like a grip or something?

T Excellent! I like what he is thinking! Give him a cheer class!

Ss We think that's great! [end recording]

#### Postobservation Outline:

Following the format described pp. 43-45 (Nolan & Hoover, 2010):

Questions for Ms. Wiggins:

- **How do you think the lesson went?**
- **What decisions did you make in your lesson based on student responses?**  
**How do you think you effectively helped the students learn these new vocabulary / reading words?**
  - (I'd point out that she did an excellent job responding to the students, leading them to come to their own conclusions without giving away too much information as they learned new vocabulary, yet enough that they figured the meanings out on their own, thus reinforcing her strengths!
- **What are some things you did with the students that you thought were effective?**
  - She also had a good rapport with the students, and this relationship helped them feel confident in offering answers that may not have been right, but they got them thinking.)
- **How might you improve your lesson next time? What would you do differently?**
  - This is an important question, because she needs to continue to self-reflect and consider how she might improve for next time.

Overall, I believe that Ms. Wiggins did an excellent job with her class, and she used guiding questions effectively to lead the students down the right paths, and let them make the discoveries for themselves. I would let her share her thoughts

first, to help there be a better spirit of honesty in the room, and then share my conclusions last of all, to avoid the obvious “now-I-have-to-react” folly that many admins fall into by leading with conclusions (p. 44).

Her instructional abilities are actually quite developed, and I appreciated the chance to participate as an observer with her class. In the preobservation conference, I'd want to make sure that the purpose was better defined, as here I cannot talk with Ms. Wiggins, and so I am not sure what areas (assuming this were a supervisory visit) she would like me to investigate. We would hash that out in our preobservation meeting. If my visit were of an evaluative nature, I'd make sure that whatever rubric or set of standards we'd be adhering to is clear to her, so that she knew beforehand exactly my purpose in being there, what the state / district expects her to do, etc.

**Sources:**

Nolan, J., & Hoover, L. (2010). *Teacher supervision and evaluation* (3rd ed.). Hoboken, NJ: John Wiley.