

Focus

Selective Attending.

Lesson Observation

Observer: Kate Bolton.	Teacher: Amin Chapman.	Date: 18/6/14.
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Skills	What happened
Establishing Expectations <ul style="list-style-type: none"> Clearly articulate and demonstrate appropriate behaviours relevant to the school, class, subject or task. 	Notes: - Done previously. There was an expectation to work. - Used on task questioning to try and re-direct. - Ignoring phones. Small chatter when working with other students. - Friendly - lots of smiling. Good connections with students. Some just 'known' established. - Books out. Directions on board. - Looking up while reading. Moving around and seeing what students are doing. - Reading? Men. 'Almighty guys books away'. - Dealing with late arrivals?
Redirect to learning <ul style="list-style-type: none"> To respectfully prompt a student who is off task or disrupting others, with a redirection to learning. This can be verbal or non-verbal. 	
Selective Attending <ul style="list-style-type: none"> Deliberately giving minimal attention to off-task, or inappropriate behaviours. 	
Cueing with descriptive encouraging <ul style="list-style-type: none"> To acknowledge students' on-task behaviour with the intention of encouraging other to copy appropriate behaviour. 	
Positive body language <ul style="list-style-type: none"> To intentionally use non-verbal gestures and body language to encourage to remain on task and promote a positive climate. 	
Giving instructions <ul style="list-style-type: none"> To give students clear directions about what they need to do. 	
Scanning <ul style="list-style-type: none"> Observing the classroom for appropriate and inappropriate behaviour. A lingering look signals that behaviour is inappropriate. 	
Signal to attend <ul style="list-style-type: none"> A pre-taught signal that alerts students that you require their attention. 	
Giving a choice <ul style="list-style-type: none"> To respectfully present the student who is disrupting the others, with the available choices and their logical consequences. 	
Follow through <ul style="list-style-type: none"> Use resolute, planned action to counteract extended off-task behaviour that significantly disturbs the learning outcomes of students. 	