

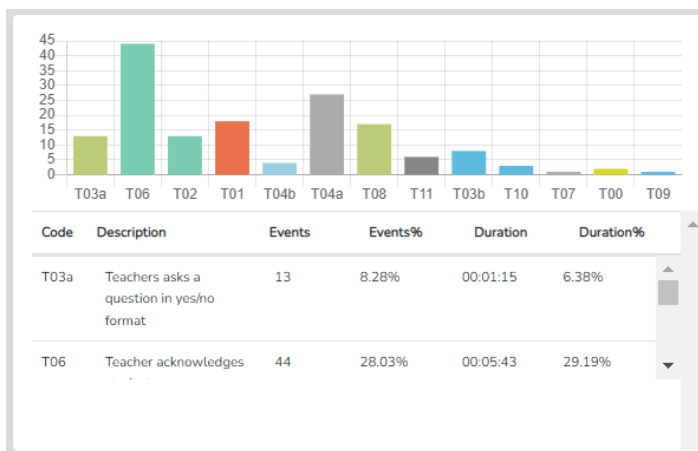
Revised Training Module 7 Extended Practice KEY Teacher Action Types (T0 - T13)

Note: The following data and graphs provide the user with an objective analysis for self-reflection, feedback, and coaching. Your data may not exactly match the following, which an expert user-generated, but it should generally be similar.

For this specific training, it is recommended to compare the following data analyses in the key with your data analyses:

- Code Summary
- Teacher Actions Plus

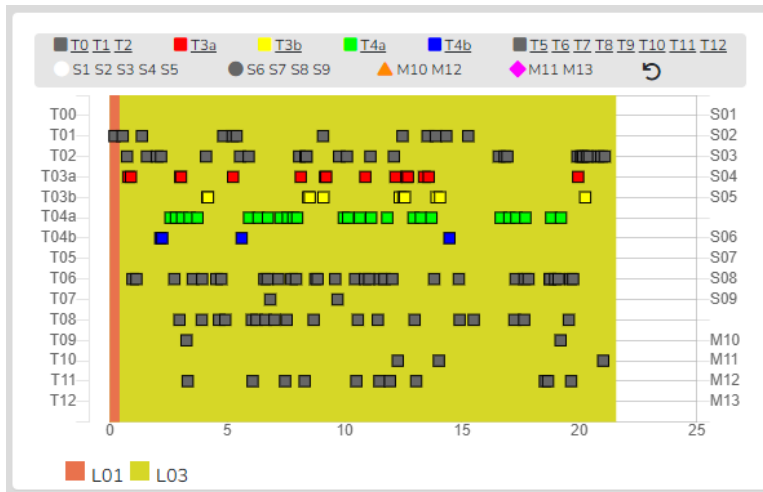
Code Summary



Code Summary:
 T3a (Yes/No): 13
 T3b (Recall): 8
 T4a (Speculate): 27
 T4b (Justify/Explain): 4

At a glance analysis: A quick look shows the tendency for how the teacher is posing questions. Another part, however, of fostering higher-level thinking is how the teacher responds following the student's response. When examining and analyzing this specific data set, one recommendation that an observer might provide to this avatar teacher may be to reduce the use of T3a questions and increase T4a questions. With slight changes in wording, a T3a can become a T4a, and a T4a can become a T4b, leading to a deeper and more thorough understanding of content knowledge. This data set also shows that the teacher is responding to student answers by acknowledging their response without judging their answer. Research shows that acknowledging followed by asking the student for clarification (T11) leads to a deeper understanding of student thinking.

Teacher Actions Plus



Looking at the data via *Teacher Action Plus*, a timeline of the approximate 22-minute lesson is shown, along with how many questions, responses, or other actions were posed and when in the lesson. Looking at the left vertical side of the graph, you see the labels for the T0 through T12. Then, looking horizontally to the right from each of the specific T codes, you can see all the red, yellow, green, and blue squares for the question types and the grey squares for the other T codes. When analyzing this specific data set, one trend that the observer might note is the consistent use of higher-level thinking questions (T4a shown in green) throughout the lesson, which are congruent with the lesson's goal – to get students to think on a deeper level. After hearing a student's response, this teacher tends to respond by acknowledging (T6), repeating (T8), and asking the student to clarify their answer (T11), teacher actions that are known to help uncover more of student thinking. Once we also collect S codes, the timeline would show the white dots representing student responses and the quantity of student engagement in the lesson.