

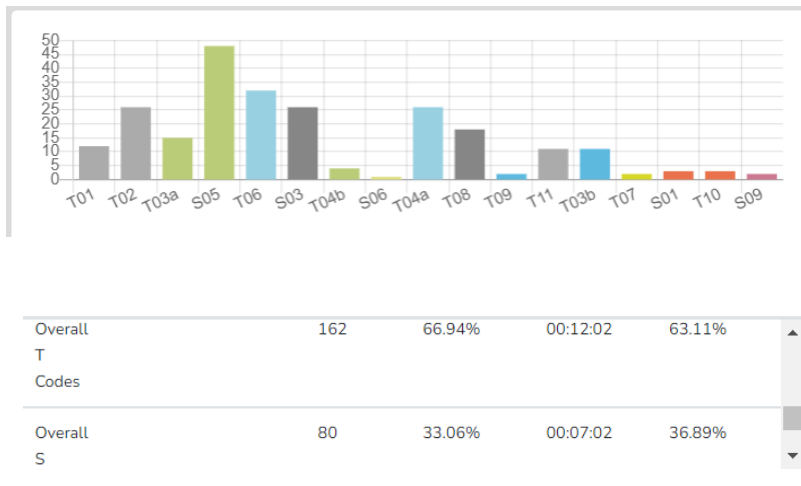
## Revised Training Module 8 Extended Practice Key Student Actions (S1-S9), and Teacher Actions (T0-T12)

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 was generated by an expert user, but it should generally be similar. Note that since all of the S, and T codes were used during this observation, the data and analysis will be the most extensive and provide opportunities for some very robust feedback and coaching.

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

- Code Summary
- Student Engagement
- Teacher Actions Plus
- Interaction Patterns

### Code Summary

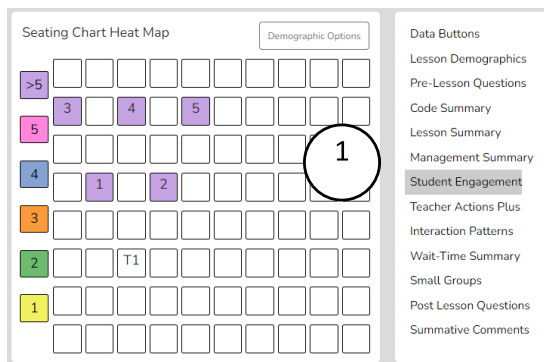


S1 - 3	T1 - 12	T8 - 18
S2 - 0	T2 - 26	T9 - 2
S3 - 26	T3a - 15	T10 - 3
S4 - 0	T3b - 11	T11 - 11
S5 - 48	T4a - 26	T12 - 0
S6 - 1	T4b - 4	
S7 - 0	T5 - 0	
S8 - 0	T6 - 32	
S9 - 2	T7 - 2	

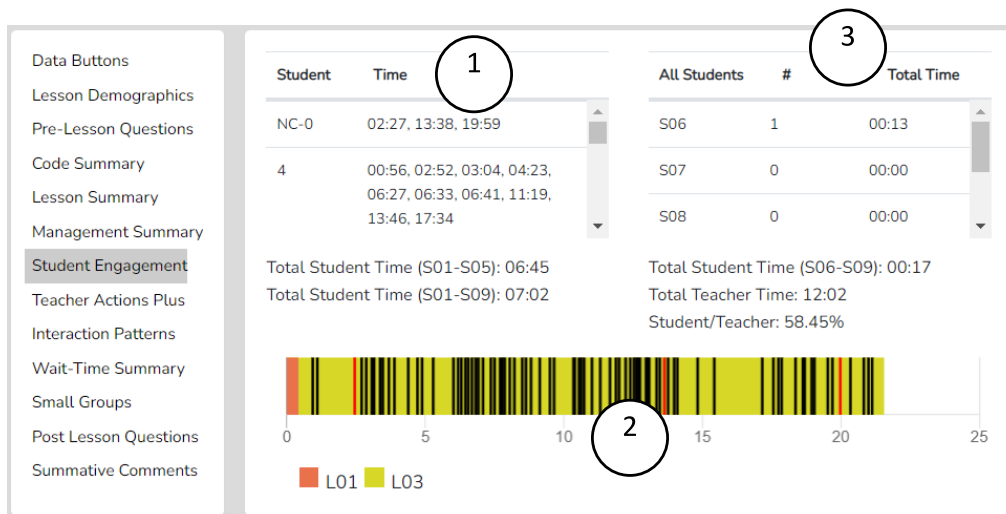
## Student Engagement

### Code Summary Notes:

- The S codes collected in the highest quantity included S3 and S5. However, zero S2 and S4 codes collected indicate that despite high student engagement, there was not any student-student interaction in this lesson.
- Over half of the questions asked by the teacher (30 out of 56) were higher-order thinking type questions (T4a-T4b).
- Teacher responses tended to be T6 (acknowledge), T8 (repeat), and T11 (asking student to clarify).
- The overall time accrued for T codes was 63.11% vs. S codes 36.89%. The greater S code percentage is indicative of a more student-centered lesson.

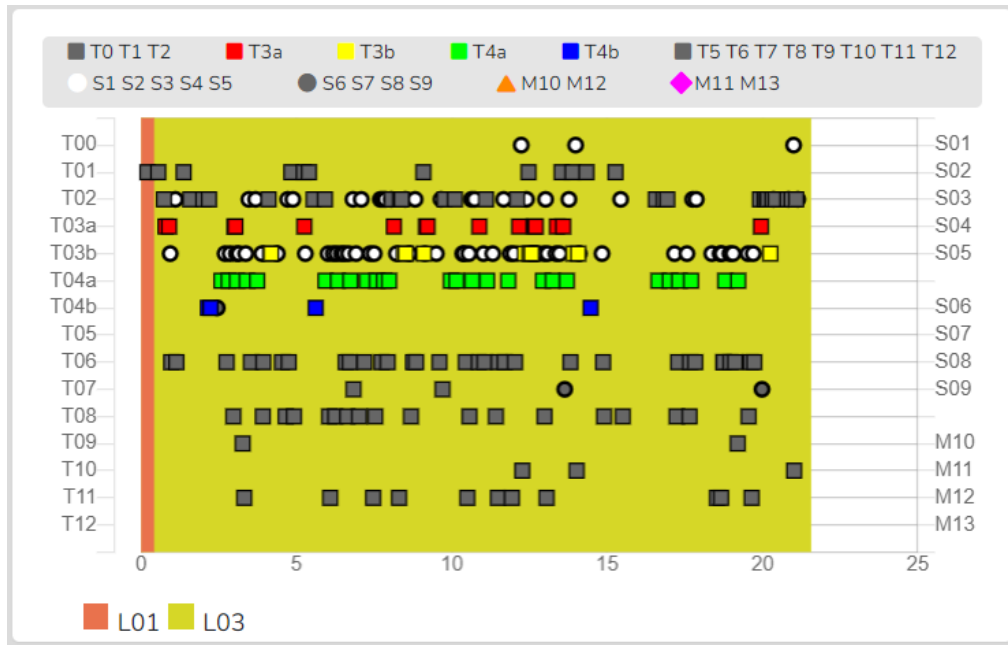


The *Seating Chart Heat Map* shows that all students had more than five contributions to the lesson (indicated by each student number being highlighted in purple).



**1)** When looking at individual student engagement, in this lesson student 2 contributed the most, followed by student 1, then students 4 and 5, with student 3 engaging the least. **2)** Looking at the timeline, there should be consistent student contributions throughout the lesson (as indicated by the even distribution of black lines on the timeline). **3)** When looking at whole group student engagement: S6 – 1, S7 – 0, S8 - 0, and S9 – 3.

## Teacher Actions Plus



**The Teacher Action Plus Notes:** When looking at the *Teacher Action Plus* data screen, note that the X axis shows the timeline of the lesson. The S codes are listed on the right-hand vertical side of this graph.

An observer viewing the data for this lesson may note the consistent student engagement throughout the entire lesson which matches the instructor's goals for the lesson.

For this lesson observation the T05-T12 teacher action codes were also used. We see in the graphic that T06, T08, and T11 were often noted which, along with the higher-level questions (T4a-T4b) indicates teacher actions consistent with the goals of an inquiry lesson.

## Interaction Patterns

S-S: 3 T-S-T: 73 T-T: 85 Find Patterns Of: 3

Pattern	Sum	S01 - Student asks teacher a question	T00 - Teacher is monitoring students working
T04a-S05-T08	8	S02 - Student asks student question	T01 - Teacher presents information
T04a-S03-T06	6	S03 - Student comments to the teacher	T02 - Teacher is giving directions
S05-T08-T06	5	S04 - Student comments to another student	T03a - Teachers asks a question in yes/no format
T06-T04a-S05	5	S05 - Student answers teachers question	T03b - Teachers asks a question in short answer format
S05-T11-	4	S06 - Student answers	

S-S: 3 T-S-T: 73 T-T: 85 Find Patterns Of: 4

Pattern	Sum	S01 - Student asks teacher a question	T00 - Teacher is monitoring students working
T04a-S05-T08-T06	4	S02 - Student asks student question	T01 - Teacher presents information
T02-T04a-S05-T08	3	S03 - Student comments to the teacher	T02 - Teacher is giving directions
T04a-S03-T06-S03	3	S04 - Student comments to another student	T03a - Teachers asks a question in yes/no format
S05-T08-T06-T04a	2	S05 - Student answers teachers question	T03b - Teachers asks a question in short answer format
S05-T06-	2	S06 - Student answers	

The predominant pattern of 3 is T04a-S05-T08. The dominant pattern of 4 is T04a-S05-T08-T06.

**Interaction Pattern Notes:** The predominant teacher-student interaction patterns include T4a, S05, T06, and T08, which are consistent with determining what students think or know without leading, cueing, or judging their responses. The T-T number of 85 is relatively high. Still, it probably stems from the teacher giving directions, followed by asking a question when setting the context for the swinging spheres interactive demonstration. The S-S: 3 does not indicate students interacting with each other, which we can conclude due to the lack of S2 and S4 data shown in *Code Summary* or *Teacher Actions Plus*.