

# Revised Training Module 7 Cheat Sheet

## Teacher Actions (T0-T13)

### Teacher Action Codes

T0 Monitoring class



T0 Monitoring: This code is used when students are working and the teacher is monitoring the classroom or perhaps doing administrative work, such as taking attendance.

T1 Presenting Info

T1 Lectures or Presenting Information: This code is used when the teacher lectures or presents information in the form of extended teacher-initiated commentary.



T2 Give directions



T2 Gives Directions, Makes a Statement, or Asks a Rhetorical Question: This code is used when teacher-initiated statements such as directions, statements, comments, or a rhetorical question to which no answer is expected.

T3a Yes/No or M.C.

T3a Asks Yes/No or Multiple-Choice Question: This code is used when the teacher asks a question that requires a yes/no answer.

T3b Mere recall

T3b Asks a Recall Question: This code is used when the teacher asks a question that requires a 1-2-word answer. This also might be a memory-type response.

T4a Thought provoke

T4a Asks Thought-provoking Question: This code is used when the teacher asks a question that requires deeper thinking than a 3a or 3b, perhaps in the form of speculation, and cannot be answered with 1-2 words but does not ask for justification or explanation for the response.

T4b Thought & justify

T4b Asks Thought-provoking with Justification Question: This code is used when the teacher asks a question that requires deeper thinking, much like a 4a, but in addition, also requires a justification for that answer.

T5 Reject answer



T5 Reject Student Comment, Answer, or Question: This code is used when the teacher rejects a student's response in a negative manner, indicating that a student's answer is wrong or the teacher cuts off a student's response.

T6 Acknwldg answer

T6 Acknowledges Student Comment or Answer: This code is used when the teacher acknowledges the student without evaluation. For example, the teacher might give a neutral response indicating the student was heard but does not confirm or reject the student's answer.

T7 Confirm answer

T8 Repeat answer

T9 Clarifies answer

T10 Answrs question

T11 Asks S to clarify

T12 Uses S answer

T13 Nonverbals

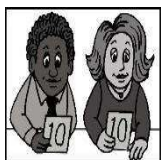
T7 Confirms Student Comment or Answer: This code is used when the teacher evaluates a student's response positively.



T8 Repeats Student Comment: This code is used when the teacher repeats the student's response. This technique may be used to:

- a. To indicate that the student's response was heard.
- b. To allow other students to hear the response.
- c. To enable the student to listen to what he or she said.

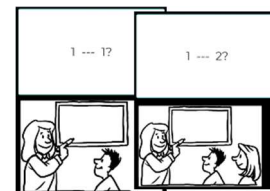
T9 Clarifies or Interprets What Student Said: This code is used when the teacher re-words or interprets a student's response by adding more information or meaning on top of what the student said. This technique may be used to clarify, emphasize, or improve a student's answer.



T10 Answers Student Question: This code is used for short, succinct responses to student questions.

*Note: Initially, it might look like the teacher is answering the question, but if the response becomes long-winded and extends beyond 15 seconds, the user should code a T10, then when the diatribe has ended, code a T1 to indicate that the teacher responded with a mini-lecture in addition to responding to the student question.*

T11. Asks A Student to Clarify or Elaborate: This code is used when the teacher asks a student to extend, repeat, or clarify a student's response.



T12 Uses Student Question or Idea: This code is used when the teacher redirects a student's question to another student or to the small group or whole class.

T13 Annoying Non-Verbals or Verbals: T13 is an event-only code used when noting something nonverbal in nature, such as an annoying habit that is worth noting and relaying to the teacher. Use this when the teacher displays annoying non-verbals or verbals that detract from instruction or perhaps distract students. There are many factors that influence whether students will participate in class and answer questions or get involved with class discussion, or alternatively inhibit their participation. Non-verbal behaviors can be inviting or non-inviting.

Inviting Behaviors	Non-Inviting Behaviors
<ul style="list-style-type: none"> <li>· arms open – palms open and arms spread apart like you are welcoming and inviting them and pulling questions into you</li> <li>· smile – it is hard to make non-inviting facial expressions when you are smiling</li> <li>· eyes wide so eyebrows are not scrunched together</li> <li>· leaning forward</li> </ul>	<ul style="list-style-type: none"> <li>· arms crossed</li> <li>· eyebrows scrunched down</li> <li>· tightening the muscles around your mouth area</li> <li>· turning your back to the students</li> <li>· leaning backward, away from the students</li> </ul>

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## More on the Four Question Types

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**T3a** – This code is used when the teacher asks a question that requires a yes/no answer or the teacher offers a couple of choices from which the student then chooses an answer. For example, the teacher might ask, “Does 100 kg or 50 kg have more mass?”

**T3b** – This code is used when the teacher asks a question framed for simply recalling information, facts, or a procedure they completed. For example, “Someone tell me what we did in yesterday’s lab” is simply asking the student to recall an event.

**T4a** – This code is used when the teacher asks a question that requires deeper thinking than a 3a or 3b, perhaps in the form of speculation, and might be answered with just 1-2 words but does not ask for justification or explanation for how they arrived at that response. For example:

- a) Predict what you think will happen when I ...
- b) What might happen to the system when I raise the pressure?
- c) If we put a heavier load on the cart and let it roll downhill, what might be the effect on the speed of the cart?
  - a. [Note – contrast this with example C shown under T4b to differentiate T4a from T4b)

**T4b** – This code is used when the teacher asks a question that requires deeper thinking, much like a 4a, but in addition, also requires a justification for that answer. For example:

- a) Given the results of the last two experiments, which of the two metals were in solution, and how do you know?
- b) Look at the graph - what you would choose to make the cart go down the hill the fastest, and explain why you would choose those things.
- c) If we put a heavier load on the cart and let it roll downhill, what might be the effect on the speed of the cart, and why do you think so?

[More Detail on Question Types: Located in the SMT Training Manual, pages 110 - 111](#)

T3a Yes/No or M.C.

T3b Mere recall

T4a Thought provoke

T4b Thought & justify

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## Teacher Question Type Practice

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Directions: Click on the link below to be taken to a Google form where you can complete the recommended practice on identifying question types: [Teacher Question Type Practice](#)

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## Practice on All Teacher Action Codes

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For a Review and More Detail on T0-T13 Teacher Actions: Located in the SMT Training Manual, See Appendix B, pages 109-114

### Identifying Teacher Actions Practice – Google Form

- Directions - Click on the link below to be taken to a Google form where you can complete the recommended practice on identifying teacher actions before using T codes in an SMT observation:  
[Identifying Teacher Actions Practice - Google Form](#)

### Identifying Teacher Actions – SATIC Practice (SMT Manual)

- Directions - Click on the link below to be taken to the SMT training manual (See Appendix B, beginning on page 125) where you can complete the recommended practice on identifying teacher actions before using T codes in an SMT observation:  
[Identifying Teacher Actions - SATIC Practice \(SMT Manual\)](#)

### Reminders When Doing an Observation

- The “quick start” feature cannot be used if you want to collect data using the seating chart.
- The question type should be coded as worded, not as it is answered.
  - For example, the teacher may ask a yes/no T3a type question such as “Do you think Sam’s response is correct?” and the student responds with a lengthy answer and justification. That question is still coded as a T3a.
- An L code always needs to be selected to begin the observation.
- Coding sections can be toggled off to isolate the T codes (T1-T12).
- All T codes should be clicked at the END of the event as they are “event-timing” codes.

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### You Try:

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1. Create a New Observation
2. Observation type: Classroom observation from YouTube.
  1. Enter OR copy and paste the following YouTube link into the URL box:  
<https://youtu.be/XIPKXlkeHMA>
2. Fill in the following information for this observation:
  - Teacher being observed: This would normally be the name of the teacher. Choose yourself or ...
  - Observer 1: Yourself
  - Observer 2: SMT1indo... or choose another member of your team
  - Lesson Topic: Training 7 Practice
3. Then click “Save and Continue”

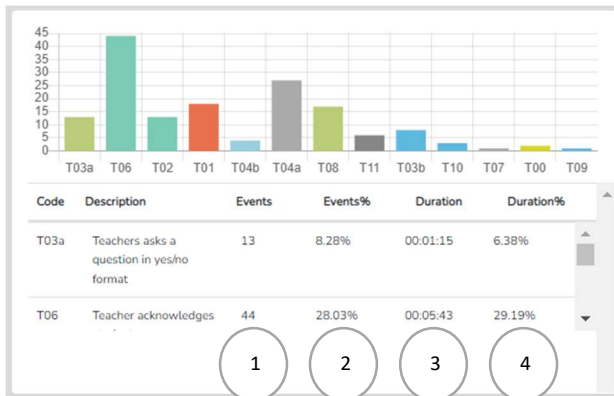
4. During this practice, we are not going to collect Student Actions, so there is no need to create a seating chart.
5. Then click “Save and Start.”
6. Choose “Quantitative” observation, then click “Start.”
  - a. Note: For this lesson, you will focus on using only the T codes. Toggle all other coding buttons off.
7. Hit play and begin your observation by clicking the appropriate L code.
  - a. Remember clicking the L code at the start of the lesson starts the timer for that observation. For this practice lesson, choose L3: Interactive Demo.
8. When finished with the observation, look below for a reminder of the analysis categories and what useful information can be found in each summary.

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### T Codes - General Description of Data Analysis to Consider After Completing This Training

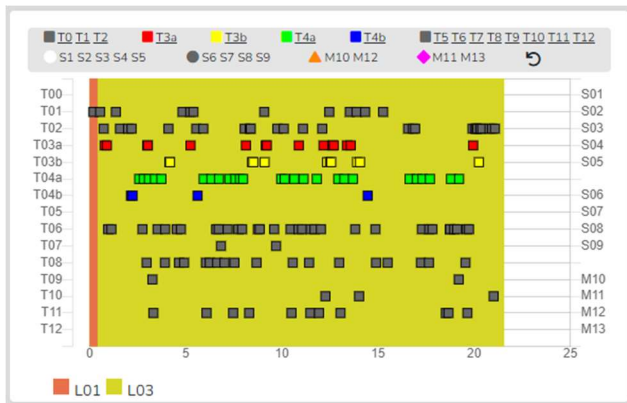
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#### Code Summary



The Code Summary shows how many times each code was used during data collection, including relative and specific use of the T codes. Underneath the graph is a data table that displays data for 1) each of the specific codes by frequency of an event, 2) frequency of an event compared to the overall total number of events, 3) amount of time for each type of event, and 4) time accrued for that event compared to the total time of all the events.

#### Teacher Actions Plus



The Teacher Actions Plus shows the distribution of how many S codes (white dots, if data were toggle on) and T codes (grey or colored squares) occurred during the observation and during which part of the lesson. With the mouse wheel, the user can zoom in and out if the data points become too crowded.