Training Module 5 Extended Practice Key
Wait Time – Novice User/Simple Method

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:

- Wait Time Summary
- Running Record (RR)

Wait Time Summary

The Wait Time Summary graph provides a matrix of data related to the use of wait times one through four. Note: For this training, we will focus on wait times 1 and 2.

Wait-Time Type	Total Events	Total Time	Average
Wait-Time 1 (T-S)	29	00:54	00:01
Wait-Time 2 (S-T)	24	00:47	00:01

How to Analyze Wait-Time Averages from the Wait Time Summary Table: When examining the *Wait Time Summary* data table, first look at the column with the *Total Events* and determine if there was enough data to generalize regarding average wait time. For example, in this case, both WT1 and WT2 have enough events to warrant a valid average WT. Next, look at the *Total Time* column. This shows the total amount of time allocated for each category of wait time. Finally, the *Average* column shows the average wait time for each type.

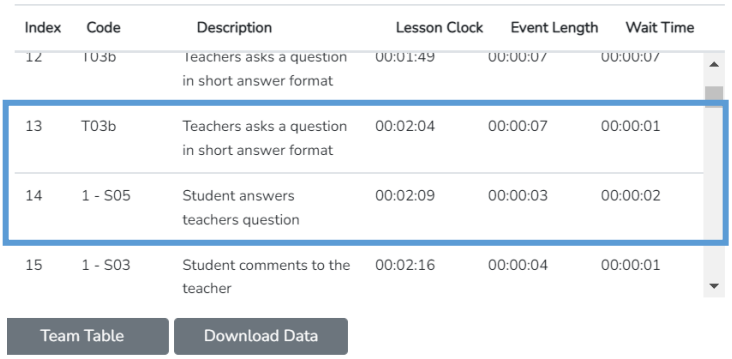
Feedback and Coaching: The teacher observed for this lesson displayed wait times lower than the trigger point of 3.5 seconds needed for significant positive effects. As wait time two is directly under the teacher's control, they must condition themselves to wait longer before taking another teacher action. However, wait time 1 is an event that occurs when a student action breaks the silence. Therefore, to increase these times, the teacher must teach students how to give each other more time to think. For example, rather than letting students call out answers, the teacher may want to say to the students (and teach this behavior by reinforcing it multiple times), "Now when I ask a question, rather than call out a response, I want you to think about an answer, and count to about 4-5 seconds in your head before raising your hand. Then I will call on someone." Or the teacher might say, "When I ask a question, I want to give everybody a chance to think, so rather than raise your hands when you have an answer, I am going to ask you to keep your hands down. When I say "hands," raise your hand if you have a response." Proceeding in this manner will ensure that all students get 3-5 seconds of thinking time.

Running Record

How to Analyze Range of Wait-Time Data from the Running Record: The *Running Record* is displayed in the top-right corner of the SMT analysis screen (when all the qualitative toggles are turned off in the *Team Table*) and contains the sequence of data collected during the observation. The SMT user can scroll through this data and export it to a .xls format for further analysis using statistical software. An essential indicator of the teacher's use of wait time is the range of data collected for each type of wait time. While this data is not yet a part of the *Wait Time Summary* chart, the SMT user can glean this data from the *Running Record*. Remember that wait time one and wait time two are defined as:

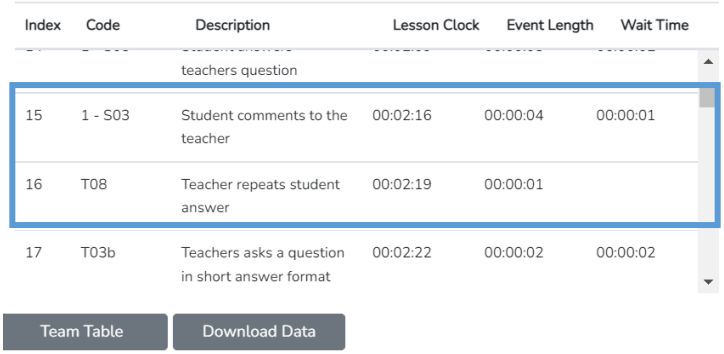
Type of Wait Time	Description
Wait Time 1	WT1 (T-S): The pause between a teacher action (T1 - T12) and a student action/response occurring (S1 – S9).
Wait Time 2	WT2 (S-T): The pause between a student's action/response (S1 – S9) and the teacher following up the student's response with a statement, reaction, or another question (T1 – T12).

In the *Running Record*, wait time one can be identified by looking at the wait time after a T code that was followed up with an S code. For example, in the screenshot to the right, there was a total of 1 second of wait time (I) after the teacher asked a T3b question before a student followed up with an answer.



Index	Code	Description	Lesson Clock	Event Length	Wait Time
12	T03b	Teachers asks a question in short answer format	00:01:49	00:00:07	00:00:07
13	T03b	Teachers asks a question in short answer format	00:02:04	00:00:07	00:00:01
14	1 - S05	Student answers teachers question	00:02:09	00:00:03	00:00:02
15	1 - S03	Student comments to the teacher	00:02:16	00:00:04	00:00:01

Team Table | Download Data



Index	Code	Description	Lesson Clock	Event Length	Wait Time
		teachers question			
15	1 - S03	Student comments to the teacher	00:02:16	00:00:04	00:00:01
16	T08	Teacher repeats student answer	00:02:19	00:00:01	
17	T03b	Teachers asks a question in short answer format	00:02:22	00:00:02	00:00:02

Team Table | Download Data

Similarly, in the *Running Record*, wait time two can be identified by looking at the wait time after an S code is followed up with a T code. For example, in the screenshot below, there was a total of 1 second of wait time (I) after the teacher asked a T3b question before a student followed up with an answer.

Wait Time Data Analysis from the Running Record:

- The maximum amount of WT1 used in this lesson was 12 seconds. While scrolling through the *Running Record,* one can find other instances of 4 and 7 seconds.

- The maximum amount of WT2 used in this lesson was 4 seconds.

Feedback and Coaching:

Wait-Time Type	Total Events	Total Time	Average	***Range*** *(from Running Record)*
Wait-Time 1 (T-S)	29	00:54	00:01	*00:00 – 00:12*
Wait-Time 2 (S-T)	24	00:47	00:01	*00:00 – 00:04*

Scrolling through the *Running Record,* one can find examples of WT 1 and 2 that were higher than the average time posted in the *Wait Time Summary* chart. However, even with some high numbers, there were many instances of zero or low times posted for WT, so the average WT becomes 00:01 or 00:02. What this means is that the teacher being observed might work on becoming more consistent with using wait time.

Note: Clicking on any event in the *Running Record* will cause the SMT app to play that section of the video. This is a powerful feature as the teacher or coach now can instantly view examples of when the significant wait time was used in the lesson or instances where wait time was zero.

Preview of Training 9 – Wait Time Regular: Note that when the SMT user progresses up to Training 9, they will know how to collect data using all the S, T, and M codes, AND collect wait time data. At this level, the WT Summary analysis also breaks down WT by specific S or T code, which means the user can examine the data to determine if they are using more WT with higher-level questions than with lower-level questions (and much more).