Extended Practice Key for Training Module 3
# Basic Quantitative Functions

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:
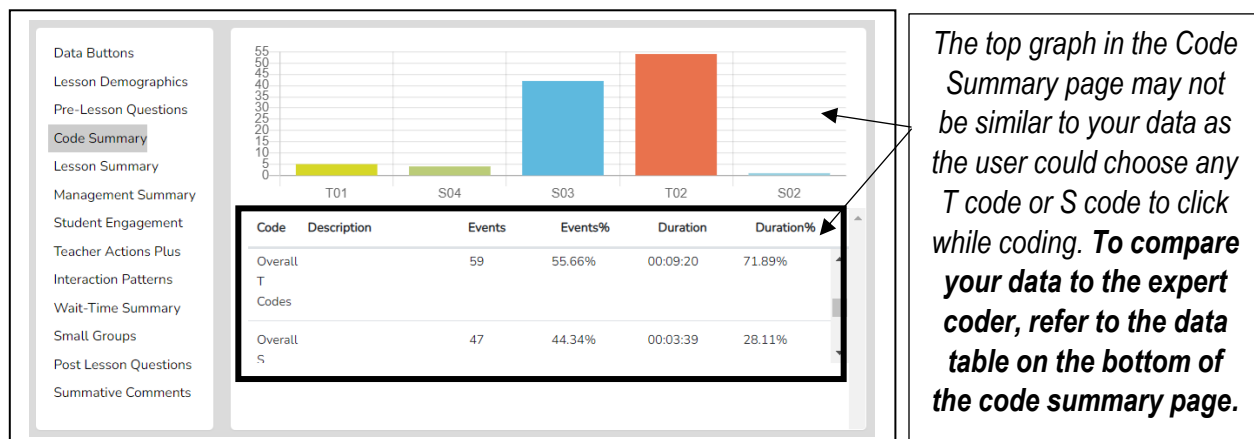
- Student Engagement
- Code Summary

Student Engagement

(Note: For this lesson, we will only focus on the L code breakdown on the Student Engagement data analysis page.)
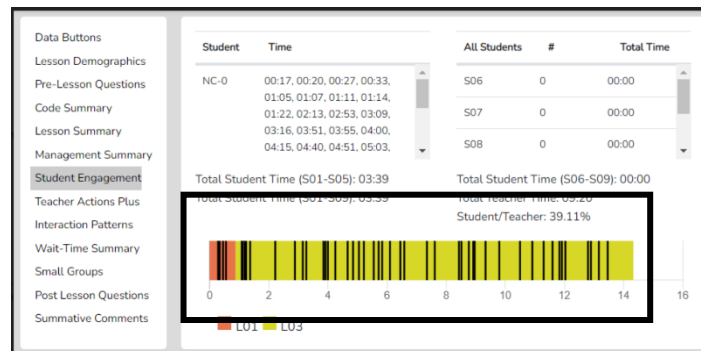
In this lesson, the teacher begins with a general welcome (L1), then quickly switches to an interactive demonstration (L3). The value of noting the general nature of instruction and how it changes during the lesson is that the user can examine the data by considering the lesson strategy. For example, there might be more misbehaviors during a lecture/note-taking (L2) than during a small group exercise (L5). When examining the data analysis, this would be visually obvious to the SMT user.

Code Summary

| Data Buttons |
| Lesson Demographics |
| Pre-Lesson Questions |
| Code Summary |
| Lesson Summary |
| Management Summary |
| Student Engagement |
| Teacher Actions Plus |
| Interaction Patterns |
| Wait-Time Summary |
| Small Groups |
| Post Lesson Questions |
| Summative Comments |

Code	Description	Events	Events%	Duration	Duration%
Overall T Codes		59	55.66%	00:09:20	71.89%
Overall S		47	44.34%	00:03:39	28.11%

The top graph in the Code Summary page may not be similar to your data as the user could choose any T code or S code to click while coding. **To compare your data to the expert coder, refer to the data table on the bottom of the code summary page.**

The T vs. S ratio for this data collection was about 72% vs. 28%. An observer may note that this particular lesson was more teacher-centered, which would be contrary to a lesson based on an inquiry model or a lesson in which the teacher intended to foster a lot of student engagement. The observer may suggest that changing the teaching strategy, such as altering how one asks questions and responds to student answers, could increase the overall student event number and the overall student duration % number to reflect more student engagement in the lesson. Changing how the lesson is structured and delivered, so the data shows T = 45% and S = 55% is a very different-looking lesson with much more student engagement than a ratio of 72% / 28%.