

Sample Observation - Scripting

Student Discussions
Mrs. Standish
3/7/15
1:05 -1:25

S=Student
Ss=students
T=Teacher

T: When you hear answers to an on the surface question that you feel like you can jump off...think oh this is a jumping off point to an answer or a question that goes deeper. I want you to refer back to our stems that we've been working with...(T walks to back of classroom) I can connect this to... I can really see how...this makes me think...this makes me feel or wonder...or it could also be.

There are going to be times today where you disagree with each other, and that's ok.

So I want you to think about possibilities that might be different than what other people have said as well. Who wants to start with an on the surface question? Remember once you share your response or your questions, pass it on (*S raises hand quietly*).

T: Go ahead, Forrest

13 Ss look at the speaker, the other 8 Ss are not attending to the speaker

S: When I read the poem I thought about what the people were doing. What were the farmers in the poem doing?

T does not respond, turns to class and raises her hand, Ss are silent

T: Can anyone answer Forrest's questions and then ask another question?

3 S raise their hands

T: Michael, go ahead.

S: The farmers were watching the sky to see if it was going to rain. What were the animals in the poem doing?

5 Ss raise their hands, 12 Ss look at the speaker, 9 Ss are not attending the speaker

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Ss are seated at tables in groups of 4, one S is responsible for typing on the computer

T: In the next six minutes, so by 1:12, I want (*some Ss talking*) I'd like to see some "hoorah" worthy thesis statements up there (*T points to the screen in front of the room*). **Screen displays a social media site where students can enter responses and they can be seen by everyone.**

Find the place where I have the thesis status update and I want to see "hooray" worthy thesis statements. The first post with a great thesis gets a "hoorah" ...ok? (*Ss start engaging in activity, indicating that they know what to do*)...Go!

Ss engaged in discussion, reading, working together to develop a response to post

T: This is a competitive group right here!

T observes then walks over to another group of Ss

Ss begin using the computer to type their group responses

Three of four Ss engage in conversation, one female S is observed working independently- not talking to others, not engaging in any activity with the others in the group

T circulates to groups to answer questions and monitor students

Ss are actively engaged in creating thesis statements and coming up with consensus about the thesis statement post