**

**SELECTIVE VERBATIM**

**MATH LESSON: DOT PATTERNS**

**CALLING ON to PROMOTE EQUITABLE ACCESS**

**Selective verbatim** is an observation technique that supports teachers in understanding their communication patterns with students, a fundamental of effective teaching. The observer scripts/scribes a written record of what the teacher and students do, say, and, on occasion, do not do (forget to use think time).

**Verbatim** is, of course, word for word. The observer gets as close as possible to recording what is said in the words of the speaker and what is done in non-judgmental narrative language. Recording the teacher’s exact words is critical.

**Selective** is the operative word in the process. The observer cannot possibly record everything. Choosing what to record (how the teacher poses a question and calls on students or teacher questions and student responses) is an important planning step as the observer probably cannot record everything. You may not know what to record in the first observation and do a wide-lens observation, noting as much as possible. In subsequent observations, the observer can “zero in on” what the teacher and observer agree is a focus.

Facility with selective verbatim notes is critical; the notes provide the observer and the teacher with precise evidence that can be coded. We promote short observations in Project I4 with quick turnaround on evidence and short conversation (within two days) to promote short cycles of improvement in which the teacher chooses a single goal for improvement. Using evidence-based information of 10-15 min observations supports teachers to be specific about changing practice(s).

In a10-minute lesson, the observer can glean sufficient evidence from the teacher questions and calling on choices to have a conversation. See steps on next page and observation tool on page 3 – a tool that can be used for any selective verbatim observation purpose. You can use your computer to record the selective verbatim evidence or write by hand, whichever you prefer. NOTE: More detailed Calling On Observation Tool available on Project I4 website.

**STEPS of the PROCESS**

**STEP ONE**: Record selective verbatim notes, attempting to time code the notes and marking T for teacher and S for student. As much as possible, record the race and gender of the student speaker.

**STEP TWO:** Use the codes from the calling on observation tool to “code”/name the practice.

Calling On “codes”

|  |  |
| --- | --- |
| **R\*** | Calls on **raised** hand |
| **CC\*\*** | Cold Call Calls on student without hand raised  |
| **CCD** | Cold Call for Discipline: notices a student is off task and uses a content question to “catch” student  |
| **B-A** | Blurt out-Accepts: a student or students shout out the response and teacher accepts |
| **B-I** | Blurt out-Ignores: a student or students shout out the response and teacher ignores |
| **C&R** | Call and Response: Teacher cues the students for group response or indicates students should “popcorn” |
| **ES** | Uses equity strategy (equity stick or card to call on student); discourages handraising |
| **TR\*\*\*** | Teacher repeats student response to class verbatim (usually because of voice level of student or perhaps because the teacher thinks repeating helps) |
| **TRV\*\*\*** | Teacher revoices student response or checks student response (positive use of student response to emphasize and use to build on) |
| **TPS** | Think and Pair and then Share |
| **Other/TP** | Any other strategy you note / Teacher prompting question added for this video |

**STEP THREE:** Analyze evidence. Count “instances” (number of codes) and write factual statements about the evidence.

Teacher called on \_\_\_ boys and \_\_\_ girls.

**STEP FOUR:** Prepare for and have conversation with teacher using evidence. Get evidence to teacher quickly (one day is best) and schedule conversation (within two days is best – conversation about 15 min).

**OBSERVATION TOOL: SELECTIVE VERBATIM**

**Teacher Observer Date**

**Duration of Observation \_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- |
| Time Stamp | Evidence from observation | Code |
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