**LEARNING EXCHANGE PROTOCOL**

**ACADEMIC DISCOURSE OBSERVATION TOOLS  
SuperVISION: Observation Protocols for Collecting Evidence**

Based on Saphier, J. (1993*). How to Make Supervision and Evaluation Really Work: Supervision and Evaluation in the Context of Strengthening School Culture.*

Sullivan, S. & Glanz, J. (2013). *Supervision that Improves Teaching and Learning.*

Thousand Oaks, CA: Corwin Press.

**Purpose:** Modeling Academic Discourse in Real Time with Project I4 Participants

Process:

* 12-14 persons will volunteer as “students” for mini-lesson
* Three groups of observers (18-20) each will use three different evidence observation protocols to collect evidence about the observation:
  1. Selective Verbatim: Questions of Teacher and Students
  2. Selective Verbatim: Use of STUDENT Responses by Teacher
  3. Dialogue Patterns: Use map of class to tabulate teacher to student and student to student dialogue (questions, responses)

Each observer group will answer the same question: *What are 2-3 factual statements you can make about the observation?*

Examples of factual statements.

* *There were a total of 25 questions in 8 minutes*
* *Most (n=15) were asking for analysis; some (n=7) were asking for basic comprehension.*
* *There were 14 instances of Teacher to Student dialogue, mostly (12) were teacher questions.*
* *There were 4 examples of the teacher using the student responses to ask the next question.*

**PROTOCOL ONE: TEACHER and STUDENT QUESTIONS**

Continue on reverse side if need more room. The third column for analysis of questions is AFTER the observation and notes (aka selective verbatim)

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| Time  Stamp | **Teacher or Student Question**  ***Do your best to record verbatim questions***  ***of teachers and students***  ***Discourse Moves:***  *Wait/Think Time with questions: Providing time for student thinking.*  *Inviting****: equitable and diverse participation*** | **Type/Level of Question** (Zweirs & Crawford, 2011)   * Display Question (QD)   Open Questions:   * Personal (QOP), * Justifying(QOJ), * Clarifying(QOC) * Elaborating (QOE) |
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**PROTOCOL TWO: USE OF STUDENT RESPONSES BY TEACHER**

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| Time  Stamp | **Student Responses and Teacher Use of Student Responses**  Record as completely as possible -- student response(s) and teacher use of student responses in classroom dialogue or question.  **Discourse Moves:**  *Revoicing*: restating/paraphrasing by teacher or student of student response  *Probing:* Using student responses for next question | We are not necessarily using this column, but you would highlight the part of the student response teacher used. |
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**PROTOCOL THREE: TEACHER and STUDENT DIALOGUE**

**The protocol is a mapping of the teacher to student and student to student dialogue.**

**You will record via drawing lines and arrows:**

**T to S dialogue**

**S to T dialogue**

**S to S dialogue**

**This sometimes gets a bit messy, but try to keep track. If there is a teacher question that is directed at all students just do short arrow out from T. You can also note if you have time if the teacher asks a QUESTION by ? on arrow. Or if the student responds, can put an R on arrow. The teacher will be making both intentional moves and unintentional moves.**

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