

Teacher-Student Interaction Protocol (Summary of Classroom Observation)

Observer:
Date of Visit:
Start of observation:
End of observation:

Teacher:
of students present:

Phase of the lesson observed: INITIATION

*The purpose of the **INITIATION** phase of the lesson is to support or help students to get ready for the objectives of the lesson. This means that students must have opportunities for (a) activating their prior knowledge and skills relevant to the new content; (b) arousing their motivation; and (c) becoming aware of their own thinking about what they already know and can do. The teacher may use a combination of diagnostic probes and mediational strategies with creative, practical, or analytical tasks to help student demonstrate readiness for the objectives of the lesson.*

Teacher Curriculum Behaviors

Please circle the number that corresponds to the teacher's use of Dynamic Pedagogy curriculum indicators

all	many	some	very few	none
1	2	3	4	5

Notes/Explanation/Examples

Gordon, E. W., & Armour-Thomas, E. (2006). *The effects of dynamic pedagogy on the mathematics achievement of ethnic minority students* (RM06224). University of Connecticut, The National Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm06224.pdf>

Teacher Assessment Behaviors

Please circle the number that best corresponds to the teacher's use of Dynamic Pedagogy assessment indicators

all	many	some	very few	none
1	2	3	4	5

Notes/Explanation/Examples

Teacher Instructional Behaviors

Please circle the number that best corresponds to the teacher's use of Dynamic Pedagogy instructional indicators

all	many	some	very few	none
1	2	3	4	5

Notes/Explanation/Examples

Student Behaviors

Please circle the number that corresponds to the number of students engaged in the activities during this phase of the lesson

many	some	few
1	2	3

Notes/Explanation/Examples

Gordon, E. W., & Armour-Thomas, E. (2006). *The effects of dynamic pedagogy on the mathematics achievement of ethnic minority students* (RM06224). University of Connecticut, The National Center on the Gifted and Talented. <https://nrctg.uconn.edu/wp-content/uploads/sites/953/2015/04/rm06224.pdf>

Please circle the number that best corresponds to the quality of students' engagement in the activities during this phase of the lesson

very high	high	moderate	low	off-task
1	2	3	4	5

Student Behaviors

Please circle the number that best corresponds to the quality of students' engagement of the activities of the lesson

very high	high	moderate	low	off-task
1	2	3	4	5

Notes/Explanation/Examples

Teacher-Student Behaviors

Please circle the number that best corresponds to the quality of teacher-student interactions over the duration of the lesson

very high	high	moderate	low	off-task
1	2	3	4	5

Notes/Explanation/Examples

Phase of the lesson observed: DEVELOPMENT

*The purpose of the **DEVELOPMENT** phase of the lesson is to support or help students to demonstrate progress toward the lesson objectives. This means that students must have opportunities to (a) recognize or make sense of relationships between and among concepts and procedures; (b) understand concepts, processes, and relationships; (c) linking new information with prior knowledge in new ways; (d) to explain their thinking, to make and explore conjectures or hunches; (e) to try out their understanding or practice new skills with peers or under the guidance of the teacher; (f) become aware of their own thinking processes and consciously use their own thinking skills for learning; and (g) sustain their motivation. The teacher may use a combination of learning probes and mediational strategies with creative, practical, or analytical tasks to help or support student to demonstrate progress toward the objectives of the lesson.*

Teacher Curriculum Behaviors

Please circle the number that corresponds to the teacher's use of Dynamic Pedagogy curriculum indicators during this phase of the lesson

all	many	some	very few	none
1	2	3	4	5

Notes/Explanation/Examples

Teacher Assessment Behaviors

Please circle the number that best corresponds to the teacher's use of Dynamic Pedagogy assessment indicators during this phase of the lesson

all	many	some	very few	none
1	2	3	4	5

Notes/Explanation/Examples

Gordon, E. W., & Armour-Thomas, E. (2006). *The effects of dynamic pedagogy on the mathematics achievement of ethnic minority students* (RM06224). University of Connecticut, The National Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm06224.pdf>

Teacher Instructional Behaviors

Please circle the number that best corresponds to the teacher's use of Dynamic Pedagogy instructional indicators during this phase of the lesson

all	many	some	very few	none
1	2	3	4	5

Notes/Explanation/Examples

Student Behaviors

Please circle the number that corresponds to the number of students engaged in the activities during this phase of the lesson

many	some	few
1	2	3

Notes/Explanation/Examples

Please circle the number that best corresponds to the quality of students' engagement in the activities during this phase of the lesson

very high	high	moderate	low	off-task
1	2	3	4	5

Teacher-Student Behaviors

Please circle the number that best corresponds to the quality of teacher-student interactions over the duration of this phase of the lesson

very high	high	moderate	low	off-task
1	2	3	4	5

Notes/Explanation/Examples

Gordon, E. W., & Armour-Thomas, E. (2006). *The effects of dynamic pedagogy on the mathematics achievement of ethnic minority students* (RM06224). University of Connecticut, The National Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm06224.pdf>

Phase of the lesson observed: CLOSURE

*The purpose of the **CLOSURE** phase of the lesson is to support or help students to demonstrate attainment of the lesson objectives. This means students must have opportunities for (a) reinforcement or consolidation of new knowledge and skills on their own; (b) integration and extension of new knowledge and skills to different contexts or situations on their own; (c) explain their thinking and justify their reasoning; (e) showing awareness of their own thinking and strategies they used in their own learning; and (d) sustaining their motivation. The teacher may use a variety of formative probes and mediational strategies with creative, analytical, and practical tasks in helping students to demonstrate achievement of the objectives of the lesson.*

Teacher Curriculum Behaviors:

Please circle the number that corresponds to the teacher's use of Dynamic Pedagogy curriculum indicators during this phase of the lesson

all	many	some	very few	none
1	2	3	4	5

Notes/Explanation/Examples

Teacher Assessment Behaviors

Please circle the number that best corresponds to the teacher's use of Dynamic Pedagogy assessment indicators during this phase of the lesson

all	many	some	very few	none
1	2	3	4	5

Notes/Explanation/Examples

Gordon, E. W., & Armour-Thomas, E. (2006). *The effects of dynamic pedagogy on the mathematics achievement of ethnic minority students* (RM06224). University of Connecticut, The National Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/04/rm06224.pdf>

Teacher Instructional Behaviors

Please circle the number that best corresponds to the teacher's use of Dynamic Pedagogy instructional indicators during this phase of the lesson

all	many	some	very few	none
1	2	3	4	5

Notes/Explanation/Examples

Student Behaviors

Please circle the number that corresponds to the number of students engaged in the activities during this phase of the lesson

many	some	few
1	2	3

Notes/Explanation/Examples

Please circle the number that best corresponds to the quality of students' engagement in the activities during this phase of the lesson

very high	high	moderate	low	off-task
1	2	3	4	5

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Teacher-Student Behaviors

Please circle the number that best corresponds to the quality of teacher-student interactions over the duration of this phase of the lesson

very high	high	moderate	low	off-task
1	2	3	4	5

Notes/Explanation/Examples

Teacher-Student Interaction Rubric (T-SIR)

Three conditions should be considered in arriving at a judgment about the quality of teacher-student interactions:

Condition One:

The *number* of students with which the teacher is engaged in a given phase of a lesson;

Condition Two:

Whether the quality of the teacher's *pattern of discourse* is in alignment with the purpose of the phase of the lesson under observation;

Condition Three:

The *number* of students engaged in the activities of a given phase of a lesson.

During the phases of the lesson, teachers should. . .

**support or help students to demonstrate readiness for the lesson's objectives
(*initiation phase*)

**support or help students to demonstrate progress toward the objectives of the lesson
(*development phase*)

**support or help students to demonstrate achievement of the lesson objectives
(*closure phase*)

Pattern of discourse is defined as a combination of *Dynamic Pedagogy* indicators (curriculum, instruction, and assessment) that teachers judiciously select and use in response to the students' learning behaviors. In other words, the focus is not on the frequency of use of individual indicators by the teacher but rather on the **selection** of a particular cluster of indicators and how the teacher orchestrates them in supporting students' learning in any given phase of the lesson. Using the reverse, observers can assign a "score" that best captures the range of teacher-student interactions.

Score 4 = The teacher interacts with many (6-10) children
The teacher's use of *Dynamic Pedagogy* indicators is strongly in alignment with the purpose of the given phase of the lesson (i.e., Initiation, Development, and Closure, respectively)

Score 3 = The teacher interacts with some (3-5) children
The teacher's use of *Dynamic Pedagogy* indicators is strongly in alignment with the purpose of the given phase of the lesson (i.e., Initiation, Development, and Closure, respectively)
OR
The teacher interacts with many children
The teacher's use of *Dynamic Pedagogy* indicators is moderately in alignment with the purpose of the given phase of the lesson (i.e., Initiation, Development, and Closure, respectively)

Score 2 = The teacher interacts with many children
The teacher's use of *Dynamic Pedagogy* indicators is weakly in alignment with the purpose of the given phase of the lesson (i.e., Initiation, Development, and Closure, respectively)
OR
The teacher interacts with some children
The teacher's use of *Dynamic Pedagogy* indicators is moderately in alignment with the purpose of the given phase of the lesson (i.e., Initiation, Development, and Closure, respectively)

Score 1 = The teacher interacts with few (1-2) children
The teacher's use of *Dynamic Pedagogy* indicators is weakly in alignment with the purpose of the given phase of the lesson (i.e., Initiation, Development, and Closure, respectively)

Score 0 = The teacher interacts with students (many, some or few)
The teacher's use of *Dynamic Pedagogy* indicators is in non-alignment with the purpose of the given phase of the lesson (i.e., Initiation, Development, and Closure, respectively)