

### Example of Verbal Interaction and Results

Categories	Specific Examples		
Praise			
<b>Academic:</b> Teachers rewards and reinforces the intellectual quality of academic work. For example, “Good answer,” “You’ve written a very interesting report!”	I am surprised by my transcript of the fact that I do not do a lot of academic praise. I believe I do it when I walk around and help students but when I am doing whole group instruction I do not congratulate them for getting the right answer.		
<b>Nonacademic:</b> Teachers rewards students and reinforces work or activity not related to the intellectual quality of academic work.	Teacher: (non-white student’s name) is going to win (non-white students name) says he is going to win		
Criticism			
<b>Academic Criticism:</b>  <b>Intellectual quality:</b> critical remarks directed at the lack of intellectual quality of work, such as “Perhaps mathematics isn’t a good field for you,” ad “Is this experiment too difficult for you?”	Why would you do this?  Correct unless you are asking the student to explain in that case it would be under high-level questioning		
<b>Effort:</b> Teacher comments attributing academic failure to lack of effort, such as you’re not trying hard enough,” and “I know you can do the work if you put your mind to it and study harder.”	I didn’t do any of these.  I am not sure if this is effort or academic criticism		
<b>Nonacademic Criticism:</b>  <b>Mild-</b> Negative teacher comments that reprimand violations of conduct, rules, forms, behaviors, and other nonacademic areas, such as “Tom, stay in line,” and “Sally, quiet down.”	guys lets hurry up, we’re taking an awful lot of time to get class started correct		
<b>Harsh-</b> Negative comments that attract attention because they are louder, longer, and stronger than mild criticism. For example, “Tom, get back in line. I’ve had more than enough from you today. Stay in line of suffer the consequences. Move”	<table><tr><td>Teacher: Alright you guys need to split up, your two groups need to split up, you girls are talking to much correct</td></tr><tr><td>Teacher: Alright you better start working, start writing correct</td></tr></table>	Teacher: Alright you guys need to split up, your two groups need to split up, you girls are talking to much correct	Teacher: Alright you better start working, start writing correct
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Teacher: Alright you better start working, start writing correct			
<b>Low-level-</b> Teacher makes negative comments about violations of conduct, rules, and forms; behaviors; and other nonacademic areas.	Teacher: No talking correct		
<b>High-Level:</b> Teacher asks students <i>academically relevant</i> questions which include students to provide evidence for their contributions (requires that requires higher intellectual processes)	These lessons did not cover new concepts I don’t think this will qualify as high-level questioning. Questions that start with “why” and “how” are typically intended to make the student think.		

Teacher <u>press</u> student for accuracy	<div>Non-white male student: 4</div> <div>Teacher: Not 4 yet, you're missing one</div> <div>Non-white male student: 3, 3.5 <b>correct</b></div> <div>Teacher: add and subtract, alright so raise your hand and tell me the first step to do this problem (white male student name) <b>correct</b></div> <div>White male student: answer (inaudible)</div> <div>Teacher: mmm think about it <b>correct</b></div> <div>White male student: 2+5</div>	
Teacher <u>press</u> student to explain their reasoning.		
There are no efforts to ask students to provide evidence for their contributions, AND there are no efforts to ask students to explain their thinking.		
<b>Academic Intervention</b>		
<p><b>Facilitates-</b> Teacher facilitates learning by providing students with suggestions, hints, and cues that encourage and enable them to complete the assignment themselves.</p> <p><b>Short-Circuits-</b> Teacher prevents or short-circuits student's success by taking over the learning process.</p>	<div>Teacher: This is what you are being graded on so first pick either a song, or a poem, or a skit <b>I would say "academic information"</b></div> <div>Non-white/white student: we are going to do a rap</div> <div>Teacher: , ok then start, the two things you need is what PEMDAS means and a problem worked out in your rap, ok? <b>correct</b></div> <div>White male student: Can we use this problem</div> <div>Teacher: No it's gotta have each component, so like, like there, there is a good one <b>I would say "academic information"</b></div> <div>White male student: inaudible</div> <div>Teacher: three squared, not over two, and then your going to work it out, so like first start off with what PEMDAS means and then go into the problem <b>correct</b></div> <div>Teacher: (student name) what do I do? (no answer) what do I do? (different student's name) Perfect Square <b>correct</b></div>	
<p><b>Information</b></p> <p><b>Academic</b>—Teacher gives information related to lesson content.</p> <p><b>Nonacademic</b>—Teacher gives information that is procedural or related to classroom management</p>	<div>White male student: What is the login?</div> <div>Teacher: It is your last name, first initial, middle initial, and then all lower case last name and lunch number <b>correct</b></div>	
<b>Noticing Skills</b>		

<p><b>Teacher:</b> Identifies what is important in student responses. For example the teacher can detect why the students' response is wrong or right but with a misconception.</p> <p><b>Teacher:</b> Misses what is important in student response. For example the teacher doesn't pick point why the student made a mistake or what misconception lead the student to answer in a certain way.</p>	<p>I think I do the first but I can't really find a good example with the simple review problems.</p> <p>Were you able to notice the underlying reason that this student was not able to get the correct answer? Noticing is that the teacher notices the students' answer and is able to analyze the answer for a formative assessment on the spot.</p>
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