

Observation sheet for verbal interaction

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Teacher Comments Directed at:

| TYPE | BOYS | TOTAL | GIRLS | TOTAL | OVERALL TOTAL |
|------------------------------------|------|-------|-------|-------|---------------|
| I. Praise | | | | | |
| A. Academic | | | | | |
| B. Non-Academic | | | | | |
| II. Academic Criticism | | | | | |
| A. Intellectual Quality | | | | | |
| B. Effort | | | | | |
| III. Non-Academic Criticism | | | | | |
| A. Mild | | | | | |
| B. Harsh | | | | | |
| IV. Questions | | | | | |
| A. Low level | | | | | |
| B. High level | | | | | |
| V. Academic Intervention | | | | | |
| A. Facilitative | | | | | |
| B. Disruptive | | | | | |
| OVERALL TOTAL | | | | | |

Observation Categories

I. Praise

- Academic: Rewards and reinforcement given for the intellectual quality of work: "Good answer." "You've written a very interesting report." "Your evaluation of the problem is excellent."
- Non-Academic: All rewards and reinforcement not directed to the intellectual quality of academic work: "You're being very nice and quiet today." "That's an attractive dress." "That's a very neatly written paper."

II. Academic Criticism

- Intellectual quality: Critical remarks directed at the lack of intellectual quality of work: "Perhaps math isn't a good field for you." "You don't seem to be able to grasp this material."
- Effort: Comments attributing academic failure to lack of effort: "You're not trying hard enough." "I know you can do this work if you put your mind to it and study harder."

III. Non-Academic Criticism

- Mild: Negative comments that reprimand violations of conduct, rules, forms, behavior, and other non-academic areas: "Tom, stay in line." "Sally, quiet down." "Jim, your paper is too messy."
- Harsh: These negative comments make scenes and attract attention. They are louder, often longer, and always stronger than mild criticism: "Tom, get back in line. I've had more than enough from you today; stay in line or suffer the consequences." "Harriet, the rules are quite straightforward, and you are talking again and disrupting others. For violating the rules, you are to stay after class today for one hour in the detention hall."

IV. Questions

- Low-level: Questions that require memory on the part of the student: "When did Columbus arrive in the Americas?" "Who was the fifth president of the United States?" "What is the name of this color?"
- High-level: Questions that require higher intellectual processes and ask the student to use information, not just memorize it: "In your opinion, why did Columbus come to the Americas?" "Analyze the causes of the Vietnam War." "Determine the range of possible answers in this quadratic equation." "How would you evaluate this painting?" "Can you apply the rules of supply and demand to the following example?" "How would you write your own personal statement on human rights?"

V. Academic Intervention

- Facilitative: Behaviors that facilitate learning by providing students with suggestions, hints, and cues to encourage them and enable them to complete the task for themselves. The teacher helps, but the students do the work: "Think of yesterday's formula and try to do that problem again." "Double check your facts." "Your explanation isn't complete; review the purpose of the law, and then try it again." "Watch me do this experiment, and then try it again by yourself."
- Disruptive: Comments that prevent or short-circuit success because the teacher intrudes and takes over the process. The teacher does the task for the student. When the teacher provides the answer, this category is marked: "Let me do that for you." "That's wrong—the answer is 14." "You're way off base; watch me do it."

Questions to consider:

1. Using the data gathered on the chart:
 - a. Does the teacher praise girls and boys equitably for the intellectual quality of their written and verbal work?
 - b. Does the teacher praise boys and girls equitably for the appearance, form, and neatness of their written work?
 - c. Does the teacher criticize girls and boys equitably for the intellectual quality of their written and verbal work?
 - d. Does the teacher criticize boys and girls for written work that fails to meet standards for form, neatness, and appearance?

2. Does the teacher encourage both girls and boys to try harder so they will be more likely to attribute failure to insufficient effort rather than because they lack the ability?
 - a. Does the teacher ask knowledge-level questions of boys and girls equitably?
 - b. Does the teacher ask evaluation and application level questions of boys and girls equitably?