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MICRO-DATA TOOLS

for readers of

Tilting your teaching

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MICRO-DATA TOOL

Affirmations vs. Commands Chart

Affirmations Any time you acknowledge success or endorse behavior.	Commands Any time you tell a student what to do, give instructions, or challenge off-task behaviors.
<p><i>“Fast transition, guys. Excellent.”</i></p> <p><i>“Have a look at Li’s answer here—this is how this question should be approached. . . .”</i></p> <p><i>“You asked three people before you asked me. Good initiative.”</i></p> <p><i>“This group alerted others to the rallying call. Well done.”</i></p>	<p><i>“Everyone get in pairs and then line up against the wall.”</i></p> <p><i>“Everyone, please look this way.”</i></p> <p><i>“Come here. You are not to speak to me like that again. Is that understood?”</i></p> <p><i>“Stop it, Michael. That is not appropriate.”</i></p>

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Attention Cues Tally

Verbal interventions Repeating your instruction, naming the student and directing them to comply, discussing the impact of the student with the student, etc.	Nonverbal interventions Using hand signals, facial expressions, or your spacing in the room to cue the student to pay attention.
TOTAL:	TOTAL:

MICRO-DATA TOOL**Wait Time Dot Chart**

Wait time < 3 seconds	Wait time > 3 seconds
TOTAL:	TOTAL:

MICRO-DATA TOOL**Pause Time Dot Chart**

Pause time < 1 second	Pause time > 1 second
TOTAL:	TOTAL:

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Transitions Scaffold Checklist

Use a rallying call to demand <i>attention</i> .	State <i>when</i> students are going to move.	State <i>what</i> it is they are about to do.

MICRO-DATA TOOL**Transitions Scaffold Checklist (*continued*)**

Explain <i>who</i> they will work with in the next activity.	Give the students the <i>move now</i> signal.	<i>Monitor</i> the transition using teacher proximity.	Give specific feedback about the transition.

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Opportunities to Respond Tally

Opportunities to Respond (OTRs)	Total OTRs:

Examples of the types of OTRs that the observer should look for in your lesson:

Learning Intention Data Tool

Phases	Specific references to learning intentions (May be to whole class or to individual students)
Introductory Phase _____ minutes <i>Introducing learning intentions</i>	
Development Phase _____ minutes <i>Formative review of learning intentions</i>	
Review Phase _____ minutes <i>Reflecting on extent of student achievement</i>	

MICRO-DATA TOOL**Focused Task Time Tool
(60-minute class in 2-minute blocks)**

0:00–0:02	0:02–0:04	0:04–0:06	0:06–0:08	0:08–0:10
0:10–0:12	0:12–0:14	0:14–0:16	0:16–0:18	0:18–0:20
0:20–0:22	0:22–0:24	0:24–0:26	0:26–0:28	0:28–0:30
0:30–0:32	0:32–0:34	0:34–0:36	0:36–0:38	0:38–0:40
0:40–0:42	0:42–0:44	0:44–0:46	0:46–0:48	0:48–0:50
0:50–0:52	0:52–0:54	0:54–0:56	0:56–0:58	0:58–0:00

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