



TDOP Cover Sheet

On this cover sheet please fill in information about the

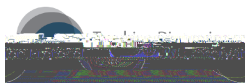


Code Definitions & Coding Rules

Teaching Methods

Teacher-focused instruction (teacher is the primary actor)

- L** **Lecturing:** The instructor is talking to the students and not using visuals, demonstration equipment, actively writing, or asking more than 2 questions in a row in a Socratic manner.
- LW** **Lecturing while writing:** The instructor is talking to the students while actively writing on a chalkboard, transparencies, digital tablet, or other material. The instructor must either be writing or referring to what they are writing (or have already written). This



Student-led dialogue

- SQ Student question:** A student poses a question to the instructor that seeks new information (i.e. not asking to clarify a concept that was previously being discussed) **and/or** clarification of a concept that is part of the current or past class period.
- SR Student response to teacher question:** A student responds to a question posed by the instructor, whether posed verbally by the instructor or through digital means (e.g., clicker, website).
- PI Peer interactions:** Students speaking to one another (often during SGW, WCD, or SP).

Instructional Technology

- CB Chalkboard/whiteboard/Smart Board**
- OP Overhead projector/transparencies**
- PP PowerPoint or other digital slides**
- CL Clicker response systems**
- D Demonstration equipment:** These could include chemistry demonstrations of reactions, physics demonstrations of motion, or any other material being used for the demonstration of a process or phenomenon. The objects must be in active use in relation to the topic. This can also include objects such as rocks being passed around a classroom.
- DT Digital tablet:** This refers to any technology where the instructor can actively write on a document or graphic that is being projected onto a screen. This includes document cameras as well as software on a laptop that allows for writing on PDF files.
- M Movie, documentary, video clips, or Youtube video**
- SI Simulation:** Simulations can be digital applets or web-based applications.
- WEB Website:** Includes instructor interaction with course website or other online resource (besides Youtube videos). This can include using a website for student responses to questions (in lieu of clickers) or in lieu of class (in lieu of class).



Pedagogical Strategies

HUM **Humor:** The instructor tells jokes or humorous anecdotes; this code requires laughter from at least a couple of students.

ANEX



Circle codes for each behavior observed during every two-minute interval. Take detailed notes about aspects of the class that is of particular interest for your application (e.g., content discussed, nature of student dialogue). Note: this template is for illustrative purposes only and includes the 3 Basic Dimensions and 2 Optional Dimensions (i.e. student engagement is not shown).

Interval #	1	2	3	4	5
Min	0-1:59				



Interval #	11	12	13	14	15
Min	20:00-21:59	22:00-23:59	24:00-25:59	26:00-27:59	28:00-29:59
Instruct. Practices – Teacher-focused	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT
Instruct. Practices – Student-focused	SGW DW SP	SGW DW SP	SGW DW SP	SGW DW SP	SGW DW SP
Notes					
Student-Teacher Interactions Teacher-led	IDQ ICQ IRQ	IDQ ICQ IRQ	IDQ ICQ IRQ	IDQ ICQ IRQ	IDQ ICQ IRQ
Student-Teacher Interactions Student-led	SQ SR PI	SQ SR PI	SQ SR PI	SQ SR PI	SQ SR PI
Notes:					
Instructional Technology	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB

Notes:



Interval #	21	22	23	24	25
Min	40:00-41:59	42:00-43:59	44:00-45:59	46:00-47:59	48:00-49:59
Instruct. Practices – Teacher-focused	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT
Instruct. Practices – Student-focused	SGW DW SP	SGW DW SP	SGW DW SP	SGW DW SP	SGW DW SP
Notes					
Student-Teacher Interactions Teacher-led	IDQ ICQ IRQ	IDQ ICQ IRQ	IDQ ICQ IRQ	IDQ ICQ IRQ	IDQ ICQ IRQ
Student-Teacher Interactions Student-led	SQ SR PI	SQ SR PI	SQ SR PI	SQ SR PI	SQ SR PI

Notes:



Interval #	26	27	28	29	30
Min	50:00-51:59	52:00-53:59	54:00-55:59	56:00-57:59	58:00-59:59
	L LW LVIS	L LW LVIS	L LW LVIS	L LW LVIS	L LW LVIS
Instruct. Practices –	LDEM SOC-L WP	LDEM SOC-L WP	LDEM SOC-L WP	LDEM SOC-L WP	LDEM SOC-L WP
Teacher-	IND MM	IND MM	IND MM	IND MM	IND MM
focused	A AT	A AT	A AT	A AT	A AT



Post-Observation Field Notes

Note any over-arching observations about the class just observed or any specific incidents or activities that are worth elaborating upon. Also keeping in mind the purpose of the evaluation, make summative observations about the class. Finally, if a post-class survey such as the RTOP or Teaching Behaviors Inventory (TBI) is of interest in order to assess the efficacy of the class, administer the survey at this point.



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