

**Table 5.1
Observation and Interpretation**

Observation and Interpretation Conflated	Observation and Interpretation Separated
<p><i>Observation and Interpretation:</i> I wonder why she's asking the students to line up when they are clearly ready to go back to work. She seems like she's holding them back. She has alluded to the students being out of control but they seem fine and ready to work. She's micromanaging the students' learning. There is so much time being wasted. The students just need to get back to their tables and get to work. She's not paying attention to the students who are already back at their tables. She's missing a lot of assessment opportunities.</p>	<p><i>Observation:</i> The teacher is asking the students to show their exit tickets from the meeting area before they go back to work. Several students are asking if they can go back to work. The teacher has asked them to wait until she checks their tickets. She's reading them over and stamping them.</p> <p><i>Interpretations:</i> I wonder what information she is getting from the exit tickets. Is she checking for a certain level of understanding? Every ticket is getting stamped, so I wonder if this is just a way for her to check in with her students. I wonder in what other ways she is getting information from the students. Her classroom and routines are very clear and organized. Everything is very orderly. I wonder if this is a ritual that has helped the students manage themselves.</p>