

Table 7.1. Classroom Observation Notes

Theory-Forming Notes	Conclusive Notes That Do Not Lead to a Theory
<p>Brenda just asked the students to turn and talk and the students immediately starting talking. Everyone had a partner. The students seem to know the routines well. <i>How long has this teacher been using this practice? What role does she want it to serve for students? What does she believe about student talk and the resulting learning?</i></p> <p>Brenda is getting close to students while they talk. <i>What is she noticing? What does she tend to do with that information? Does she know what to do with it?</i></p> <p>Tan, “I am putting my words in this part in a different order. I like it better this way.”</p> <p>Matt, pointing to Tan’s paper, “Yours is really good! I like how it sounds when you have pictures not talking first.”</p> <p><i>These two students seem to be listening to each other. They are talking about their writing and seem quite excited about it, based on their vocal volume and their use of the writing itself. I wonder if they want to have other, more specific words to use? Does the teacher want this, too? Does she know to listen for it? What are possibilities for the quantity and the quality of partner talk in this classroom because it already seems so enthusiastic?</i></p>	<p>The teacher should have had the students turn and talk earlier. They were so bored! They seemed really unengaged until right now.</p> <p>This teacher clearly did not understand the part of the professional development about taking notes during turn and talks! She has no information.</p> <p>These two ELL students had a great conversation but did not use any of the language from the lesson. They must need more visual support.</p>