Scripting

A scripted classroom session provides a detailed account of what occurred during the lesson. This level of observation allows the instructional coach to provide specific and focused feedback to the teacher. With a script, the instructional coach can offer objective feedback, as it captures the actual events and interactions that took place in the classroom without interpretation or biases.

Goal

Collect evidence of observable facts or events.

Process

During the observation, write out student and teacher actions and capture as much dialog as possible including timestamps for each action. Samples scripts are provided with reflection questions.
Share script with teacher and facilitate questions using the intended goal to guide your conversation.

Samples

8:45 Complete testing
9:00 guided notes from the board (students are silent)
9:00 total budget **TNT** to partner
S-multiply by 2 because it is two years
T-what do you have to do
Ss- multiply by 2
Students getting calculators
S-read the next situations (I can't see)
T-enlarge
S-read
T-read again and **TNT** to your partner for 4 years
S-multiply by 4 after you know the amount for 1 year
T-let's see
T-do they cost the same?
S-what is the cost for other schools
S-it said to approximate
T-write it down because you are going to need it
T-what is your strategy? To find total cost? TNT to partners
S-multiply and then add
9:09 students are passive, but they are talking during TNT
T-you are interested
S-scholarship? Part-time job and savings account
T-what is the disadvantage of loan?
S-you have to pay it back
T-you have to keep up your grades
9:12 S-reads another example for savings (Student voice is low)
9:13 T-reads

1. ...and can anybody tell me how many tiles you would need to put a border around the outside of this pool. Lulu.
2. [Lulu] I think you'd need 24
3. How'd you get that?
4. [Lulu] You need 5 tiles for each side and you need 4 for all the corners
5. OK, you want to come to the overhead use the overhead and show how you did that?....What do you guys think? You agree? You disagree? Mike
6. [Mike] I disagree. I think it's 20.
7. You think it's 20? Why?
8. [Mike] Cause 5 x 4 is 20.
9. OK. Let's comment on what Mike said. Leo, what do you think of what Mike said ?
10. [Leo] Lulu was saying that you also have to have the tiles to put at the corners, so that's another 4 tiles
    so that makes 24.
11. Did you get that [to Mike]? What's different about what Leo said than how you were thinking about it?
12. [Mike] He added the corners.
13. [Tiffany] Why did you multiply 5 by 4?
14. [Mike] cause it's 5.....there
15. [Tiffany] Why did you multiply the length by width.....do you understand what I'm saying?
    a. [pause]
16. Do you have a comment Mike?
17. [Tiffany] I guess I didn't think you were finding the area, I mean I don't know, something like that.
18. Yes Mile?
19. [Mike] It wouldn't be 25; there aren't 5 sides, there are 4 sides.
20. She's bringing up the idea that area, length times width...were you thinking of area? ...
21. [Mike] I...guess.
22. You think you were? But you just said area would be 5 times 5 would be 25?
23. [Mike] Oh wait, no, no.
24. Keep thinking about it. I think you were thinking about something we are going to talk about anyway. So see if you can make a connection. Does anybody else have a comment about the number of tiles you would need? [notices what Lulu has been doing on the overhead] Oh Lulu, you did exactly what I hoped you would do. Look how she's setting these up
25. Amber?
26. [Amber] She's putting the four corner squares...um... in different colors to show that the tiles on each side representing the five tiles on each side plus the corners.