

Example of Modified Scripting

<p><i>Coding Used in the Example – Bold, Italicized text is an explanation of how this committee member used the evidence to inform particular scores.</i></p>	
<p>Evidentiary notes appear in this font.</p>	<p>These are specific examples of what might be actually recorded during an observed lesson using the modified scripting method.</p>
<p><i>Interpretive notes appear in this font.</i></p>	<p><i>These are examples of evidence that include the observer's perception. Interpretive notes help the observer analyze and prioritize data linked to indicators and standards as it is observed.</i></p>

Skillful use of questioning techniques

Problem written on overhead projector.

As students work on written problems, intern writes a problem missed by several students on the overhead projector:

$$\begin{array}{r}
 4 \frac{1}{6} \\
 - \underline{2 \frac{1}{6}} \\
 2 \frac{0}{6}
 \end{array}$$

"Look at this example. Do I want to add whole #'s first or fractions first? Why?"

"If I get 0/6, what do I do?" "Does 0/6 = 0?" "Get rid of it?" "Why?" "Why don't I just write in 0?"

Mr. Smith uses a variety of questioning strategies that involve solving problems and probing answers through questioning. Mr. Smith rephrases questions and seeks student involvement in every step.

This evidence supports Standard III, Indicators a and e. Though there is not a indicator that specifically addresses questioning technique, Mr. Smith's questioning strategies were appropriate and encouraged thinking and problem solving.

This example also supports Standard VIII, Indicators a and c.

Gave reluctant student "thinking time": "What are other fractions we have learned about?" Long pause. Redirected to another student . . . "Matt, can you help her out?" After

Matt answered, Mr. Smith went back to check reluctant student's understanding: "Heather, do you remember when we used the blocks and talked about this?" Heather then recalled an example of a fraction they had learned.

Mr. Smith pulled a "reluctant student" into the lesson by asking her a direct question and, after giving her adequate wait time, shifted the attention to another student. This technique got the girl's attention, but did not embarrass her. She was given a second opportunity to participate successfully.

Mr. Smith's instructional questioning technique held all of the students accountable for participation in problem solving. When students encountered difficulty, Mr. Smith asked probing questions.

This evidence supports Standard III, Indicators a and e and Standard II, Indicator c.

"When you added fractions, what did you need to make sure of before you added them?"

"What is another way we can represent this mathematically?"

"What am I looking for in factors or multiples?"

"How could you show me using words like that?"

Mr. Smith asked students to extend their understanding beyond the "right answer."

Mr. Smith demonstrated a solid understanding of fractions as well as what the students needed to know to understand the content more fully.

By using problems and questioning, Mr. Smith was able to loop back to address persistent misconceptions and engage students in critical thinking.

This evidence supports Standard II, Indicator a; Standard III, Indicator e; and Standard VIII, Indicators a and b.

As you can see from this example, modified scripting often allows you to apply one piece of evidence to several standards and indicators, but supporting explanation is helpful later.