Appendix B

Samples of Index Terms for Tagging Field Notes

We indexed or “tagged” field notes’ text segments using a list of low-inference index terms (approximately 90 terms) for each classroom. These index terms reflect the range and variation in teacher and student activities and behaviors. Below are examples of index terms in selected areas from two classes, Mr. Price’s landscaping and English.

1.3 Classroom Activities

1.3.1 Planned activities—included here are activities that are proactive or possibly preemptive.

1.3.2 Seat-of-pants or winging it.

1.3.3 Off-task activities—instances when students or teacher are engaged in off-task activities and there is no negative consequence to the perpetrator for their off-task behavior.

1.3.4 Off-task/class relevant—instances when the behavior is off the specific task but related to the subject of the class; there is domain-relevance to horticulture, landscape, or plant science.

1.3.5 Off-task/work relevant—instances where behavior is off the specific task but related to working and employment issues.

1.3.6 Socializing—instances where “major partying” is taking place and there is no negative consequence to the perpetrators for their behavior.

1.8 Classroom Methods—includes examples of or references to strategies used by the instructor to achieve goals. The category may be broken down further into the following index categories:

1.8.1 Modeling—teacher carries out a task so students can observe the action and build a conceptual model.

1.8.2 Coaching—teacher makes observation, offers hints, etc. that are immediately related to a specific problem that a student is encountering.
May involve directing student to a previously unnoticed aspect of the task. “Involves highly interactive and highly situated feedback and suggestions.”

1.8.3 Scaffolding—scaffolds can be suggestions or help or actual physical aids. Teacher does part of the task, then fades (fading to be coded separately as 1.8.10). Involves cooperative effort between student and teacher in which the expressed intent is for the student to assume as much of the task as possible as soon as possible.

1.8.4 Articulation—any method teacher uses to get students to articulate knowledge, reasoning, or problem-solving processes in a domain. Example in paper: Teacher systematically questions students about why one summary of the text is good but another is poor, to get students to formulate an explicit model of a good summary.

1.8.5 Reflection—enables students to compare own problem-solving processes with those of an expert, another student. Enhanced by techniques like having students do a postmortem of their own problem-solving processes or recording students as they think aloud and then replaying the tape for comparisons with others.

1.8.6 Exploration—teacher pushes students into a mode of problem solving on their own. Teacher sets general goals for students and encourages them to focus on specific subgoals of interest, perhaps even revising goals if their interest changes. Examples given in text: Send students to library to investigate a particular question; encourage students to write an essay defending an outrageous thesis or to keep a diary of their best ideas. “Goal is to find general tasks the students will find interesting and to turn them loose on them, after they have acquired some basic exploration skills.”

1.8.7 Confrontation.

1.8.8 Ignoring unacceptable behavior.

1.8.9 Analogy—use of analogy to teach a particular domain-relevant concept, process.

1.8.10 Fading—when teacher obviously provides support, then hands off the task to the student to carry on his or her own.

1.8.11 Rhetorical questions.

1.8.12 Teacher “reflects” student statement, by repeating what student has said either exactly or with paraphrase.

1.8.13 Encourage students’ own problem solving—teacher makes statements that place the responsibility for the task back on the students.