Video Observation Recording Sheet

Status

As you view the recording this week, pay particular attention to the discussions of status. Status in the mathematics classroom is defined as “how competent a student both feels and is perceived to be by his or her classroom peers” (Horn 2012). During the summer we discussed the importance of participation, listening to the students, body language and organization of materials, and inflated talk. Choose one of these filters to pay particular attention to while viewing your lesson.

Choose one of the following activities while viewing your video and thinking about status in the classroom.

**Activity 1: Participation**

1. Sketch you seating chart in the box below.
2. Watch your video of the classroom lesson. While viewing this lesson, place a checkmark next to the student who is speaking. Track this for the duration of the lesson.
   • Note: This is only tracking who is talking. Do not worry about the duration of time they talk or what they say in order to place a checkmark next to their name.

   Classroom Seating Chart (please use initials, not full names):

This participation activity is meant to illustrate who is dominate in speaking in your classroom and who does not necessarily participate in the conversation. Keep in mind, this is a snapshot of a classroom and this is only one data point. After watching the video, reflect on the following questions (use initials only in responses, not full student names):

• Who were dominant participants in your classroom discussion? Was this surprising? Why or why not?
Who did not participate that was surprising to you? Who did not participate that was not surprising to you? Why or why not?
What will you think about differently now that you see who dominates and who steps back in classroom discussions?
Did you call on one sex more than another? On a particular race more than another?

Activity 2: Listening
In this activity, pay particular attention to when you choose to take the time to listen to a student’s ideas about the mathematics or when you dismiss (possibly for good reason) a student’s attempt to explain their thinking about the mathematics.

<table>
<thead>
<tr>
<th>Record when the teacher listens or does not listen to a student’s ideas about mathematics</th>
<th>Time Stamp</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Listening Activity Questions:
- Do you notice a pattern in which students you listened to in their thinking about the mathematics?
- Do you notice a pattern in which students you dismissed in their attempt in thinking about the mathematics?
Activity 3: Body Language and Classroom Environment

In this activity, pay particular attention to when a student’s body language suggests disengagement or when you notice the classroom environment disrupting the educational experience. For example, if you see a student looking at the clock or if your smart board is not visible to a particular area of the room, record it below.

<table>
<thead>
<tr>
<th>Record when you notice a student’s body language illustrating disengagement</th>
<th>Time Stamp</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Activity 3 Questions:

- Blah, blah

Activity 4: Inflated Talk

Summary thoughts – your opportunity to analyze and reflect on the evidence you collected during the viewing of the video.

Reflect on the following:

- What surprised you about Status in this lesson?
- Question 2
- Question 3

References:
