Teacher to Student Interactions: Tracking Tool

Teacher	Subject/Period	Date and Time
Total Number of Students:	**Number of Male Students:** **Racial Breakdown:**	**Number of Female Students:** **Racial Breakdown:**

Interaction	Time	Positive*	Negative*	Neutral	Male/ Female	Ethnicity	Notes
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							
TOTAL							

* Interactions are classified as "positive" or "negative" based on the specific words that are said, the tone that is used, and any non-verbal communication that accompanies the interaction. While designation is subjective, you're looking for a general picture. It can also be very helpful to have multiple coaches or observers use this tool in order to have various perspectives.

How to do

If you tell the teacher you're going to look specifically at the quality of interactions, then the data will be skewed. However, you also need to make sure you aren't violating their trust. You need to make sure your relationship is strong enough and that they trust you enough to allow you to gather data on their relationships with students.

You might say something like this: "Thank you for being open to having me observe your classroom. I have a variety of tools that I use to understand the different dynamics in your room and it'll take me 3-5 observations to use them all. Afterwards, I'd like to share what I've learned with you and show you the tools and data. Would that be okay?"

Use this tool 3-5 times, for 15-20 minutes each time.

How to analyze

Tally up the numbers

Consider the questions below (to use in debrief)

Are there any patterns? For example, are all of the negative interactions with African American girls? Is 80% of the positive interactions with girls? What was the flow of the interactions—were the negatives interspersed? Were they clumped together? Were the negatives due to teacher-words, tone or non-verbal communication?

How to debrief in coaching

Ask your coachee:

1. What do you notice in this data?

2. What surprised you?

3. What feels good to see? What's affirming?

4. Is there anything that raises questions for you?

5. What do you want to know more about? Is there anything you want me to collect more data on?

6. Is there anything you might want to work on, based on this data?

Follow up:

If there is one student with whom there are lots of negative interactions, you could use a modification of this tool to track that student through the day or a few periods.

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