

INSTRUCTIONS

VERBAL FLOW

This is a great tool to use **during; entry, whole class teaching, check in** and or **exit**.
5 to 10 minutes is all that is required, depending upon the focus of the Teacher.



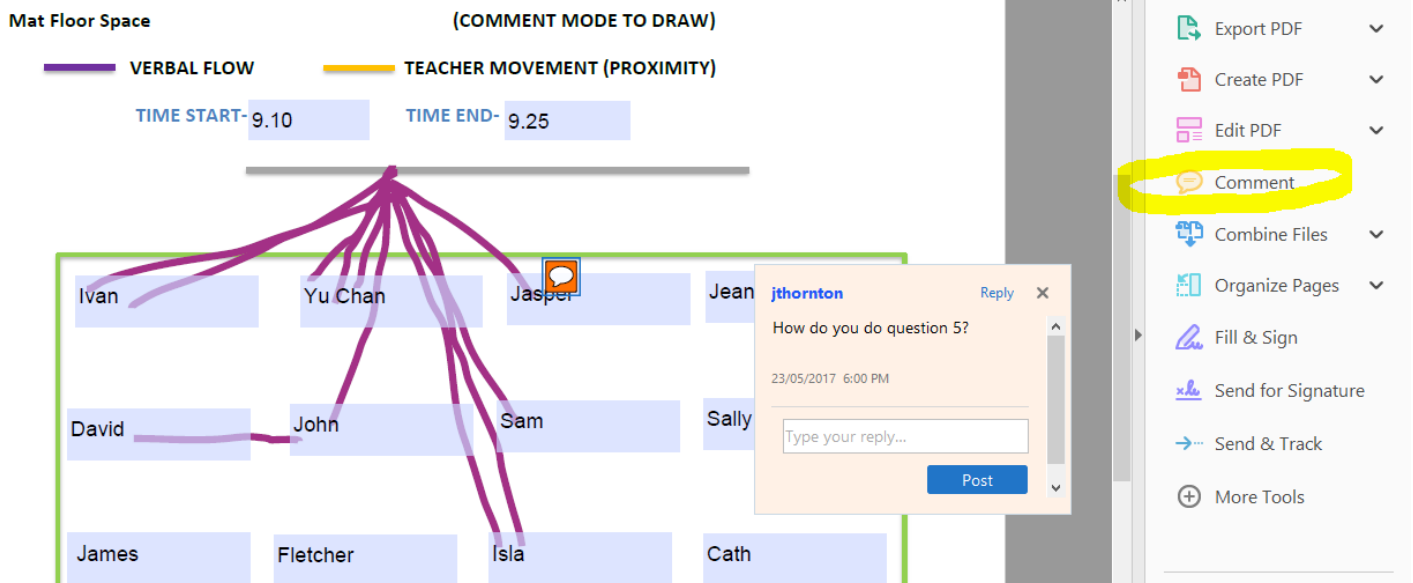
PENCIL TOOL - Use this tool to track the verbal flow.

On the IPAD/TABLET (Switch from viewer mode - click top left blue box)

- Select **COMMENTS** > Use the 2nd tool from the right
- > Pen & draw
- > Once finished click SAVE (top right) or Undo button (top middle)
(There is an option to use a stylus)

On the PC In Adobe Acrobat Reader DC

- Select **COMMENTS** > located in the LHS tool bar
- > Once finished, right click and select complete.



The screenshot shows a classroom layout titled "Mat Floor Space" with a time range from 9:10 to 9:25. A legend indicates that purple lines represent "VERBAL FLOW" and yellow lines represent "TEACHER MOVEMENT (PROXIMITY)". The classroom contains 14 student names: Ivan, Yu Chan, Jasper, Jean, David, John, Sam, Sally, James, Fletcher, Isla, and Cath. A comment bubble is visible near Jasper. On the right side, the Adobe Acrobat Reader DC toolbar is shown, with the "Comment" option highlighted in yellow. A comment dialog box is open, showing the text "How do you do question 5?" and a "Post" button.

BASIC STEPS:

- Draw a line for the verbal flow **teacher to student & student to teacher**.
- Draw a line between *students who are talking* during whole class teaching (not about the topic).



Use **COMMENT BUBBLE** to record the Teacher's (T) **conversations** with (S) Students.

T For Text (You can add a student's name, moved student or a different table configuration).

PROXIMITY ANALYSIS (Teacher movement)

This is a great tool to use when **students are working on a task**.

5 to 10 minutes is all that is required, depending upon the focus of the teacher.

BASIC STEPS:

Draw the path of the teacher and their interactions with students



CHANGE COLOUR > Press and hold on a line
> Select colour & change

On the IPAD/TABLET (Switch from viewer mode - click top left blue box)

Select **COMMENTS** > Use the 2nd tool from the right

> Pen & draw

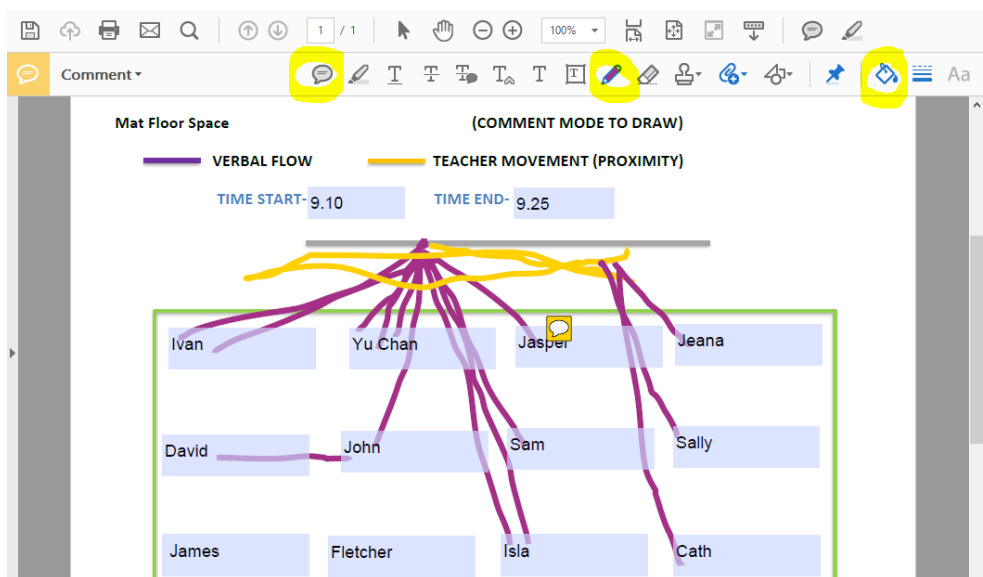
> Once finished, click SAVE (top right) or Undo (top middle)

On the PC In Adobe Reader

Select **COMMENTS** > Track path of teacher using **PENCIL TOOL**

> Once finished, right click and select complete

> **Remember** if you can't type... you're in comment mode



***HYBRID TEACHER TRACKER CHART

You can always **combine** the Verbal Flow, Comment bubbles and Proximity Analysis on the one chart.

CLASSROOM DISCUSSION CHART

BEST: Enter student's names on the chart and track their verbal flow

OTHER: Track student to student verbal flow

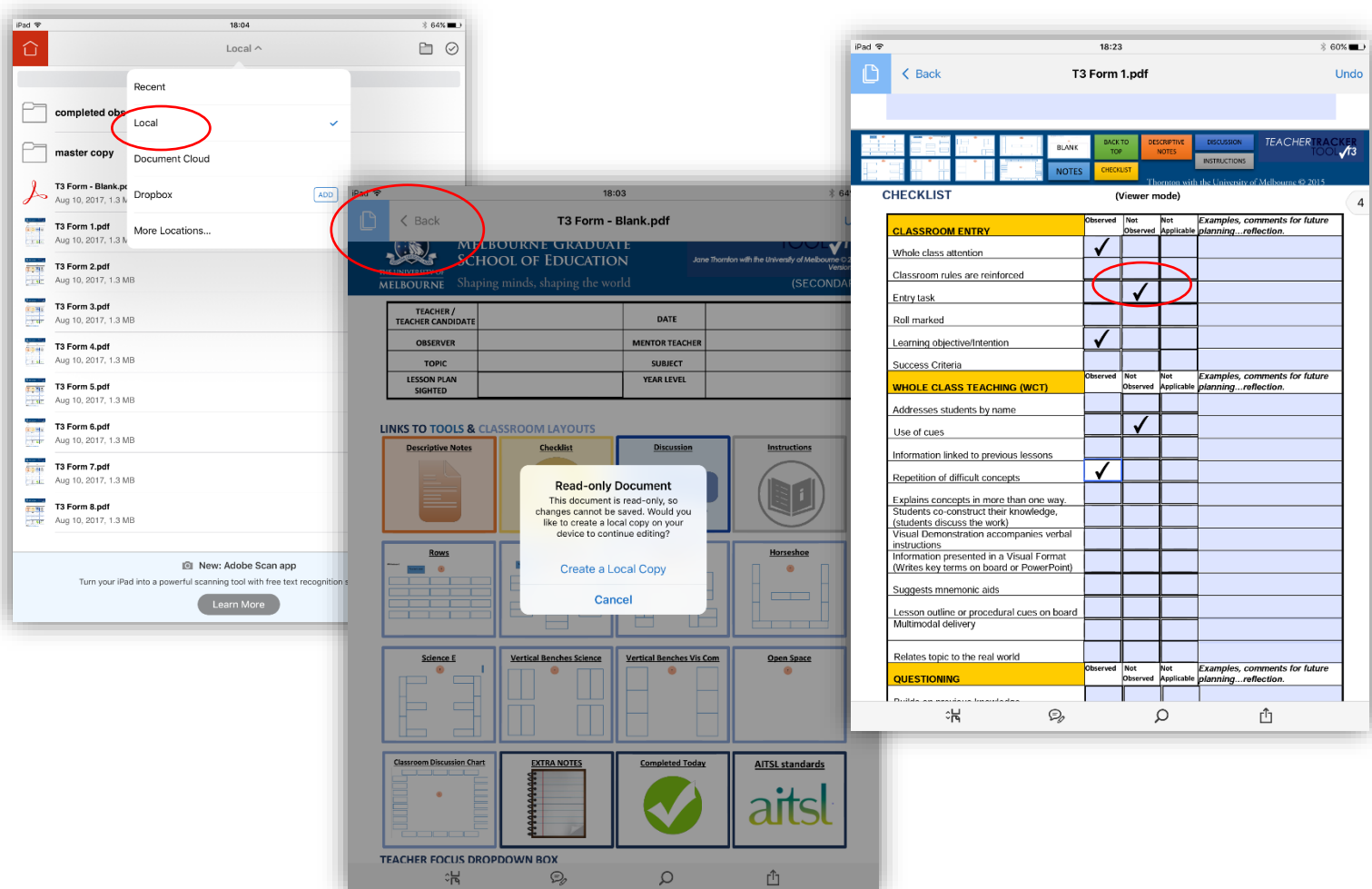
COUNT FLOW: Eg. Mel to sally x 6

Having Trouble accessing T3 Template Functionality on iPad?

It is important to access the LOCAL copy on your device, not a cloud version (such as OneDrive).

Try these steps:

- 1) Open Adobe App
- 2) Locate your cloud service via location menu (touch **LOCAL** at top center)
- 3) Find & select your T3 Template file (In Document Cloud, Dropbox or More Locations)
- 4) After template opens, touch **BLUE MENU** and select **COMMENT**
- 5) Select **CREATE LOCAL COPY**.
- 6) Touch **BACK** and **BACK** again. Check top file location is set on **LOCAL**
- 7) Select the template you just created a copy of, and you can now edit the file.




The screenshots illustrate the following steps:

1. In the Adobe app, the 'Recent' menu is open, and the 'Local' option is circled in red.
2. The 'T3 Form - Blank.pdf' document is open, and the 'Back' button is circled in red.
3. A 'Read-only Document' dialog box is shown, and the 'Create a Local Copy' option is circled in red.
4. The 'CHECKLIST' screen is shown in viewer mode, with a red circle around the 'Observed' column for 'Classroom rules are reinforced'.


T3 OBSERVATION PROTOCOL

1. Have an **AGREED FOCUS** (to enable deeper discussion)
2. Be **SILENT** during whole class instruction (to deeply watch)
3. Make detailed notes including **TRANSCRIPT FRAGMENTS** (to gather evidence)
4. Record examples of **EVIDENCE OF LEARNING** (to focus on learning)
5. Ideally **STAY** for the whole lesson, or at least 30 minutes (to suspend judgment)
6. **CIRCULATE** when student-centered activities occur (to look at learning products)
7. **ASK STUDENTS QUESTIONS** about lesson/their learning
(with permission of host teacher to probe learning)

SHORT FILM RECORDING

- > Make sure you have the appropriate student/parent/guardian **CONSENT** for filming
- > Use your **CAMERA** on your device to film
- > **SAVE** the short film to your device
- > Open your Digital Feedback Form > Adobe Reader > **COMMENTS TAB** > 

AUDIO RECORDING

- > Make sure you have the appropriate student/parent/guardian **CONSENT** for recording Audio
- > Adobe Reader > Annotations > 
- > **RECORD** – **RED button**
- > **STOP** – **Square button**

IPAD/TABLET to record audio or short film


- > Use the **camera function** on the device take a short film
- > **VIEW** this together post lesson
- > **EMAIL** the short film along with the feedback form

SAVE and SEND

On the PC

- > Click 'Save As'
- > save in folder
- > Compose email and add attachment from folder

On the IPAD

- > Click share icon  (bottom right)
- > Select email account
- > email original copy

BIBLIOGRAPHY

Verbal flow and Proximity Analysis Adapted from: Eckerman Pitton, Debra (2000) Mentoring Novice Teachers: Fostering a dialogue process. French's Forest; Skylight Hawker Brownlow.