

## Civic Opportunities Observation Tool: Definitions

The following definitions, developed collaboratively by our research team, guide our observational codes and our narrative reflections.

Term	Definition	Example
Redirective response	With <b>negative</b> language, teacher directs student action in order to <u>stop</u> certain behaviors they want to <i>dissuade</i> .	“Stop talking, Tom”  “Don’t bother your neighbor, Nimet”
Supportive response	With <b>positive</b> language, teacher directs student action in order to <u>reinforce</u> certain behaviors they want to <i>encourage</i> .	“Thank you, Rand, for taking out your pencil.”
Concrete Consequences/Rewards  *Conflated as opposite side of the same coin.	An observable sanction or reward is bestowed to a student for a particular behavior.	Demerit; name on board; removal to hallway; points removed  Merit; earned points
Peer Regulation: Redirective	Students control classroom operations by <i>expressing disapproval</i> of certain peer behaviors.	“Be quiet, so we can start the quiz!”
Praising Reaction, <i>teacher</i>	Spontaneously and without ulterior motive, teacher praises a student for their answer or work.	“That was very thoughtful, Jamal.”
Praising Reaction, <i>student</i>	Spontaneously and without ulterior motive, a student praises a peer for their answer or work.	“Snaps”
Question Content: Empirical	Attempting to elicit information derived from the class’ content and/or knowledge privileged within the curriculum.	“Who knows anything about...?” “Who remembers...?”
Question Content: Opinion	Attempting to elicit the students’ personal perspective and lived experience.	“How many of you have felt...?” “What is your opinion...?”
Question Type: Closed	A single answer is possible and expected.	“What is the answer?” Yes/No/Definition Answers
Question Type: Open-Ended	A range of answers is possible and permissible.	“Why did this occur...?” “What are the interpretations of...?”

Term	Definition	Example
Expected Response: Closed, <i>specific</i> answer	When posing a question, the teacher anticipates students will supply one, “right” answer.	Teacher: Why Vote? Student: to elect our representatives... perform constitutional duty...
Expected Response: Closed, <i>right kind</i> of answer	When posing a question, the teacher anticipates students will arrive at a particular answer and will potentially steer them toward that answer through questioning techniques or feedback.	Teacher: Why vote? Student: It doesn't make a difference. Teacher: Why would you say that? In the 2000 election... Student: So I guess every vote counts and we should make our voices heard
Expected Response: Open-Ended, prescribed	When posing the question, the teacher is open to a <i>particular</i> response or perspective. The range of permissible answers is <i>limited</i> .	Teacher: How would we evaluate <i>Brown v. Board</i> today?  Student: good....
Expected Response: Open-Ended, non-prescribed	When posing the question, the teacher is open to <i>multiple, different</i> responses or perspectives. The range of permissible answers is <i>potentially limitless</i> .	Teacher: How would we evaluate <i>Brown v. Board</i> today?  Student: unfulfilled....