Student behaviors are viewed as responses to an academic environment as defined by the academic task in the session setting.

* **Academic responses** show engagement with the academic task as understood by the teacher.   
    
  These include reading target material, marking down in response to target tasks, manipulating materials in response to target task, discussing thinking about target task with peers or with teacher, visible signs of thinking about target task.
* **Task management responses** are related to the target task but not direct engagement with the task.   
    
  These include understanding the instructions, soliciting help in clarifying instructions, getting materials related to the target task, or organizing work around the task.
* **Competing responses** are not either academic responses or task management responses.   
    
  These include talking with peers or with teacher about subjects not related to the target task, making signs or signals that are not related to the academic task, moving about the environment in ways not related to the target task, sitting while doing nothing that indicates thinking about the target task, or leaving the observable work area.

Observations will use a momentary time sampling schedule. Every 10 seconds, the observer will count the number of students in each response category at that moment. Each student will be assigned to one category only. The moment will be as short as is sufficient for the observer to place in context the visible actions of the individuals being coded for.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ∆t | i | Academic | Manage | Compete | Total | Teach Front | Teach Within | Notes |
| 10 | 1 |  |  |  |  |  |  |  |
| 20 | 2 |  |  |  |  |  |  |  |
| 30 | 3 |  |  |  |  |  |  |  |
| 40 | 4 |  |  |  |  |  |  |  |
| 50 | 5 |  |  |  |  |  |  |  |
| 1:00 | 6 |  |  |  |  |  |  |  |
| 10 | 7 |  |  |  |  |  |  |  |
| 20 | 8 |  |  |  |  |  |  |  |
| 30 | 9 |  |  |  |  |  |  |  |
| 40 | 10 |  |  |  |  |  |  |  |
| 50 | 11 |  |  |  |  |  |  |  |
| 2:00 | 12 |  |  |  |  |  |  |  |
| 10 | 13 |  |  |  |  |  |  |  |
| 20 | 14 |  |  |  |  |  |  |  |
| 30 | 15 |  |  |  |  |  |  |  |
| 40 | 16 |  |  |  |  |  |  |  |
| 50 | 17 |  |  |  |  |  |  |  |
| 3:00 | 18 |  |  |  |  |  |  |  |
| 10 | 19 |  |  |  |  |  |  |  |
| 20 | 20 |  |  |  |  |  |  |  |
| 30 | 21 |  |  |  |  |  |  |  |
| 40 | 22 |  |  |  |  |  |  |  |
| 50 | 23 |  |  |  |  |  |  |  |
| 4:00 | 24 |  |  |  |  |  |  |  |
| 10 | 25 |  |  |  |  |  |  |  |
| 20 | 26 |  |  |  |  |  |  |  |
| 30 | 27 |  |  |  |  |  |  |  |
| 40 | 28 |  |  |  |  |  |  |  |
| 50 | 29 |  |  |  |  |  |  |  |
| 5:00 | 30 |  |  |  |  |  |  |  |
| 10 | 31 |  |  |  |  |  |  |  |
| 20 | 32 |  |  |  |  |  |  |  |
| 30 | 33 |  |  |  |  |  |  |  |
| 40 | 34 |  |  |  |  |  |  |  |
| 50 | 35 |  |  |  |  |  |  |  |
| 6:00 | 36 |  |  |  |  |  |  |  |
| 10 | 37 |  |  |  |  |  |  |  |
| 20 | 38 |  |  |  |  |  |  |  |
| 30 | 39 |  |  |  |  |  |  |  |
| 40 | 40 |  |  |  |  |  |  |  |
| 50 | 41 |  |  |  |  |  |  |  |
| 7:00 | 42 |  |  |  |  |  |  |  |
| 10 | 43 |  |  |  |  |  |  |  |
| 20 | 44 |  |  |  |  |  |  |  |
| 30 | 45 |  |  |  |  |  |  |  |
| 40 | 46 |  |  |  |  |  |  |  |
| 50 | 47 |  |  |  |  |  |  |  |
| 8:00 | 48 |  |  |  |  |  |  |  |
| 10 | 49 |  |  |  |  |  |  |  |
| 20 | 50 |  |  |  |  |  |  |  |
| 30 | 51 |  |  |  |  |  |  |  |
| 40 | 52 |  |  |  |  |  |  |  |
| 50 | 53 |  |  |  |  |  |  |  |
| 9:00 | 54 |  |  |  |  |  |  |  |
| 10 | 55 |  |  |  |  |  |  |  |
| 20 | 56 |  |  |  |  |  |  |  |
| 30 | 57 |  |  |  |  |  |  |  |
| 40 | 58 |  |  |  |  |  |  |  |
| 50 | 59 |  |  |  |  |  |  |  |
| 10:00 | 60 |  |  |  |  |  |  |  |