**Teacher VBD Transcript, Part 1** [00:10:38 – 00:12:42]

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| **Speaker** | Line | Transcript | Comment |
| **Allison:** | 1 | So, how-, how do we see these students struggling productively? |  |
| 2 | Emphasis on the productively. |  |
| 3 | **Participant 1**, thanks. |  |

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| **Participant****1** | 4 | I mean, just the fact that more than once a group member says, |  |
| 5 | “We’re done.” And then, they’re not done. They keep toiling away. |  |
| 6 | So…something to be said for that. |  |
|  | [overlapping talk] |  |
| **Allison:** | 7 | Yeah, so, so there’s a continual, continual check-in for, for,“Are we done?” “No, we’re not done.” “Nah, no, we’re not done.” |  |
| **Participant****1** | 8 | Well, it’s funny, they don’t say, “Are we done?” |  |
| 9 | They say, “we’re done.” And then like, “Naaaah, we’re not done.” |  |
| **Michael** | 10 | Would it be fair to write here then that the students are sort of, like, |  |
| 11 | continually checking for the progress of the group? |  |
| 12 | Is that, **Participant 1**, did I not capture that properly? |  |
| **Participant****1** | 13 | Yeah, that’s a nice, positive spin on “they want to be done.” |  |
| **Allison:** | 14 | Yeah, but, but they don’t- |  |
| **Participant 1** | 15 | Yeah, definitely. |  |
| **Allison:** | 16 | …they don’t stop. They keep going. |  |
| 17 | Every time, they’re like, “oh, we’re not done. Okay, we’ll, we’ll give…” |  |
| **Participant 2**: | 18 | They haven’t proven to their self yet that they’re done. |  |
| **Participant 3**: | 19 | They’re all invested in doneness and not doneness. |  |
| 20 | So, they’re focused on done-iocity [sic]. |  |
| **Participant 4**: | 21 | Or it could also be the lack of confidence that they’re not d-, like, |  |
| 22 | I’m not confident that we’re done, kind of thing. |  |
| **Allison:** | 23 | I’m going to take that opportunity. Oh, **Participant 5**, do you? |  |
| **Participant 5**: | 24 | I was just going to say that I think it’s the-, the curiosity that comes |  |
| 25 | out when solving math problems that continually drives the whole, |  |
| 26 | “we’re done, we’re not done” thing because we see *Student 1*, |  |
| 27 | after they first declare that they’re done, say, |  |
| 28 | “Wait a second. Let me check, let me check these numbers.” |  |
| 29 | That’s just the internal curiosity tha- that- that classroom environment has. |  |
| 30 | To be able to not be complacent with a product. |  |
| 31 | To really question the answers. |  |

**Teacher VBD Transcript, Part 2** [4 minutes elapse, 00:16:42 – 00:18:38]

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| **Participant 6**: | 32 | Well, we got a visual representation of all this thinking. |  |
| 33 | I mean, we saw the fluidity that at least *Students 1* and *2* |  |
| 34 | seem to be ping ponging back and forth. |  |
| 35 | When *Number girl 2* says, you know, “we’re not done.” |  |
| 36 | *Number 3 girl* said firstly she had said, “oh, we are done.” |  |
| 37 | *Number 2* said, “No we’re not.” |  |
| 38 | So, to me, I saw this shared authority go back and forth among them. |  |
| 39 | And they almost each took center stage, and then went back. |  |
| 40 | They all were willing to share their thinking. |  |
| 41 | I mean, I think you can make the case for all of this in that |  |
| 42 | little 2-minute clip. But we saw this. |  |
| 43 | We saw the confidence go and come. |  |
| 44 | Girl *number 2*, I think in Spanish at one point, |  |
| 45 | accused girl *number 1* of making it too complicated. |  |
| 46 | She kind of got cranky with her. She did. |  |
| 47 | She said something like, “Woman, you’re making it too complicated.” |  |
| 48 | So, they were comfortable. |  |
| **Participant 7**: | 49 | There was one teeny tiny instance where one of them, |  |
| 50 | I’m not sure who it was, said, “Can’t we just ask Miss Whoever?” |  |
| **Alison:** | 51 | Participant 6 |  |
| **Participant 6**: | 52 | Oh, really? |  |
| **Participant 7**: | 53 | Yeah, I caught that. |  |
| 54 | And then I think that’s where *number 1* kept adding, |  |
| 53 | “No, no, no, It’s like this.” |  |
| 56 | And then it’s like, they kind of got back on track working together. |  |
| 57 | But there was that tiny instance of … |  |
| **Participant 6**: | 58 | Being rescued. |  |
| **Participant 7**: | 59 | …being rescued. But they didn’t put their hands up. |  |
| 60 | They got back to it and kept going… So, … |  |
| **Michael**: | 61 | So, that notion of being rescued, right? |  |
| **Participant 7:** | 62 | Uh huh. |  |
| **Michael:** | 63 | It’s like, they didn’t seem to rely on that, right? |  |
| **Participant 3**: | 64 | I thought the... |  |
| 65 | What allowed the authority to be shared to the extent that it was, |  |
| 66 | was the commitment, the commitment to the task. |  |
| 67 | That the task was important and valuable. |  |
| 68 | They all, they all shared that… |  |
| 69 | …and that’s what allowed them to share the authority. |  |