

Table 6. The five highest correlations between Teacher and Student Activity for mathematics and reading on the High Quality Teaching Study observation protocol.

<u>Mathematics</u>	<u>Reading</u>
Teacher requests elaboration of student response /	Teacher poses or elaborates on: low order question/task/statement /
Student responds with or states conjecture (high correlation)	Student writes exercises (high correlation)
Teacher requests elaboration of student response/	Teacher requests alternative /
Student responds with or states explanation or justification (moderate correlation)	Student responds with alternative (moderate correlation)
Teacher requests elaboration of student response/	Teacher listens to/watches student(s) academic work/
Student responds with or states alternative method (moderate correlation)	Student reads aloud (moderate correlation)

Teacher lectures: learning strategies / Student works on extended writing (moderate correlation)	Teacher responds with a statement / Student asks question of student or class (moderate correlation)
Teacher manages student behavior / Student no apparent academic activity (moderate correlation)	Teacher poses or elaborates on high order question/task/statement / Student responds with explanation/justification (moderate correlation)

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Note: We have followed the suggestion of Guilford (1956) and not reported exact correlations. The correlations are based on highly skewed distributions that violate some of the assumptions for a product-moment correlation. As Guilford explained, we know the items are highly or moderately correlated, but we do not know exactly how highly or moderately correlated they are. Therefore, we have categorized the relationships in terms of magnitude according to the scheme suggested by Guilford (1956):

.2 slight or negligible relationship

.2 - .4 low correlation

.4 - .7 moderate correlation

.7 - .9 high correlation

.9 very high correlation