

Segmenting Guidelines for Family Engagement



Segmenting is the dividing up of a transcript into the nine scoring items.



General guidelines

- Focus on the teacher's comments. It is okay if you capture dad's comments too, but the focus is on capturing the teacher's comments because the teacher is who we are scoring.
- Capture COMPLETE teacher comments, beginning with their name (Teacher) and the time stamp and ending whenever dad begins to speak again.



Guidelines for the opening

- The opening is the section from “Begin simulation” until dad says “This doesn't sound like Katie.” There are four items to segment here.
- **Greeting**
 - Begin the capture at “begin simulation”
 - End the capture when the teacher moves on from social pleasantries (welcoming the dad, thanking him for coming, asking about him or his wife) to asking about or sharing information about the student or meeting.
 - Greeting is the only item in the opening that will always just be one capture—capture everything from the beginning to the end of the greeting.
- **Strengths**
 - Capture all positive teacher statements about Katie. This includes broad comments such as “she is a joy to have in class,” “I love the way she reads!” It also includes specific comments on her reading skills and preferences, her work completion, her time on task, and her grades.
 - You can capture dad's comments, but you do not need to here.
 - If the teacher first shares strengths AFTER sharing a concern about the child, you need to capture the concern that came before the first strength. This is a low score, and scorers need to see that the positive came after the concern. Note that if the teacher shares some strengths, then some concerns, and then some more strengths you do not need to capture the concerns here. It is only if the first strengths come after a concerns statement.
 - If there are no strengths shared, capture everything from “Begin simulation” to “This doesn't sound like Katie.”
- **Purpose and Concerns**
 - Capture all statements by the teacher about why the parent is there including (often early in the meeting) comments such as “I wanted to talk to you today about Katie,” and comments (often later in the opening) such as “I was hoping to get your insights on how she might be more social in class.”

- Purpose includes words such as talk, insights, collaborate, plan, work together, learn from you, and discuss. If you see those words, most likely it is a purpose statement.
- Concerns include any statements about Katie’s social skills or shyness in class. This might be comments about her wanting to work alone, not making friends, needing teacher support to share in class, and so on. Concerns also includes any statements where the teacher uses the word concerns or worry.
- **Questions**
 - Capture all direct and indirect questions asked by the teacher. You do NOT need to capture any parent comments here.
 - Direct questions include almost anything with a question mark in the transcripts, except for mistakes (it is unclear why there is a question mark) and the word, “Okay?” which is often a verbal tic rather than a request for information.
 - Indirect questions include any requests from the teacher for the parent’s insights or ideas and phrases such as “I was wondering if that was something that you had noticed at home.”



Guidelines for segmenting the rest of the items

- ***Doesn’t sound like Katie***
 - Capture everything from dad saying “That doesn’t sound like Katie” to dad saying “Experience makes a difference and her other teachers had so much more experience than you do” including both of those lines.
- ***Experience makes a difference***
 - Capture everything from dad saying “Experience makes a difference and her other teachers had so much more experience than you do” to dad mentioning “her previous teachers” had a book club/ had her and other students read a book together including both of those lines.
- ***I’m worried about what this means for Katie***
 - Capture everything from dad saying, “I’m worried about what this means for Katie” to dad mentioning “Maybe it’s me. There’s a weight on my shoulders” including both of those lines.
- ***Maybe it’s me. There’s a weight on my shoulders***
 - Capture everything from dad saying, “Maybe it’s me. There’s a weight on my shoulders” to dad saying, “There are challenges at work,” including both of those lines.
- ***There are challenges at work***
 - Capture everything from dad saying, “There are challenges at work,” to dad saying “Sorry, that’s work,” including both of those lines.
 - Note that sometimes dad might just say “sorry.” You stop the capture at anything dad says around 6:30 that indicates he has received a text message from work.