Texas Collaborative for Excellence in Teacher Preparation

TxCETP

CLASSROOM OBSERVATION PROTOCOL

I. Background Information

A. Observer
1. Name: _____

2. Institution Name: _____

3. Date of Observation: _____

4. Length of observation: _____

5. Was the teacher informed about this observation prior to the visit?   O Yes   O No

B. Teacher/Faculty
1. Name: _____

2. CETP Teacher?   O Yes   O No

3. Gender: O Male   O Female

4. K-12: Licensure/certification_____

OR College Rank: (*Check one*.)

O Instructor/Adjunct Faculty   O Full Professor
O Assistant Professor   O TA: primary responsibility?_____
O Associate Professor   O Other:

II. Classroom Demographics

A. What is the total number of students in the class at the time of the observation?
O 15 or fewer   O 26–30   O 61–100
O 16–20   O 31–40   O 101 or more
O 21–25   O 41–60

B. Was a paraprofessional or teaching assistant in the class?
O Yes   O No

C. 1. Grade Level (K-12)_____
   OR
2. Student Audience (majority of students. *Check all that apply*):
(a) O Prospective teachers: (1) O Elementary (2) O M.S. (3) O H.S.
(b) O Liberal Arts Majors
(c) O Mathematics/Science Majors

D. Subject Observed/Descriptive Course Title: _____

E. Scheduled length of class:_____(minutes)

III. Classroom Context

Rate the adequacy of the physical environment for facilitating student learning.

	1	2	3
1. Classroom resources: (from "sparsely equipped" to "rich in resources")	O	O	O
2. Room arrangement: (from "inhibited interactions among students" to "facilitated interactions among students")	O	O	O

IV. Class Description and Purpose

A. Classroom Checklist:

Please fill in the instructional strategies (_not_ the instructor's actual activities, in case they are correcting papers or something non instructional), student engagement, and cognitive activity used in each five-minute portion of this class in the boxes below. There may be one or more strategies used in each category during each interval. For example, SGD, HOA, and TIS often occur together in a five-minute period, but SGD and L do not.

Type of Instruction:

L	lecture/presentation	CL	coop learning (roles)
PM	problem modeling	LC	learning center/station
SP	student presentation (formal)	TIS	teacher/faculty member interacting w/ student
LWD	lecture with discussion	UT	utilizing digital educational media and/or technology
D	demonstration	A	assessment: Please describe.
CD	class discussion	AD	administrative tasks
WW	writing work (if in groups, add SGD)	OOC	out-of-class experience
RSW	reading seat work (if in groups, add SGD)	I	interruption
HOA	hands-on activity/materials	OTH	Other: Please describe.
SGD	small group discussion (pairs count)		

Student Engagement:

HE high engagement, 80% or more of the students engaged.
ME mixed engagement
LE low engagement, 80% or more of the students off-task.

Cognitive Activity:

1 **Receipt of Knowledge** (lectures, worksheets, questions, observing, homework).
2 **Application of Procedural Knowledge** (skill building, performance).
3 **Knowledge Representation** (organizing, describing, categorizing).
4 **Knowledge Construction** (higher order thinking, generating, inventing, solving problems, revising, etc.).
0 **Other**: e.g., classroom disruption, please describe.

Time in minutes:

	0-5	5-10	10-15	15-20	20-25	25-30	30-35	35-40	40-45	45-50	50-55	55-60
Instruction												
Student												
Cognitive												

	60-65	65-70	70-75	75-80	80-85	85-90	90-95	95-100	100-105	105-110	110-115	115-120
I												
S												
C												

B. In a few sentences, describe the lesson you observed and its purpose. Include where this lesson fits in the overall unit of study, syllabus, or instructional cycle. Note: This information needs to be obtained from the teacher/faculty member.

V. Ratings of Key Indicators

In this section, you are asked to rate each of a number of key indicators as descriptive of the lesson in five different categories, from 1 (not at all) to 5 (to a great extent). Note that any one lesson may not provide evidence for every single indicator; use DK, "Don't Know," when there is not enough evidence for you to make a judgment. Use N/A, " Not Applicable," when you consider the indicator inappropriate given the purpose and context of the lesson.

1. This lesson encouraged students to seek and value alternative modes of investigation or of problem solving……...……………………...………	1	2	3	4	5	DK	N/A
2. Elements of abstraction (i.e., symbolic representations, theory building) were encouraged when it was important to do so…...…………..………	1	2	3	4	5	DK	N/A
3. Students were reflective about their learning……………….…..………	1	2	3	4	5	DK	N/A
4. The instructional strategies and activities respected students' prior knowledge and the preconceptions inherent therein………….……...……	1	2	3	4	5	DK	N/A
5. Interactions reflected collaborative working relationships among students (e.g., students worked together, talked with each other about the lesson), and between teacher/faculty member and students..………	1	2	3	4	5	DK	N/A
6. The lesson promoted strongly coherent conceptual understanding……..	1	2	3	4	5	DK	N/A
7. Students were encouraged to generate conjectures, alternative solution strategies, and ways of interpreting evidence………………...………..	1	2	3	4	5	DK	N/A
8. The teacher/faculty member displayed an understanding of mathematics/science concepts (e.g., in his/her dialogue with students)…	1	2	3	4	5	DK	N/A
9. Appropriate connections were made to other areas of mathematics/ science, to other disciplines, and/or to real-world contexts, social issues, and global concerns….……………………………………………..	1	2	3	4	5	DK	N/A

For the following questions, select the response that best describes your overall assessment of the *likely effect* of this lesson in each of the following areas.

10. Students' understanding of mathematics/science as a dynamic body of knowledge generated and enriched by investigation……….…………..	1	2	3	4	5	DK	N/A
11. Students' understanding of important mathematics/science concepts…..	1	2	3	4	5	DK	N/A
12. Students' capacity to carry out their own inquiries……………………..	1	2	3	4	5	DK	N/A

VI. Capsule Description of the Quality of the Lesson

In this final rating of the lesson, consider all available information about the lesson, its context and purpose, the complete instructional cycle, and your own judgment of the relative importance of the ratings you have made. Select the capsule description that best characterizes the lesson you observed. Keep in mind that this rating is _not_ intended to be an average of all the previous ratings, but should encapsulate your overall assessment of the quality and likely impact of the lesson. Please provide a brief rationale for your final capsule description of the lesson in the space provided.

○ **Level 1: Ineffective Instruction**
There is little or no evidence of student thinking or engagement with important ideas of mathematics/science. Instruction is *unlikely* to enhance students' understanding of the discipline or to develop their capacity to successfully "do" mathematics/science. Lesson was characterized by either (select one below):

   ○ **Passive "Learning"**
   Instruction is pedantic and uninspiring. Students are passive recipients of information from the teacher/faculty member or textbook; material is presented in a way that is inaccessible to many of the students.

   ○ **Activity for Activity's Sake**
   Students are involved in hands-on activities or other individual or group work, but it appears to be activity for activity's sake. Lesson lacks a clear sense of purpose and/or a clear link to conceptual development.

○ **Level 2: Elements of Effective Instruction**
Instruction contains some elements of effective practice, but there are *substantial problems* in the design, implementation, content, and/or appropriateness for many students in the class. For example, the content may lack importance and/or appropriateness; instruction may not successfully address the difficulties that many students are experiencing, etc. Overall, the lesson is *quite limited* in its likelihood to enhance students' understanding of the discipline or to develop their capacity to successfully do mathematics/science.

○ **Level 3: Beginning Stages of Effective Instruction** (Select one below.)
       ○ Low 3   ○ Solid 3   ○ High 3

Instruction is purposeful and characterized by quite a few elements of effective practice. Students are, at times, engaged in meaningful work, but there are *some weaknesses* in the design, implementation, or content of instruction. For example, the teacher/faculty member may short-circuit a planned exploration by telling students what they "should have found"; instruction may not adequately address the needs of a number of students; or the classroom culture may limit the accessibility or effectiveness of the lesson. Overall, the lesson is *somewhat limited* in its likelihood to enhance students' understanding of the discipline or to develop their capacity to successfully do mathematics/science.

○ **Level 4: Accomplished, Effective Instruction**
Instruction is purposeful and engaging for most students. Students actively participate in meaningful work (e.g., investigations, teacher/faculty member presentations, discussions with each other or the teacher/faculty member, reading). The lesson is well designed and the teacher/faculty member implements it well, but adaptation of content or pedagogy in response to student needs and interests is limited. Instruction is *quite likely* to enhance most students' understanding of the discipline and to develop their capacity to successfully do mathematics/science.

○ **Level 5: Exemplary Instruction**
Instruction is purposeful and all students are highly engaged most or all of the time in meaningful work (e.g., investigation, teacher/faculty member presentations, discussions with each other or the teacher/faculty member, reading). The lesson is well-designed and artfully implemented, with flexibility and responsiveness to students' needs and interests. Instruction is *highly likely* to enhance most students' understanding of the discipline and to develop their capacity to successfully do mathematics/science.

Please provide your rationale for the capsule rating: