

Art and Science of Teaching Observation and Feedback Protocol

Short Form - Lesson Segments Involving Routine Events

_____/_____
Teacher's Name (Please Print) / Teacher's Signature

_____/_____
Observer's Name (Please Print) / Observer's Signature

Date

_____:____:____
Time Started AM PM

_____:____:____
Time Ended AM PM

LESSON SEGMENTS INVOLVING ROUTINE EVENTS

LEARNING GOALS & FEEDBACK

1. Providing clear learning goals and scales to measure those goals (e.g., provide or remind students about a specific learning goal)

I A D B NU

2. Tracking student progress (e.g., use formative assessments to help students chart individual/group progress on a learning goal)

I A D B NU

3. Celebrating student success (e.g., help students acknowledge and celebrate current status on a learning goal as well as knowledge gain)

I A D B NU

RULES & PROCEDURES

4. Establishing classroom routines (e.g., remind students of rules/procedures or establishes new rules/procedures)

I A D B NU

5. Organizing the physical layout of the classroom for learning (e.g., organize materials/traffic patterns/displays to enhance learning)

I A D B NU

Art and Science of Teaching Observation and Feedback Protocol

Short Form - Lesson Segments Addressing Content

_____/_____
 Teacher's Name (Please Print) / Teacher's Signature

 Date

_____/_____
 Observer's Name (Please Print) / Observer's Signature

____:____^{AM} / ____:____^{AM}
 Time Started / Time Ended

LESSON SEGMENTS ADDRESSING CONTENT

INTERACTING WITH NEW KNOWLEDGE

1. Identifying critical information (e.g., provide cues) I A D B NU

2. Organizing students to interact with new knowledge
 (e.g., organize students into dyads/triads) I A D B NU

3. Previewing new content (e.g., use K-W-L, advance organizers, and preview questions strategies) I A D B NU

4. Chunking content into "digestible bites" (e.g., present content in small portions tailored to individual students) I A D B NU

5. Group processing of new information (e.g., ask students to summarize and clarify what they have experienced) I A D B NU

6. Elaborating on new information (e.g., ask questions that require students to make and defend inferences) I A D B NU

7. Recording and representing knowledge (e.g., ask students to summarize, take notes, use nonlinguistic representation) I A D B NU

8. Reflecting on learning (e.g., ask students to reflect on their understanding or what they are still confused about) I A D B NU

9. Reviewing content (e.g., review related content addressed previously) I A D B NU

PRACTICING & DEEPENING KNOWLEDGE

10. Organizing students to practice and deepen knowledge
 (e.g. organize students to review or practice skills) I A D B NU

11. Using homework (e.g., use homework for independent practice or to elaborate on information) I A D B NU

12. Examining similarities and differences (e.g. engage students in comparing/classifying/creating analogies and metaphors) I A D B NU

13. Examining errors in reasoning (e.g., ask students to examine informal fallacies, propaganda, and bias) I A D B NU

14. Practicing skills, strategies, and processes (e.g., use massed and distributed practice) I A D B NU

15. Revising knowledge (e.g., ask students to revise entries in notebooks to clarify/add to previous information) I A D B NU

16. Organizing students for cognitively complex tasks (e.g., organize students into small groups to facilitate tasks) I A D B NU

17. Engaging students in cognitively complex tasks involving hypothesis generating and testing (e.g., engage students in decision making tasks, problem solving tasks, experimental inquiry tasks, investigation tasks) I A D B NU

18. Providing resources and guidance (e.g., make resources available specific to tasks and help students execute tasks) I A D B NU

GENERATING & TESTING HYPOTHESES

Art and Science of Teaching Observation and Feedback Protocol

Short Form - Lesson Segments Enacted On the Spot

_____/_____
 Teacher's Name (Please Print) / Teacher's Signature

_____/_____
 Observer's Name (Please Print) / Observer's Signature

 Date

_____:____:____
 Time Started AM PM Time Ended AM PM

LESSON SEGMENTS ENACTED ON THE SPOT

STUDENT ENGAGEMENT	1. Noticing and reacting when students are not engaged (e.g., scan classroom to monitor student engagement level) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU	ADHERENCE TO RULES & PROCEDURES	10. Demonstrating "withitness" (e.g., aware of variations in student behavior and attend to potential disruptions) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	2. Using academic games (e.g., adapt popular games to re-engage students and focus their attention on academic content) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		11. Applying consequences (e.g., apply consequences to lack of adherence to rules/procedures consistently and fairly) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	3. Managing response rates during questioning (e.g., ensure multiple students respond to questions) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		12. Acknowledging adherence to rules and procedures (e.g., acknowledge consistently and fairly) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	4. Using physical movement (e.g., require students to move physically) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU	TEACHER/STUDENT RELATIONSHIPS	13. Understanding students' interests and backgrounds (e.g., seek out knowledge about students to engage them) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	5. Maintaining a lively pace (e.g., slow/quicken pace of instruction in such a way as to enhance engagement) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		14. Using verbal and nonverbal behaviors that indicate affection for students (e.g., use humor and friendly banter appropriately) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	6. Demonstrating intensity and enthusiasm (e.g., use verbal/nonverbal signals to indicate enthusiasm about content) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		15. Displaying objectivity and control (e.g., behave in ways that indicate s/he does not take infractions personally) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	7. Using friendly controversy (e.g., require students to take and defend a position about content) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		16. Demonstrating value and respect for low expectancy students (e.g., demonstrate the same positive affective tone with low as well as high expectancy students) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	8. Providing opportunities for student to talk about themselves (e.g., allow students to relate content to personal lives) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		17. Asking questions of low expectancy students (e.g., ask questions of low expectancy students with the same frequency and level of difficulty as with high expectancy students) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	9. Presenting unusual or intriguing information (e.g., provide/encourage identification of intriguing information about content) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		18. Probing incorrect answers with low expectancy students (e.g., inquire into incorrect answers with the same depth and rigor as with high expectancy students) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	HIGH EXPECTATIONS		