

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

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

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 _____

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

Date _____

Time Started _____ : _____ ^{AM}/_{PM} Time Ended _____ : _____ ^{AM}/_{PM}

LESSON SEGMENTS ADDRESSING CONTENT

INTERACTING WITH NEW KNOWLEDGE	1. Identifying critical information (e.g., provide cues) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU	PRACTICING & DEEPENING KNOWLEDGE	10. Organizing students to practice and deepen knowledge (e.g. organize students to review or practice skills) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	2. Organizing students to interact with new knowledge (e.g., organize students into dyads/triads) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		11. Using homework (e.g., use homework for independent practice or to elaborate on information) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	3. Previewing new content (e.g., use K-W-L, advance organizers, and preview questions strategies) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		12. Examining similarities and differences (e.g. engage students in comparing/classifying/creating analogies and metaphors) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	4. Chunking content into "digestible bites" (e.g., present content in small portions tailored to individual students) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		13. Examining errors in reasoning (e.g., ask students to examine informal fallacies, propaganda, and bias) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	5. Group processing of new information (e.g., ask students to summarize and clarify what they have experienced) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		14. Practicing skills, strategies, and processes (e.g., use massed and distributed practice) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	6. Elaborating on new information (e.g., ask questions that require students to make and defend inferences) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		15. Revising knowledge (e.g., ask students to revise entries in notebooks to clarify/add to previous information) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	7. Recording and representing knowledge (e.g., ask students to summarize, take notes, use nonlinguistic representation) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		16. Organizing students for cognitively complex tasks (e.g., organize students into small groups to facilitate tasks) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	8. Reflecting on learning (e.g., ask students to reflect on their understanding or what they are still confused about) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> 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) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU
	9. Reviewing content (e.g., review related content addressed previously) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU		18. Providing resources and guidance (e.g., make resources available specific to tasks and help students execute tasks) <input type="checkbox"/> I <input type="checkbox"/> A <input type="checkbox"/> D <input type="checkbox"/> B <input type="checkbox"/> NU

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	ADHERENCE TO RULES & PROCEDURES	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	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
	TEACHER/STUDENT RELATIONSHIPS	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	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
	HIGH EXPECTATIONS	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