Art and Science of Teaching Observation and Feedback Protocol
Short Form - Lesson Segments Involving Routine Events

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

_____
Date

_____:_____ AM/PM   _____:_____ AM/PM
Time Started   Time Ended

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

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]

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Art and Science of Teaching Observation and Feedback Protocol
Short Form - Lesson Segments Addressing Content

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

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

_____
Date

____:____ AM/PM   ____:____ AM/PM
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`

GENERATING & TESTING HYPOTHESES

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`

Art and Science of Teaching Observation and Feedback Protocol
Short Form - Lesson Segments Enacted On the Spot

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

                                                                                                          ____:____ AM/PM   ____:____ AM/PM
_____ / _____   Time Started   Time Ended
Observer's Name (Please Print)   Observer's Signature

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) `I` `A` `D` `B` `NU`

2. **Using academic games** (e.g., adapt popular games to re-engage students and focus their attention on academic content) `I` `A` `D` `B` `NU`

3. **Managing response rates during questioning** (e.g., ensure multiple students respond to questions) `I` `A` `D` `B` `NU`

4. **Using physical movement** (e.g., require students to move physically) `I` `A` `D` `B` `NU`

5. **Maintaining a lively pace** (e.g., slow/quicken pace of instruction in such a way as to enhance engagement) `I` `A` `D` `B` `NU`

6. **Demonstrating intensity and enthusiasm** (e.g., use verbal/nonverbal signals to indicate enthusiasm about content) `I` `A` `D` `B` `NU`

7. **Using friendly controversy** (e.g., require students to take and defend a position about content) `I` `A` `D` `B` `NU`

8. **Providing opportunities for student to talk about themselves** (e.g., allow students to relate content to personal lives) `I` `A` `D` `B` `NU`

9. **Presenting unusual or intriguing information** (e.g., provide/encourage identification of intriguing information about content) `I` `A` `D` `B` `NU`

ADHERENCE TO RULES & PROCEDURES

10. **Demonstrating "withitness"** (e.g., aware of variations in student behavior and attend to potential disruptions) `I` `A` `D` `B` `NU`

11. **Applying consequences** (e.g., apply consequences to lack of adherence to rules/procedures consistently and fairly) `I` `A` `D` `B` `NU`

12. **Acknowledging adherence to rules and procedures** (e.g., acknowledge consistently and fairly) `I` `A` `D` `B` `NU`

TEACHER/STUDENT RELATIONSHIPS

13. **Understanding students' interests and backgrounds** (e.g., seek out knowledge about students to engage them) `I` `A` `D` `B` `NU`

14. **Using verbal and nonverbal behaviors that indicate affection for students** (e.g., use humor and friendly banter appropriately) `I` `A` `D` `B` `NU`

15. **Displaying objectivity and control** (e.g., behave in ways that indicate s/he does not take infractions personally) `I` `A` `D` `B` `NU`

HIGH EXPECTATIONS

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) `I` `A` `D` `B` `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) `I` `A` `D` `B` `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) `I` `A` `D` `B` `NU`

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