

Classroom Observation Protocol

Part 1: Background Information

OBSERVER(S):

OBSERVATION DATE: (DD/MM/YYYY) __/__/__		OBSERVATION START TIME:	
LENGTH OF THE OBSERVATION (MINUTES):		OBSERVATION END TIME:	
SCHOOL NAME:		DISTRICT / LOCAL AUTHORITY / REGION:	
TEACHER NAME:		SUBJECT:	
NUMBER OF STUDENTS:	NUMBER OF BOYS:	NUMBER OF GIRLS:	TOTAL: AVERAGE STUDENT AGE:
<p>Teacher's stated goals for the lesson: (If possible, speak with the teacher before the observation begins and complete this section with the following information: What is the teacher planning to do? How does the lesson/activity fit in with the unit that the class has been doing before? Are there particular outcomes the teacher is hoping for?)</p>			
<p>Physical Arrangement: (Draw or describe the physical arrangement of the classroom.)</p>			
<p>Technology: (Describe the technology resources present in the classroom and include the number of each. Fixed technology resources, like desktop computers and projectors, can be included in the diagram of the classroom above.)</p>			

Part 2: Observation Notes

In this section, please take detailed notes in real time as you observe classroom activities.

The following questions serve as guidelines for what you will document during the classroom observation. Your descriptions of all the classroom activities should include answers to questions 1–6. For each topic/question, please note what you observe in the left-hand column; you may use the right-hand column to note your hypotheses and conjectures about what you think.

Structure of the Lesson

Describe the structure of the lesson that you observe. What is happening in the classroom? What are the teacher and the students doing?

What You See	What You Think

Part 2: Observation Notes—continued**Interactions Between the Teacher and Students**

How do the teachers and students interact? Try to capture examples of the type of questions teachers ask students and how students respond, as well as the questions students ask teachers and the teacher's responses.

In addition to questions, please also note the other ways in which the teacher and the students interact.

What You See	What You Think

Interactions Among Students

Do students have an opportunity to interact with one another? If so, how do they interact? Do they work on a task together? Do they provide feedback to one another?

What You See	What You Think

Use of the Technology/Device

Is the technology/device being used as part of the activity? If so, how and for what purpose? Are teachers or students experiencing difficulties in their use of the technology/device? Are they able to troubleshoot?

What You See	What You Think

Use of Other Resources

What other resources does the teacher use? (Note the materials that the teacher uses during the lesson (chart paper, blackboard, visual aids, computers, etc.). What, if any, other technologies are being used in the lesson?

What You See	What You Think

Other Observations

What else is characteristic of what the teacher does? What else do students do?

What You See	What You Think

Part 3: Reflections on the Lesson

Please reflect on the lesson and complete the following questions as soon as possible after the observation.

1. What is the teacher's overall approach to classroom instruction (facilitator, classroom manager in control, teacher as co-learner, etc.)?

2. Did the students seem to be clear on the procedure of the activity or confused?

3. What components of the lesson/activity did students seem enthusiastic about? Include specific examples of student comments and actions to illustrate.

4. How did the students respond to the technology used? (Did they seem bored, interested and involved, etc.?)

5. Was there something about the technology that seemed difficult for the teacher or students to do? Did any glitches with the technology impede the process of the lesson?

6. What other reflections do you have about the lesson?
