

TEACHER CLASSROOM OBSERVATION PROTOCOL **DRAFT**

Date _____

School _____

Observer _____

Teacher _____

Grade _____

Before Observation (or after if there is no time before)

1. What lesson are you planning to teach? Please describe.
2. Did you learn the content of this lesson in a Founding Documents professional development course?
If yes, what professional development course?
3. Do you plan to use resources or ideas learned in a Founding Documents professional development course?
If yes, what professional development course?

Observation

4. Indicate the student configurations that you observe (check all that apply)
 students are working independently
 students are working in pairs
 students are working in small groups with each other
 students are working with the teacher for small group instruction
 students are working as a whole group
 student's positions change during the observation (describe)
 other (please describe)

5. What instructional materials or resources is the using? (check all the apply)
 websites
 computers, projectors
 smartboards
 cartoons, posters, maps, photos
 videos, DVDs, CDs
 narratives and stories
 primary source documents
 other (please describe)

6. What evidence suggests that the students are engaged? (check all that apply)
- students are completing their work/being productive because they are being held accountable or know what is expected of them
 - students are attentive (quiet and listening when appropriate)
 - students are responding to teacher questions
 - students are participating/active in their learning (e.g. hands-on activities, projects, role playing)
 - other (please describe)
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7. Approximately what percentage of students display evidence of engagement?
- 0-24% 25-49% 50-74% 75-100%

8. What evidence suggests that the students are learning? (check all that apply)
- students dialogue with each other or the teacher about the subject
 - students are processing ideas to arrive at conclusions or interpretations
 - students are making connections to the world beyond the classroom
 - students are correctly completing the assigned project or task
 - students are verbally and clearly explaining their opinions and interpretations
 - students and teachers discuss learning needs from previous classroom assessments
 - other (please describe)
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After the observation

9. Was this lesson typical for your history instruction?

Please explain _____

10. Was the lesson implemented as planned?

Why or why not? Please explain _____

11. What aspect of the Founding Documents professional development was used in the lesson? Please Explain _____
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12. How do you think the students responded to the lesson?

Please explain _____

13. Do you think you might change this lesson in the future?

If so, how? _____

14. Implementation Rubric (check each implementation criteria)

Implementation Criteria / Rating Categories	Low	Moderate	High
a. Teacher uses resources and ideas learned in Founding Documents professional development			
b. Teacher uses new content learned in Founding Documents professional development			
c. Teacher has a sense of "ownership" of content and solid grasp of subject matter			
d. Students are engaged in the lesson			
e. Students are challenged to think critically and use alternative modes of investigation and reflection			