

CETP – CORE EVALUATION CLASSROOM OBSERVATION PROTOCOL

I. Background Information

A. Observer

1. Name: _____
2. CETP: _____ Institution Name: _____
3. Date of Observation: _____
4. Length of observation: _____ (minutes)
5. Was the teacher informed about this observation prior to the visit? Yes No

B. Teacher/Faculty

1. Name: _____
2. CETP Teacher? Yes No
3. Gender: Male Female
4. K-12: Licensure/certification _____
OR College Rank: (*Check one.*)
 Instructor/Adjunct Faculty Full Professor
 Assistant Professor TA: primary responsibility? _____
 Associate Professor Other: _____

II. Classroom Demographics

A. What is the total number of students in the class at the time of the observation?

- 15 or fewer 26–30 61-100
 16–20 31–40 101 or more
 21–25 41–60

B. Was a paraprofessional or teaching assistant in the class?

- Yes No

C. 1. Grade Level (K-12) _____

OR

2. Student Audience (majority of students. *Check any that apply*):

- (a) Prospective teachers: (1) Elementary (2) M.S. (3) H.S.
(b) Liberal Arts Majors
(c) Mathematics/Science Majors

D. Subject Observed/Descriptive Course Title: _____

E. Scheduled length of class _____ (minutes)

III. Classroom Context

Rate the adequacy of the physical environment for facilitating student learning.

1. Classroom resources: (from “sparsely equipped” to “rich in resources”)	1	2	3
2. Room arrangement: (from “inhibited interactions among students” to “facilitated interactions among students”)	1	2	3

IV. Class Description and Purpose

A. Classroom Checklist

Please fill in the types of instruction (*not* the instructor’s actual activities, in case they are correcting papers or something noninstructional), student engagement, and cognitive activity used in each five-minute portion of this class in the boxes below. There may be one or more strategies used in each category during each interval. For example, SGD, HOA, and TIS often occur together in a five-minute period, but SGD and L do not.

Type of Instruction

L	lecture/presentation	CL	cooperative learning (roles)
PM	problem modeling	LC	learning center/station
SP	student presentation (formal)	TIS	teacher/faculty member interacting w/ student
LWD	lecture with discussion	UT	utilizing digital educational media and/or technology
D	demonstration	A	assessment: Please describe.
CD	class discussion	AD	administrative tasks
WW	writing work (if in groups, add SGD)	OOO	out-of-class experience
RSW	reading seat work (if in groups, add SGD)	I	interruption
HOA	hands-on activity/materials	OTH	other: Please describe.
SGD	small group discussion (pairs count)		

Student Engagement

LE	low engagement, 80% or more of the students off-task
ME	mixed engagement
HE	high engagement, 80% or more of the students engaged

Cognitive Activity

- 1 **Receipt of Knowledge** (lectures, worksheets, questions, observing, homework)
- 2 **Application of Procedural Knowledge** (skill building, performance)
- 3 **Knowledge Representation** (organizing, describing, categorizing)
- 4 **Knowledge Construction** (higher order thinking, generating, inventing, solving problems, revising, etc.)
- 0 **Other** (e.g., classroom disruption)

Time in minutes

	0-5	5-10	10-15	15-20	20-25	25-30	30-35	35-40	40-45	45-50	50-55	55-60
Instruction												
Student												
Cognitive												

	60-65	65-70	70-75	75-80	80-85	85-90	90-95	95-100	100-105	105-110	110-115	115-120
I												
S												
C												

B. In a few sentences, describe the lesson you observed and its purpose.

Include where this lesson fits in the overall unit of study, syllabus, or instructional cycle.

Note: This information needs to be obtained from the teacher/faculty member.

V. Ratings of Key Indicators

In this section, you are asked to rate each of a number of key indicators as descriptive of the lesson in five different categories, from 1 (not at all) to 5 (to a great extent). Note that any one lesson may not provide evidence for every single indicator; use DK, “Don’t Know,” when there is not enough evidence for you to make a judgment. Use N/A, “Not Applicable,” when you consider the indicator inappropriate given the purpose and context of the lesson.

1. This lesson encouraged students to seek and value alternative modes of investigation or of problem solving.	1	2	3	4	5	DK	N/A
2. Elements of abstraction (i.e., symbolic representations, theory building) were encouraged when it was important to do so.	1	2	3	4	5	DK	N/A
3. Students were reflective about their learning.	1	2	3	4	5	DK	N/A
4. The instructional strategies and activities respected students’ prior knowledge and the preconceptions inherent therein.	1	2	3	4	5	DK	N/A
5. Interactions reflected collaborative working relationships among students (e.g., students worked together, talked with each other about the lesson), and between teacher/faculty member and students.	1	2	3	4	5	DK	N/A
6. The lesson promoted strongly coherent conceptual understanding.	1	2	3	4	5	DK	N/A
7. Students were encouraged to generate conjectures, alternative solution strategies, and ways of interpreting evidence.	1	2	3	4	5	DK	N/A
8. The teacher/faculty member displayed an understanding of mathematics/science concepts (e.g., in her/his dialogue with students).	1	2	3	4	5	DK	N/A
9. Appropriate connections were made to other areas of mathematics/science, to other disciplines, and/or to real-world contexts, social issues, and global concerns.	1	2	3	4	5	DK	N/A

For the following questions, select the response that best describes your overall assessment of the *likely effect* of this lesson in each of the following areas, from 1 (no effect) to 5 (great effect).

10. Students’ understanding of mathematics/science as a dynamic body of knowledge generated and enriched by investigation	1	2	3	4	5	DK	N/A
11. Students’ understanding of important mathematics/science concepts	1	2	3	4	5	DK	N/A
12. Students’ capacity to carry out their own inquiries	1	2	3	4	5	DK	N/A

VI. Capsule Description of the Quality of the Lesson

In this final rating of the lesson, consider all available information about the lesson, its context and purpose, the complete instructional cycle, and your own judgment of the relative importance of the ratings you have made. Select the capsule description that best characterizes the lesson you observed. Keep in mind that this rating is *not* intended to be an average of all the previous ratings, but should encapsulate your overall assessment of the quality and likely impact of the lesson. Please provide a brief rationale for your final capsule description of the lesson in the space provided.

- Level 1: Ineffective Instruction
 - Passive “Learning”
 - Activity for Activity’s Sake
- Level 2: Elements of Effective Instruction
- Level 3: Beginning Stages of Effective Instruction (Select one below.)
 - Low 3 Solid 3 High 3
- Level 4: Accomplished, Effective Instruction
- Level 5: Exemplary Instruction

Please provide your rationale for the capsule rating: