

**Classroom Observation Protocol: Modes of Engagement for Student Learning**

Focus: Facility for Structure and Pacing

Teacher: \_\_\_\_\_ Grade Level/Subject: \_\_\_\_\_ Observer: \_\_\_\_\_ Date: \_\_\_\_\_

Elements and Indicators	Sequence	Time ( ) Transition	What was observed
<p><b>1. Teacher-Directed Instruction</b></p> <ul style="list-style-type: none"> <li>○ Behavioral expectations and routines are understood and demonstrated by students</li> <li>○ Teacher provides structure by giving clear, step- by- step instructions including explaining concepts, modeling procedures and leading practice</li> <li>○ Teacher utilizes varying levels of questioning to engage students with learning targets during instruction</li> </ul>			
<p><b>2. Student-Focused Learning</b></p> <ul style="list-style-type: none"> <li>○ Behavioral expectations and routines are understood and demonstrated by students</li> <li>○ Discussions led by students (effective techniques are used)</li> <li>○ Protocols used to structure discussions</li> <li>○ Cooperative learning strategies are embedded in instruction.</li> <li>○ Paraphrasing and questions types-clarifying, organizing, mediating-are used</li> <li>○ Students apply, analyze, synthesize and/or evaluate information</li> <li>○ Teachers facilitate and monitor students to provide feedback and clarification based on learning targets</li> <li>○ Transitions between modes of instruction are managed effectively</li> </ul>			
<p><b>3. Independent Learning and/or Guided Practice</b></p> <ul style="list-style-type: none"> <li>○ Behavioral expectations and routines are understood and demonstrated by students</li> <li>○ Teacher provides solicited feedback based on learning targets</li> <li>○ Tasks relate to teacher-directed or student- focused instruction</li> <li>○ Independent learning and/or guided practice provides students the opportunity to apply, analyze, synthesize or evaluate information</li> <li>○ Transitions between modes of instruction are managed effectively</li> </ul>			

**Total Engagement:**

Teacher-Directed = ___ mins.	Student-Focused = ___ mins.	Independent Practice = ___ mins.	Other: ___ mins.
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## Resources for Modes of Engagement

<p><b>Consider the following since <u>transitions</u> will be happening between modes of instruction:</b></p>	<p><b>General Classroom <u>Rules</u></b></p>
<p><b>Conversation</b> - Under what circumstances can students talk to each other?</p> <p><b>Assistance</b> - How do students get their questions answered? How do they get the teacher's attention?</p> <p><b>Movement</b> - Under what circumstance can students move about the classroom?</p> <p><b>Participation</b> - What student behaviors demonstrate their full participation?</p> <p><b>Instruct</b> - Teach students how to behave responsibly</p> <p><b>Model</b> - Explain rules, procedures and demonstrate</p>	<ul style="list-style-type: none"> <li>• Come to class prepared to learn. (Pencils sharpened, pen, paper, and notebooks)</li> <li>• Respect all property. (School property, personal property, and other's property)</li> <li>• Respect all ideas given in class and do not criticize anybody's ideas or thoughts.</li> <li>• Do your very best!</li> </ul>
<p><b>Language Stem Use</b></p>	<p><b>Student-Focused Learning <u>Procedures</u> (Non-routine Interactive)</b></p>
<p><b>Clarifying Thinking</b> - Did you mean..., To what extent..., I would like to know more..., Can you tell/explain a little more...</p> <p><b>Extending Thinking</b> - What do you think..., What is another way that you might..., How did you decide..., What additional thoughts or ideas...</p> <p><b>Advice giving (permission required)</b> - You need to do it..., The answer is..., The rule to apply is..., You should have..., Why didn't you...</p> <p><b>Judgmental (should not be used)</b> - I would not..., That doesn't make any sense to..., Why would you think that... I don't like</p>	<ul style="list-style-type: none"> <li>• Listen to the person who is speaking</li> <li>• Only one person speaks at a time</li> <li>• No interruption when someone is speaking</li> <li>• When you disagree with someone, make sure that you make a difference between criticizing someone's idea and the person themselves</li> <li>• Follow the discussion protocol such as paraphrase, inquire, transition (PIT)</li> <li>• Encourage everyone to participate</li> </ul>