Prentice Hall CMP2 2007-08 Treatment Classroom Observation Protocol

Teacher Name:_____   Period:_____   School:_____   State:_____   Date:_____   Observer Initials:_____   Total # min. in class session:_____

STUDENT AND CLASSROOM VARIABLES

Gender: # _Male_ _____   # _Female_ _____

Average ability of students in this class period (ask teacher—circle):
Special Needs   Below-Level
    Average   Advanced   ELL
    Varies

Disruptive student behavior (check only one):
☐ No significant classroom disruptions
☐ Small disruptions from multiple sources
☐ Small # of students persistently disruptive
☐ Large # of students disruptive throughout
☐ Other behavior issues:
_____

Number of classroom interruptions:
<3   >3
(Only consider an event a disruption if student learning is interrupted.)

Sketch and label features of the classroom layout:

INSTRUCTIONAL VARIABLES

Estimate the # of minutes spent on each of the following tasks:
____ Routines (e.g., checking homework, taking role)
____ Teacher-directed lecture
____ Class discussion
____ Small group activities
____ Paired student activities
____ Student independent work time
____ Homework review
____ Test/Chapter/unit review
____ In-class quiz or test
____ State standardized testing
____ School activities (e.g., announcements, assemblies)
____ Student discipline/interruptions
____ Other: _____

Transition time: <5min   >5min

Estimate the percent of students engaged in the lesson during each phase of L, E, S:
LAUNCH (5-10 minutes into class):
____ %
EXPLORE (25-30 minutes into class):
____ %
SUMMARIZE (10-15 minutes before class ends):
____ %

Did students do the following?	Class discussion	Group Work	Pair Work
Answer each other's questions			
Make connections to previous lessons			
Introduce more than			

TEACHING MATERIALS

Check off each of the materials used to teach the lesson:
☐ Student Edition textbook
☐ Teacher Edition textbook
☐ Special Needs Handbook
☐ Spanish Resources
☐ Lab Sheets
☐ CMP2 transparencies
☐ ELMO (document projector)
☐ Teacher-created transparencies
☐ Manipulatives
☐ Vocabulary
☐ Teacher Express CD-ROM
☐ Exam View CD-ROM
☐ None of the above
☐ Other:
_____

Check off each of the activities students worked on during class:
☐ ACE problems
☐ Mathematical Reflections
☐ Exercises (A, B, C, D, etc.)
☐ Partner Quizzes
☐ Check-ups
☐ Self-Assessments
☐ Question Bank Problems
☐ Multiple Choice Problems
☐ Notebook Checklists
☐ Other:
_____
☐ Homework Assigned:

one way to approach a problem			
Take turns answering teacher probes (not one/few students dominating the discussion)			
Collaborate to solve a problem			

Non-CMP2 Materials:
_____
_____
_____

Circle any physical features that are NOT adequate:
Lighting   Outside/inside noise   Space for chairs/desks   Temperature

TEACHER VARIABLES

Pedagogy: (mark on continuum)
 "Sage on the stage"
 "Guide on the side"

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  x--

Did the teacher do any of the following?
☐ Present student learning goals related to the lesson/activity
☐ Explain rules and definitions
☐ Instruct students to look at the textbook while teacher talked about it
☐ Allow students to answer each other's questions
☐ Allow students to work with/help each other
☐ Encourage curiosity and creativity in students
☐ Expect students to engage in complex thinking
☐ Connect concepts taught in class to things students already know
☐ Connect concepts taught in class to the "real world"
☐ Establish daily classroom routines (e.g., homework collection, notebook checks, etc.)
☐ Use alternative teaching strategies if students fail to understand the lesson
☐ Assess students' prior knowledge of a concept
☐ Provides positive encouragement to students

DESCRIPTION OF TEACHING STRATEGIES

CMP2 Problem/Unit:
_____

_____**Prelaunch Activities:** Teacher setup/explanation prior to launch
_____
_____
_____

_____**Launch** (include a brief description of the "real world" applications used to launch the lesson)**:**
_____
_____
_____
_____

_____**Explore** (include examples of questions the teacher directed to students as well as descriptions of student/teacher and student/student interactions)**:**
_____
_____
_____
_____
_____
_____
_____
_____

☐ Makes sure all students are on board before moving on
☐ Other: _____
_____

Overall content expertise:　　1　　2　　3　　4　　5
Overall classroom efficacy:　　1　　2　　3　　4　　5

Vocabulary terms referenced:

_____
_____**Summarize** (focus on adherence to CMP2 philosophy, noting whether or not the teacher generated his/her summary based on student responses and work)**:**
_____
_____
_____
_____
_____

* Is teacher planning to do/complete "Summarize" tomorrow? Yes/No

ASSESSMENT, FEEDBACK, and GRADING

Assessment: (Check all methods of assessment that were observed):

☐ Warm-up　　☐ Individual Quiz　　☐ Unit Test　☐ Unit Project　☐ Whiteboards or student response system

Feedback/Grading: (Check methods of feedback, grading, and opportunities for revision that are observed):

☐ Collection of student work to be graded　　☐ Graded work returned to students　☐ Feedback written on student work in the form of a grade, points, etc.
☐ Feedback written on student work in the form of comments　　☐Opportunities for students to revise work　☐ Rubric used in grading

Notes:_____
_____
_____
_____
_____
_____