

## TEAM TOOL 6.24

## Classroom Observation Protocol

### PURPOSE

When teachers allow colleagues to watch them teach, an observation protocol makes the transaction safer for everyone. The teacher being observed sets the parameters of what observers should be watching for, and observers have a clear structure within which to respond.

### PROCEDURE: SEVENTY-FIVE MINUTES

#### Pre-Observation Conference: Twenty minutes

*In advance:* The teacher being observed prepares copies of the information in step 1 for each observing teacher.

1. The teacher being observed goes over the following information with observers:
  - Grade level and course, and in general what observers can expect to see during the lesson
  - Content goals for the lesson
  - Reading Apprenticeship goals
  - Anything unusual or special circumstances observers should be prepared to see
  - Framing question the teacher being observed would like observers to focus on, notice
2. Observers ask any clarifying questions.
3. Team members review “What Does a Reading Apprenticeship Classroom Look Like?”

#### During the Observation: Thirty minutes

1. Observers take notes on an Evidence/Interpretation note taker.
2. Observers focus on the framing question and ways the classroom represents a Reading Apprenticeship classroom.

#### Post-Observation Debriefing: Twenty-five minutes

1. A team member restates the framing question.
2. Observers ask and the teacher being observed answers clarifying questions—genuine factual questions to better understand what was observed. Observers must be careful *not* to ask questions that are or may be interpreted as thinly veiled criticisms (five minutes).
3. Observers provide specific, detailed information related to the framing question. The teacher who was observed takes notes silently (five minutes).
4. The teacher who was observed presents his or her impression of the lesson in relation to the framing question and has the option of opening comments beyond the framing question. These comments must focus on positive feedback and clarifying or probing questions (five minutes).
5. All team members refer to “What Does a Reading Apprenticeship Classroom Look Like?” while discussing evidence of Reading Apprenticeship practices and routines in the observed classroom (five minutes).
6. The team reflects on the observation process:
  - What could you take back from this observation and use?
  - What worked well about the protocol process?
  - What might you do differently next time to improve the process?