
Classroom Observation Protocol

Team Tool 6.24 from *Leading for Literacy*

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

75 minutes

Pre-Observation Conference

20 minutes

In Advance: The teacher being observed prepares copies of the following information 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

30 minutes

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

Post-Observation Debriefing

25 minutes

1. A team member restates the framing question.

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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. (5 minutes)
3. Observers provide specific, detailed information related to the framing question. The teacher who was observed takes notes silently. (5 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. (5 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. (5 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?