UCIR Classroom Observation Protocol

| Oonii Olassiot | | | | | | | |
|---|------------------|-----------------------------------|--|--|--|--|--|
| School: | | Date:/ | Teacher: | | | | |
| Grade Level(s): | Subject Area(s): | # of students: | # of computers: | | | | |
| Duration: Start Time:a.m./p.m. End Time:a.m./p.m. | | | | | | | |
| Description of the that provides the conte end of unit test, etc.): | | topic, progress though unit, unit | goals and objectives, lesson goals and objectives, | | | | |
| | | | | | | | |

| Minutes | | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | Notes Teacher Name: Date: |
|--------------------------------------|---|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|--|
| Class | Individual student working alone Pairs of students Small groups 3+ students) Whole class Student presentations | 1 2 3 4 5 | |
| Cognitive Activity | Receipt of knowledge Applied procedural knowledge Knowledge construction Other specify) | 1 2 3 4 | |
| Teacher Role Clas sroo m Inter actio | Teacher-led Student-led Directing telling, lecturing whole group Interactive direction whole group Modeling whole group Facilitating/Coaching Managing behavior or materials | 1 2 1 2 3 4 5 | |
| Student Role | Passive/little response Active response Co-construct meaning | 1 2 3 | |
| Student Engage ment | Low engagement Moderate engagement High engagement | 1 2 3 | |
| Technolog y Integratio n | Not used Add-on Partially integrated Fully integrated | 1 2 3 4 | |
| Teacher's Technology Use | Not used To present information To model a skill to a large group NOT coaching) For grading, attendance, or material preparation To retrieve information Other write in) | 1 2 3 4 | (Circle all that apply Software: WP, DB, SS, Presentation, email, online chat, browser, DTP, multimedia playing, multimedia authoring, graphics, web course, web authoring Hardware: Computer, computer projector, printer, camera, CD-ROM, CD-R/W, scanner, distance room AV, probes Other soft/hardware specify): |
| Student's Technology Use | Not used Single applications used 2 to 3 applications used 4 4+ applications used Number of students using technology | 1 2 3 4 | (Circle all that apply Software: WP, DB, SS, Presentation, email, online chat, browser, DTP, multimedia playing, multimedia authoring, graphics, web course, web authoring Hardware: Computer, computer projector, printer, camera, CD-ROM, CD-R/W, scanner, distance room AV, probes Other soft/hardware specify): |
| Authentici ty of Learning | Higher order thinking, deep knowledge, substantive conversation, Connections beyond the classroom 1. Low 2. medium 3. high | 1 2 3 | |

| Roles | & Activities | Notes Teacher Name: Date: |
|--------------------------------|---|---------------------------|
| Class Organization | Individual student working alone Pairs of students Small groups 3+ students) Whole class Student presentations | |
| Cognitive Activity | Receipt of knowledge Applied procedural knowledge Knowledge construction Other specify) | |
| Classroom Interaction | Teacher-led Student-led | |
| Teacher Role | Directing telling, lecturing whole group Interactive direction whole group Modeling whole group Facilitating/Coaching Managing behavior or materials | |
| Student Role | Passive/little response Active response Co-construct meaning | |
| Student Engagement | Low engagement Moderate engagement High engagement | |
| Technolog y Integration | Not used Add-on Partially integrated Fully integrated | |
| Teacher's Technology Use | Not used To present information To model a skill to a large group NOT coaching) For grading, attendance, or material preparation To retrieve information Other write in) | |
| Student's Technology Use | Not used Single applications used 2 to 3 applications used 4+ applications used Number of students using technology | |
| Authenticity of Learning | Higher order thinking, deep knowledge, substantive conversation, Connections beyond the classroom 1. Low 2. medium 3. high | |

| Cadaa | |
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| Codes: | Many of Olescone and Lourset |
| | Map of Classroom Layout |
| Indicate the | |
| placement of the | |
| technology | |
| Indicate the number | |
| of students at each | |
| computer | |
| If students move | |
| during the lesson, | |
| draw the new | |
| configuration on a | |
| different page | |
| • T: teacher | |
| C: computer | |
| • B: boy | |
| G: girlWB: whiteboard | |
| WB: whiteboard OL: outlet | |
| • PR: printer | |
| • PJ: projector | |
| CH: charts with rules | |
| and expectations | |
| posted | |
| • SC: screen | |
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