



Philippine Normal University
The National Center for Teacher Education
Taft Avenue, Manila



CLASSROOM OBSERVATION PROTOCOL

Philippine Normal University



The Knowledge Channel, the first and the only TV and online media tandem that operated by the Knowledge Channel Foundation, Inc. (KCFI), primarily focused on empowering Filipino learners to develop lifelong skills for them to become productive citizens of the country. Recently, the foundation launched the LEEP (Learning Effectively through Enhanced and Evidenced-Based Pedagogies) program to provide professional development of teachers and school leaders on learner-centered approaches, constructivism, 21st century learning, and other pedagogies that will help them to implement the reforms of the Department of Education (DepEd), particularly the K-12 curriculum.

In general, the LEEP program aims to train teachers to:

1. Use evidenced-based pedagogies that they can implement as facilitators of learning;
2. Evaluate learning outcomes at the diagnostic, formative and summative stages;
3. Use multimedia resources (knowledge channel resource) to enrich teaching and learning, to reinforce or supplement learning;
4. Demonstrate a constructivist approach in a learner-centered teaching-learning environment;
5. Contextualize some of the standard content in the K to 12 curriculum, and apply authentic learning.

Specifically, the program covers the following learning domains such as: 1) learner-centered classroom and learning to think; 2) evidenced-based pedagogies; 3) knowledge channel technology as a learning resource; 4) differentiated instruction and using graphic organizers; and assessment tools.

The **LEEP Protocols** include sets of tools designed to help educators and researchers understand and deduce information on adherence of pedagogies, content and instructional leadership of teachers and school leaders to the contexts and content of DepEd's K-12 curriculum.



The Protocol contains the following instruments:

Classroom Observation Protocol—This worksheet is designed for use by researchers who would want to collect quantitative data about adherence of pedagogies, content and instructional leadership of teachers and school leaders to the contexts and content of DepEd's K-12 curriculum. The worksheet is intended to be used in conjunction with the other instruments and protocol included in this set.

Teacher & Student Interview Protocol—These are sets of questions intended to guide the researcher or evaluator in the collection of qualitative observations and extrapolation of meanings and explanations that will be used to augment all areas of concern not completely provided by the other instrument.

Guidelines on Classroom Observation

Below are several tips to take into consideration when collecting classroom observation data.

- Follow the normal protocol when observing classes. This includes
 - obtaining permission from the administrator and teacher;
 - Signing in when you visit the school;
 - Conducting courtesy call to the school head and to the department head concerned (Please provide them with copies of approved visits from the Regional Office or the Division Office);
 - Meeting with the teacher whom you will be observing before the conduct of class observation and conduct the pre-observation interview using pre-observation interview protocol;
 - Observing proper etiquette during and after class observation; and
 - Obtaining certificate of appearance if you are from a government school.
- It is important that the lesson observed be a typical lesson. Therefore, do not inform the teacher what you are looking for because then the teacher will feel obligated to show you that and will adjust their lesson accordingly. Do not share any of the worksheets or protocols with the teacher.



- You must be able to observe at least several classes of the teacher to get a feel of the lesson and the education quality particularly on pedagogy, assessment, classroom learning environment, teacher classroom behavior and student behavior.
- During each observation, make sure to videotape the entire lesson and take notes on separate paper. Avoid interactions with students and do not become a teaching assistant by helping students with the activity. It may be necessary to quietly ask few students a question or two to check their understanding. Focus your observation on student activities, teacher performance and learning environment.
- Make sure that you properly filled in all parts of the observation protocol.
- In using the **Classroom Observation Protocol**, encircle the number which you think is the appropriate rating during observation. The “don’t know” is usually intended for items which you are not really familiar with regards the teacher concern or have no way of finding out. The “N/A” is chosen for items not connected or related to the class being observed.
- After the conduct of the lesson, ask the teacher for a post-observation interview using the interview protocol for teachers to clarify parts of the lessons not very much clear to you.
- Ask also for some students for the student interview. You will need to use the interview protocol for students.



CLASSROOM OBSERVATION PROTOCOL

Observation Date: _____ Time: Start: _____ End: _____

School: _____ Address: _____

Teacher: _____

PART ONE: THE LESSON

SECTION A. BASIC DESCRIPTIVE INFORMATION

1. Teacher Gender: _____ :Male _____ :Female
2. Subject Observed: _____ :Mathematics _____ :Science
3. Grade Level(s): _____
4. Course Title (if applicable): _____
5. Class Period (if applicable): _____
6. Students: _____ :Number of Males _____ :Number of Females

PRE-OBSERVATION QUESTIONS:

1. When did you attend the LEEP training?
2. How long have you been teaching?
3. How long have you been using enhanced pedagogies and authentic assessments?



SECTION B. INSTRUCTION

Lesson Design and Implementation	NA	Don't know	Not at all				To a great Extent
1. The instructional strategies and activities respected students' prior knowledge and the preconceptions inherent therein.	0	1	2	3	4	5	6
2. The lesson was designed to engage students as members of a learning community.	0	1	2	3	4	5	6
3. In the lesson, student exploration preceded formal presentation.	0	1	2	3	4	5	6
4. The lesson encourage students to seek and value alternative modes of investigation or of problem solving.	0	1	2	3	4	5	6
5. The focus and direction of the lesson was often determined by ideas originating with students.	0	1	2	3	4	5	6
Content	0	1	2	3	4	5	6
1. The lesson involved fundamental concept of the subject	0	1	2	3	4	5	6
2. The lesson prompted strongly coherent conceptual understanding.	0	1	2	3	4	5	6
3. Elements of abstraction (i.e., symbolic representation, theory building) were encouraged when it was important to do so.	0	1	2	3	4	5	6
4. Connections with other content disciplines and/or real world phenomena were explored and valued.	0	1	2	3	4	5	6
5. Students use variety of means (models, drawings, graphs, symbols, concrete materials, manipulative, etc.) to represent phenomena	0	1	2	3	4	5	6
6. Students made predictions, estimations and/or hypotheses and devised a means for testing them.	0	1	2	3	4	5	6
7. Students were actively engaged in thought-provoking activity that often involved the critical assessment of procedures.	0	1	2	3	4	5	6
8. Students were reflective about their learning.	0	1	2	3	4	5	6
9. Intellectual rigor, constructive criticism, and the challenging of ideas were valued							
Classroom Culture							
1. Students were involved in the communication of their ideas to others using different means and media.							



2. Teacher's questions triggered divergent modes of thinking.							
3. There was a high proportion of student talk and a significant amount of it occurred between and among students.							
4. Student questions and comments often determined the focus and direction of classroom discourse.							
5. There was a climate of respect for what others had to say.							
6. Active participation of students was encouraged and valued.							
7. Students were encouraged to generate conjectures, alternative solution strategies, and/or different ways of interpreting evidence.							
8. In general the teacher was patient with students.							
9. The teacher acted as a resource person, working to support and enhance student investigations.							
10. The metaphor "teacher as listener" was very characteristic of this classroom.							
11. Students have control over what content will be learned.							
12. There is evidence that the teacher helps students learn how to ask good questions, how to read effectively, how to critically analyze information, how to write, how to study, how to summarize information, how to work effectively in groups.							
13. The tasks that students do in class seem to reinforce skill development (e.g., students need to read effectively in order to solve problems or analyze case studies in class; they need to work effectively in groups in order to be successful in the class).							
14. Content is utilized in such a way to provide opportunities for students to think like professionals in the discipline.							
15. Students are expected to have prepared before class and there is evidence that the majority in fact have actually prepared (e.g., they are able to answer questions about the prior information, they can apply the prior information to new situations, they ask questions that show that they've prepared beforehand).							
16. All or almost all students put effort into the class (e.g., they arrive on time, they're not on their computers or cell phones during the class, they participate in class when asked). If some students choose not to put in effort, the teacher is aware and takes action to engage them.							
17. Expectations are high, and students appear to respond positively. The students support each other							



in achieving those high expectations.							
18. The teacher uses various formative assessment techniques during class (e.g., ticket out the door, clickers, group work) and acts on those assessments to improve student learning and move the class forward.							
19. The teacher emphasizes the importance of learning and understanding the material (not for points or grades).							



SECTION C. STUDENT AND TEACHER QUESTIONS

This protocol can be used to document the nature of teachers' and students' questions. The completed protocol can be used as the context for a conversation about the nature of teachers' questions and the degree to which they enable students to respond to and ask questions.

Observer: _____ Teacher Observed: _____

Date: _____ Lesson Focus: _____

Types of questions to record:

- Close ended question-single right answer (C)
- Open ended or divergent (O)
- Clarifying/Procedural (P)
- Text-Based (T)

Teacher Questions	Student Questions
<i>Record the teacher's questions and identify the type of question next to each one. If you can, make a note next to each question indicating whether one or more students raised their hand or answered the question.</i>	<i>Record the students' questions and identify the type of question next to each one.</i>



INTERVIEW PROTOCOL FOR TEACHERS

Interview Date: _____

School: _____

Teacher: _____

Time Start: _____ End: _____

Address: _____

Interview Questions

ON ENHANCED PEDAGOGIES

1. How do you present a lesson using Inquiry Learning or using any of the enhanced-pedagogies?
2. What real-life scenarios have you used in contextualizing a concept? Please provide a sample lesson and sample contextualization)
3. In your opinion or experience, how does contextualization integrates all domains of learning: knowledge, skills, attitudes, and values for more authentic learning?
4. You were presented with different teaching strategies and tools such as 4 pics 1 word, how did you contextualize these strategies and teaching tools to develop learner-centered and constructivist classroom?
5. What difficulties and challenges did you encounter in conducting enhanced-pedagogies to develop learner centered and constructivist classroom?

ON USE OF TECHNOLOGY

1. What specific technologies have been helpful in attaining your students' learning goals?
2. How did you incorporate these technologies in your class?
3. How did you utilize K-channel as a technology resource?
4. On what particular parts of your lessons did you use K-channel resources? Please provide reasons for use.
5. Particularly, how did you find the use of k-channel resources in your classes?
6. What difficulties and challenges have you encountered in using K-channel as a technology resource?

ON ASSESSMENT OF LEARNING

1. How do you gauge through your learners, if as a teacher you sustainably engage in learner-centered and constructivist paradigm?
2. What assessment tools used (whether diagnostic, formative, summative) is/are helpful in developing learner-centered classroom?
3. How did these assessment tools and strategies promote learner-centered classroom?
4. What customization or contextualization did you do with regards the assessment tools to best suit your learners and learning environment?



INTERVIEW PROTOCOL FOR STUDENTS

Interview Date: _____
School: _____
Student: _____

Time Start: _____ End: _____
Address: _____

Interview Questions

1. Do you enjoy learning (state the subject)?
2. What makes your learning experience in that subject enjoyable and worth remembering?
3. What classroom activities did you enjoy?
4. Do you think you learned and deeply understood the concepts taught to you?
5. What do you think are the factors that contributed to your deep of understanding of concepts?
6. How will you assess:
 - a. The content being taught
 - b. The learning environment
 - c. The teacher
 - d. The activities provided by the teacher
 - e. The tests given by the teacher
 - f. Students' interaction with other students