

Instructions:

In the first 10 minutes of the observation, focus on orienting yourself and completing pages 2 and 3 of the protocol (can continue to update page 3 throughout):

- 1) When the class period is beginning OR when you enter the room, take time to orient yourself as the observer, complete the cells in the first table on page 2.
- 2) Sketch the classroom on page 2.
- 3) Begin to fill in the table on page 3.

Perform the following on a loop until the class period or observation ends:

- 4) Perform the first sweep of students.
- 5) Take 15 minutes of running notes.

To complete the observation:

- 6) Remember to return to page 3 to fill in information gathered during the observation.
- 7) Record post-observation general notes on the last page.

Observation Protocol

<i>Observer name:</i>	<i>School and Classroom:</i>
<i>Date:</i>	<i>Time:</i> _____ – _____ <i>Class period</i> (if applicable):
<i>Number of staff present:</i>	<i>Number of students present:</i>

Sketch the physical characteristics of the classroom (rows, tables with multiple people, etc.). Indicate where the teacher's desk or cart is located. Assign students numbers **for Edmentum students only** based on their seat, assign non-Edmentum students letters. If students are taking different courses, note the course they are taking on the chart. Add little circles to show where students were sitting so you know the direction.

Throughout the observation, add a “C” next to the students’ numbers if you see or can infer they have a cell phone and add an “H” if you see them wearing headphones or earbuds.



Instruction	Instructional Facility ☐ Classroom ☐ Library ☐ Other (specify):	Select <u>one</u> option ☐ Computer Lab ☐ Cafeteria
	Courses the students are enrolled in (ask teacher): ☐ Math: _____ ☐ English: _____ ☐ Social Studies: _____ ☐ Science: _____ ☐ Other (specify):	Select <u>all</u> that apply, include course name(s) ☐ World Language: _____ ☐ CTE _____ ☐ Fine Arts _____ ☐ PE/Health: _____ ☐ Not in Edmentum: _____
Digital Tools	Students' Hardware Select <u>all</u> that apply, ☐ Desktop/Laptop (n=____) ☐ Tablet (n=____) ☐ Other (e.g., smart watch)	At the <u>end</u>, go back and fill in: ☐ Cell phone (n=____) ☐ Headphones/Earbuds(n=____)
	Hardware in use by <u>staff</u> ☐ Desktop/Laptop ☐ Whiteboard ☐ Tablet ☐ Projector ☐ Other (specify):	(select <u>all</u> that apply) ☐ Cell phone ☐ Headphones/Earbuds ☐ Smart Watch ☐ Smart Board/Promethean/ Interactive White Board ☐ Timer

Student-specific sweeps for engagement:

Observe each **Edmentum** student for approximately **30 seconds**.

1. Begin by numbering the rows for each student present in numerical order. You do not need to observe them in order.
2. Take note of the following behaviors in the table below for each student, one at a time. If the student is not in the room during the sweep, cross out the row for that student.
 - a. Note that a student can be on- and off-task at the same time.
 - b. To determine how to fill out the rows, consider what device the students are **focused on** while at that moment.
3. After a full sweep, take running notes on support for 15 minutes, then conduct another sweep. Repeat until observation ends.

S=Student, T=Teacher

Activity level can be classified as off-task (O), passive (P), or interactive (I):

- Student was marked as only off-task in previous column = off-task (O)
- Student is on-task but is not actively engaging with the material at the moment = passive (P)
- Student is on-task, currently interacting with the course material (typing, writing, clicking, etc.) = interactive (I)

If there is a cell phone break or a brain break in class, pause the observation.

Possible Learner Engagement Indicators: ● A – Affective (Emotional) Engagement: enjoyment, confidence, happiness, interest. ● B – Behavioral Engagement: participation, completing/submitting work, following procedures, time on task															
Time	S#	On-task (highlight what you observe) <i>N/A is off-task</i>				On-task: Com. with others		Off-task: Com. with others		Off-task (highlight what you observe) <i>N/A is on-task</i>				Activity level (O/P/I)	Notes on activity (e.g., what is the off-task activity?)
		N/A	LMS/Internet	Paper	Book	S	T	S	T	N/A	Laptop	Cell phone	Sleeping		
		Other:								Other:					
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		Other:								Other:					

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		Other:								Other:					
		N/A	LMS/Internet	Paper	Book	S	T	S	T	N/A	Laptop	Cell phone	Sleeping		
		Other:								Other:					
		N/A	LMS/Internet	Paper	Book	S	T	S	T	N/A	Laptop	Cell phone	Sleeping		
		Other:								Other:					
		N/A	LMS/Internet	Paper	Book	S	T	S	T	N/A	Laptop	Cell phone	Sleeping		
		Other:								Other:					
		N/A	LMS/Internet	Paper	Book	S	T	S	T	N/A	Laptop	Cell phone	Sleeping		
		Other:								Other:					
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		Other:								Other:					
		N/A	LMS/Internet	Paper	Book	S	T	S	T	N/A	Laptop	Cell phone	Sleeping		
		Other:								Other:					

Running notes for support:

Observation Notes: Record events occurring in the classroom specifically related to support. Enter the Time in the left-hand column. Fill the Possible Support Running Notes until run out of space. Then, enter the current Time in the next row, and so on.

Possible Support Indicators:

- A – Affective (Emotional) Support: Facilitating communication, developing relationships, instilling excitement for learning.
 - Teacher refers to students by name, uses personalized language with students (CRI-1-1)
 - Teacher conveys interest in students' lives and experiences (CRI-1-1)
 - Students express care for one another in a variety of ways (CRI-1-1)
 - Students seem comfortable participating in the classroom (CRI-1-1)
 - Students interact in respectful ways (CRI-1-3)
 - Positive and affirming messages and images about students' racial and ethnic identities are present throughout the classroom (CRI-1-3)
 - Students work together or assist one another (CRI-1-3)
- B – Behavioral Support: Troubleshooting, orienting, organizing/managing, monitoring and encouraging progress.
 - Teacher differentiates patterns of interaction (CRI-1-1)
 - Students do not hesitate to ask questions (culture of learning in the classroom) (CRI-1-2)
 - Teacher expects all students to participate, engage in learning (CRI-1-2)
- C – Cognitive Support: Instructing the material, teaching learning strategies, and collaborating
 - Teacher takes steps to assure that emerging bilinguals understand directions and can engage in content (CRI-1-2)

Example student questions: What course are you working on? What do you do when you get stuck on a module? What has been your experience taking the course on Edmentum? What are you looking at now?

Example teacher questions: How are students helping each other in this class? What kinds of support did you provide to this student? Note if support was peer-to-peer or instructor provided and whether support was provided to an individual, group, or full class.

In your notes, include the student's number in the notes (e.g., S1). Include the ways teachers and students are approaching each other. Note whether the interaction was mostly one-sided ($T \rightarrow S\#$ or $S\# \rightarrow T$ or $S\# \rightarrow S\#$) or collaborative ($T \leftrightarrow S\#$ or $S\# \leftrightarrow S\#$). If the communication involved at least one person physically moving to another location in the classroom, replace the " $\rightarrow$ " with " $=$ "

Time:	Possible Support Running Notes: Note if support was <u>peer-to-peer</u> or <u>instructor</u> provided and whether support was provided to an individual, group, or full class.	A	B	C	Follow-up Questions
Before class/ student entry					

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Page for taking notes post-observation:

CRIOP Checklist of Supports

- A – Affective (Emotional) Support: Facilitating communication, developing relationships, instilling excitement for learning.
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[illegible]