

RTOP: Reformed Teaching Observation Protocol

Teacher Candidate: _____	
Observer: _____	
Grade Level: _____	Date of Observation: _____

Lesson Plan & Implementation

	Never Occurred			Very Descriptive	
1.) Instructional strategies and activities respected students' prior knowledge and the preconceptions inherent therein.	0	1	2	3	4
2.) The lesson was designed to engage students as members of a learning community.	0	1	2	3	4
3.) In this lesson, student exploration preceded formal presentation.	0	1	2	3	4
4.) This lesson encouraged students to seek and value alternative modes of investigation or of problem solving	0	1	2	3	4
5.) The focus and direction of the lesson was often determined by ideas originating with students.	0	1	2	3	4

Content

		Never Occurred			Very Descriptive	
Propositional	6.) The lesson involved fundamental concepts of the subject.	0	1	2	3	4
	7.) The lesson promoted strongly coherent conceptual understanding.	0	1	2	3	4
	8.) The teacher had a solid grasp of the subject matter content inherent in the lesson.	0	1	2	3	4

	9.) Elements of abstraction (i.e., symbolic representations, theory building) were encouraged where it was important to do so.	0	1	2	3	4
	10.) Connections with other content disciplines and/ or real world phenomena were explored and valued.	0	1	2	3	4
Knowledge	11.) Students used a variety of means (models, drawings, graphs, concrete materials, manipulatives, etc.) to represent phenomena.	0	1	2	3	4
	12.) Students made predictions, estimations and/or hypotheses and devised means for testing them.	0	1	2	3	4
	13.) Students were actively engaged in thought-provoking activity that often involved the critical assessment of procedures.	0	1	2	3	4
Procedural	14.) Students were reflective about their learning.	0	1	2	3	4
	15.) Intellectual rigor, constructive criticism, and the challenging of ideas were valued.	0	1	2	3	4

Classroom Culture

		Never Occurred			Very Descriptive	
Communicative Indicators	16.) Students were involved in the communication of their ideas to others using a variety of means and media.	0	1	2	3	4
	17.) The teacher's questions triggered divergent modes of thinking.	0	1	2	3	4
	18.) There was a high proportion of student talk and a significant amount of it occurred between and among students.	0	1	2	3	4
	19.) Student questions and comments often					

	determined the focus and direction of classroom discourse.	0	1	2	3	4
	20.) There was a climate of respect for what others had to say.	0	1	2	3	4
Student/ Teacher Relationships	21.) Active participation of students was encouraged and valued.	0	1	2	3	4
	22.) Students were encouraged to generate conjectures, alternative solution strategies, and ways of interpreting evidence.	0	1	2	3	4
	23.) In general the teacher was patient with students.	0	1	2	3	4
	24. The teacher acted as a resource person, working to support and enhance student investigations.	0	1	2	3	4
	25.) The metaphor “teacher as listener” was very characteristic of this classroom.	0	1	2	3	4

Feedback	
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