

Protocol for using the Classroom Walkthrough Observation Instrument

Purpose: The purpose of this instrument is to document technology integration in classrooms. Information is recorded about teaching style and strategies, technology use, technology integration, and student engagement.

Overview: The instrument is designed to be completed electronically via the use of a web-based form. Responses will include selection of items from drop-down menus, typed-in responses, and selection of items via radio buttons and checkboxes.

This document provides information on each question contained in the instrument to assist observers in completing the electronic form.

General procedures: Observations should be conducted by one observer. Observations should be unscheduled and last for approximately 5 minutes. The observer should make every attempt to be unobtrusive, merely observing the lesson rather than taking part. The teacher must be present in the classroom during the entire observation. If the teacher is not present at any point during the observation, the observation has ended and the observer must leave the classroom.

| Item | Input method | Additional information |
|----------------------------------|----------------------|---|
| Observer name | Text | Type first and last name of the person who is conducting the observation. |
| School name | Drop-down menu | Select appropriate school from list |
| Date of observation | Drop-down menu | Select month, date, and year from list |
| Start time | Drop-down menu | Select the time in hours and minutes that you began the observation |
| Teacher name | Text | Type first and last name of the teacher who is leading the lesson. This field is for teachers' names only. If more than one teacher is present and there is no clear leader, indicate the name of the teacher in whose room you are conducting the observation. |
| Grade level(s) | Check all that apply | Select the grade level of the students. If students represent multiple grade levels, check all grade levels that apply. |
| Type of NH Title II-D project(s) | Check all that apply | Select all projects in which the teacher listed in the Teacher Name field is participating: |
| Teacher Group Membership | Radio button | Indicate the grant participation status of the teacher listed in the Teacher Name field. This information is based upon activities that may have been outlined in the school's local evaluation plan. |
| Number of students in room | Text | Type a numeral to indicate the number of students that are present in the classroom while the observation is taking place. |
| | | |

| | | |
|------------------------------------|----------------------|---|
| Number of adults in room | Text | Type a numeral to indicate the number of adults, excluding the teacher(s) and the observer, present in the room while the observation is taking place. |
| Roles of additional adults in room | Check all that apply | Indicate the roles of all additional adults in the classroom, excluding the teacher and the observer. |
| Dominant teacher activity | Radio button | Select the one activity that represents what the teacher is doing most often during the observation period. For example, if the teacher lectures for 3 minutes, and is questioning for 2 minutes, the dominant activity is lecture. |
| Primary Class Grouping Structure | Radio button | Select the response that indicates how the students are grouped most often for instruction during the observation period. For example, if the students are in partners for 1 minute and whole group for 3 minutes, select Whole Group. Whole Class: The instruction is intended for the class as a whole. Small-group, non-cooperative: The instruction is intended for small groups of students working together. The students have no assigned roles or all students have the same role, and limited structure is provided by the teacher. Students might be sitting together to complete an assignment by talking with each other or taking turns to complete a task. Small-group, cooperative: The instruction is intended for small groups of students working together toward a common goal. Each student in each group has a unique role, and each student's participation is necessary in order for the group to successfully complete the task. The teacher organizes the students into groups, and provides additional structure by assigning roles, allocating resources, and facilitating learning as needed. |
| Dominant Student Activity | Radio button | Select the one activity that represents what the majority (more than half) of students are doing most often during the observation period. For example, if more than half of the students are listening, then listening should be selected. If students are taking notes for 2 minutes, and listening for 3 minutes, listening should be selected. |

| | | |
|--------------------------------|----------------------|---|
| Student Cognitive Level | Check all that apply | <p>Select the response(s) that represents the primary thinking skill required by the content and activities occurring during the observation. Each level is described below:</p> <ul style="list-style-type: none"> • Remembering: Retrieving, recognizing, and recalling relevant knowledge from long-term memory. • Understanding: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. • Applying: Carrying out or using a procedure through executing, or implementing. • Analyzing: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing. • Evaluating: Making judgments based on criteria and standards through checking and critiquing. • Creating: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. <p>(Anderson & Krathwohl, 2001, pp. 67-68)</p> |
| Proportion of Students Engaged | Radio button | Select the answer which best represents how many students in the classroom are actively participating in the instructional activities. |
| Classroom Hardware Access | Check all that apply | <p>Indicate what hardware is present in the classroom.</p> <p>Desktop computers: a computer intended for use in a single location.</p> <p>Laptop computers: a portable computer that is capable of running on batteries.</p> <p>Thin clients: a networked computer without a hard drive that relies on a server for most processing.</p> <p>Netbooks: a portable computing device with a small screen designed to primarily access the</p> |

| | | |
|---|----------------------|---|
| | | <p>Internet.</p> <p>Digital presentation tools: any tool designed to project a digital image, such as an LCD projector or document camera.</p> <p>Digital handheld tools: a portable computing device designed to be held in one's hand. Includes portable media players, graphing calculators, digital cameras, handheld gaming devices, mobile phones, and digital interactive response system devices ("clickers").</p> <p>Assistive technology: an item or piece of equipment that is designed to increase or improve the functional capabilities of persons with disabilities.</p> |
| Teacher Technology Use | Check all that apply | Indicate how the teacher is using technology during the observation period. |
| Student Technology Use | Check all that apply | Indicate how one or more students are using technology during the observation period. |
| Student:Instructional Device Ratio Number of students using devices Number of instructional devices in the room | Text | <p>Enter a numeral to indicate how many students in the classroom use a technological instructional device at any time during the observation.</p> <p>Enter a numeral to indicate how many instructional technology devices are visible in the room during the observation, regardless of whether or not they are used.</p> <p>Instructional technology devices are those devices that are primarily used for student instruction (as opposed to administrative use) and include...</p> <p>Desktop computers Laptop computers Thin clients Netbooks Digital handheld tools Assistive technology</p> |
| ISTE NETS-S Standard Addressed | Check all that apply | <p>Select the NETS standards that are addressed during the observation. The NETS standards are described at http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007_Standards.pdf</p> |
| Teacher's Technology Virtuosity | Check all that apply | Select the statement(s) that best describe the teacher's interaction with students and technology during the observation period. This is based only on what is observed. |

| | | |
|---------------------------------|----------------------|---|
| Student Hands-On Technology use | Check all that apply | Select the statement(s) that best describe the students' interaction with technology during the observation period. This is based only on what is observed. |
| Evidence of technical issues | Radio button | Indicate whether or not you observed actual technical issues during the observation period. This only includes actual malfunctions, not perceived (but erroneous) malfunctions. |
| Finish time | Drop-down menu | Select the time in hours and minutes that you ended the observation |

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives: Complete edition, New York : Longman.