

Oregon Teacher Observation Protocol (OTOP)

This instrument is to be completed following observation of classroom instruction. Prior to instruction, the observer will review planning for the lesson with the instructor. During the lesson, the observer will write an anecdotal narrative describing the lesson and then complete this instrument. Each of the ten items should be rated 'globally'; the descriptors are **possible indicators**, not a required 'check-off' list.

1. This lesson encouraged students to seek and value various modes of investigation or problem solving.

(Focus: Habits of Mind)

Not Observed ←————→ Characterizes Lesson

<p>Teacher/Instructor: Presented open-ended questions Encouraged discussion of alternative explanations Presented inquiry opportunities for students Provided alternative learning strategies</p> <p>Students: Discussed problem-solving strategies Posed questions and relevant means for investigating Shared ideas about investigations</p>

2. Teacher encouraged students to be reflective about their learning.

(Focus: Metacognition – students' thinking about their own thinking)

Not Observed ←————→ Characterizes Lesson

<p>Teacher/Instructor: Encouraged students to explain their understanding of concepts Encouraged students to explain in own words both what <i>and</i> how they learned Routinely asked for student input and questions</p> <p>Students: Discussed what they understood from the class <i>and</i> how they learned it Identified anything unclear to them Reflected on and evaluated their own progress toward understanding</p>
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3. Interactions reflected collaborative working relationships and productive discourse among students and between teacher/instructor and students.

(Focus: Student discourse and collaboration)

Not Observed ←————→ Characterizes Lesson

<p>Teacher/Instructor: Organized students for group work Interacted with small groups Provided clear outcomes for group</p> <p>Students: Worked collaboratively or cooperatively to accomplish work relevant to task Exchanged ideas related to lesson with peers and teacher</p>
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4. Intellectual rigor, constructive criticism, and the challenging of ideas were valued.

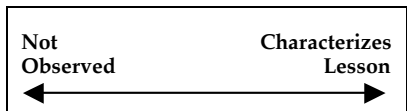
(Focus: Rigorously challenged ideas)

Not Observed ←————→ Characterizes Lesson

<p>Teacher/Instructor: Encouraged input and challenged students' ideas Was non-judgmental of student opinions Solicited alternative explanations</p> <p>Students: Provided evidence-based arguments Listened critically to others' explanations Discussed/Challenged others' explanations</p>

5. The instructional strategies and activities probed students' existing knowledge and preconceptions.

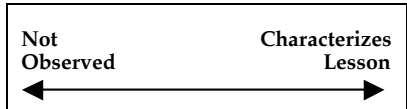
(Focus: Student preconceptions and misconceptions)



Teacher/Instructor:
Pre-assessed students for their thinking and knowledge
Helped students confront and/or build on their ideas
Refocused lesson based on student ideas to meet needs
Students:
Expressed ideas even when incorrect or different from the ideas of other students
Responded to the ideas of other students

6. The lesson promoted strongly coherent conceptual understanding in the context of clear learning goals.

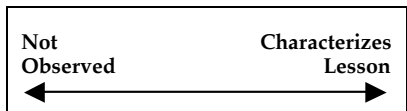
(Focus: Conceptual thinking)



Teacher/Instructor:
Asked higher level questions
Encouraged students to extend concepts and skills
Related integral ideas to broader concepts
Students:
Asked and answered higher level questions
Related subordinate ideas to broader concept

7. Students were encouraged to generate conjectures, alternative solution strategies, and ways of interpreting evidence.

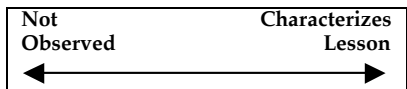
(Focus: Divergent thinking)



Teacher/Instructor:
Accepted multiple responses to problem-solving situations
Provided example evidence for student interpretation
Encouraged students to challenge the text as well as each other
Students:
Generated conjectures and alternate interpretations
Critiqued alternate solution strategies of teacher and peers

8. Appropriate connections were made between content and other curricular areas.

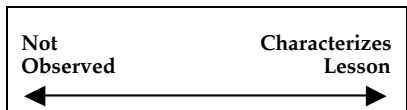
(Focus: Interdisciplinary connections)



Teacher/Instructor:
Integrated content with other curricular areas
Applied content to real-world situations
Students:
Made connections with other content areas
Made connections between content and personal life

9. The teacher/instructor had a solid grasp of the subject matter content and how to teach it.

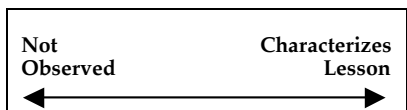
(Focus: Pedagogical content knowledge)



Teacher/Instructor:
Presented information that was accurate and appropriate to student cognitive level
Selected strategies that made content understandable to students
Was able to field student questions in a way that encouraged more questions
Recognized students' ideas even when vaguely articulated
Students:
Responded to instruction with ideas relevant to target content
Appeared to be engaged with lesson content

10. The teacher/instructor used a variety of means to represent concepts.

(Focus: Multiple representations of concepts)



Teacher/Instructor:
Used multiple methods, strategies and teaching styles to explain a concept
Used various materials to foster student understanding (models, drawings, graphs, concrete materials, manipulatives, etc.)