

Reformed Teaching Observation Protocol (RTOP)

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Record here events which may help in documenting the ratings.

Time	Description of Events

III. LESSON DESIGN AND IMPLEMENTATION

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

Continue recording salient events here.

Time	Description of Events

V. CLASSROOM CULTURE

Communicative Interactions		Never Occurred					Very Descriptive				
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					

Additional comments you may wish to make about this lesson.