



**Observation Protocol for student programs**

Observer: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_ # of Students: \_\_\_\_\_

Program: \_\_\_\_\_ Facilitator: \_\_\_\_\_

# of Visits in program: \_\_\_\_\_ Today's visit is #: \_\_\_\_\_

<b>Program Logistics</b>	<b>Yes</b>	<b>No</b>	<b>Observer Notes</b>
1. Has the Teaching Artist brought all of the promised materials?			
2. Has the School provided all of the required materials?			
3. Does the space/set up match the description?			
4. Is the length of the program visit as promised?			

<b>Guided Looking - General</b>	<b>Observer Notes</b>			
5. Are the program objectives clear?	<input type="checkbox"/> YES	<input type="checkbox"/> NO		
6. Describe how the session begins: (what exactly was said by teaching artist, student interactions, teacher's roles)				
7. Was Hartford Performs mentioned?	<input type="checkbox"/> YES	<input type="checkbox"/> NO		
8. Describe the hands-on component of the program.				
9. How much of the time is spent on instruction vs. student participation?	<input type="checkbox"/> <b>25% I</b> <b>75% P</b>	<input type="checkbox"/> <b>50% I</b> <b>50% P</b>	<input type="checkbox"/> <b>75% I</b> <b>25% P</b>	
10. Based on the program description, was the observed program what was expected?	<input type="checkbox"/> YES	<input type="checkbox"/> NO		

Guided Looking - Artist	Observer Notes		
11. Did the teaching artist establish classroom norms? (If yes, what are they?)	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
12. Describe role of the teaching artist during the hands-on activity.			
13. Did the teaching artist ask open-ended questions? (not just Y/N)	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
14. Did the teaching artist respectfully communicate with the students?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
15. Did the teaching artist respectfully communicate with the teacher(s)?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	

Guided Looking - Teachers	Observer Notes		
16. Was the classroom teacher present for the entire visit?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
17. Were there other adults in the room? (If yes, describe their role.)	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
18. Did the teacher provide classroom management support? (If yes, describe.)	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
19. Did the teacher participate in all program activities?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	

<b>Guided Looking - Students</b>	<b>Observer Notes</b>		
20. Do the students appear excited or interested in this program?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
21. Did all students participate in the activities?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	

**Debrief with teachers after the program (interview format)**

<b>Guided Looking – Teachers</b>	<b>Observer Notes</b>			
20. Question: What parts of the lesson were particularly effective and why?	<input type="checkbox"/> YES	<input type="checkbox"/> NO		
21. What concepts did you see the students gain through this lesson?	<input type="checkbox"/> YES	<input type="checkbox"/> NO		
22. How did this lesson demonstrate arts integration? a. What did the students learn about drama? b. What reading comprehensions/literacy skills did they gain? c. How did the learning in each subject extend the learning in the other?				
What student responses surprised you?				
What did you learn from observing this lesson that will be helpful to you when you try it with your own students?				
What questions, comments or concerns do you have about the lesson?				