



**Reformed Teaching Observation Protocol**  
An instrument designed at ASU to measure  
teachers' use of reformed teaching methods

## Reformed Teaching Observation Protocol (RTOP) Long Form

Adapted from RTOP, 2000

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### Background Information

Name of teacher \_\_\_\_\_ Announced observation? Y / N

Location of class \_\_\_\_\_  
(district, school, room)

Years of teaching \_\_\_\_\_ Teaching certification \_\_\_\_\_  
K-8 or 7-12

Subject observed \_\_\_\_\_ Grade level \_\_\_\_\_

Observer \_\_\_\_\_ Observation date \_\_\_\_\_

Start time \_\_\_\_\_ End time \_\_\_\_\_

### Contextual background and activities

In the space below please provide a brief description of the lesson observed, the classroom setting (space, seating arrangement, etc.), and any relevant information about the students (number, gender, ethnicity) and teacher that you think are important.



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Record events which may help in documenting the ratings.

Time	Description of events



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**LESSON DESIGN AND IMPLEMENTATION**

1. <i>The instructional strategies and activities respected students' prior knowledge and the preconceptions inherent therein.</i>	
Justification:	0 1 2 3 4
2. <i>The lesson was designed to engage students as members of a learning community.</i>	
Justification:	0 1 2 3 4
3. <i>In this lesson, student exploration preceded formal presentation.</i>	
Justification:	0 1 2 3 4
4. <i>This lesson encouraged students to seek and value alternative modes of investigation or of problem solving.</i>	
Justification:	0 1 2 3 4
5. <i>The focus and direction of the lesson was often determined by ideas originating with students.</i>	
Justification:	0 1 2 3 4
<b>Total</b>	

**CONTENT: Propositional Knowledge**



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6. <i>The lesson involved fundamental concepts of the subject.</i>	
Justification:	0 1 2 3 4
7. <i>The lesson promoted strongly coherent conceptual understanding.</i>	
Justification:	0 1 2 3 4
8. <i>The teacher had a solid grasp of the subject matter content inherent in the lesson.</i>	
Justification:	0 1 2 3 4
9. <i>Elements of abstraction (i.e., symbolic representations, theory building) were encouraged when it was important to do so.</i>	
Justification::	0 1 2 3 4
10. <i>Connections with other content disciplines and/or real world phenomena were explored and valued.</i>	
Justification:	0 1 2 3 4
<b>Total</b>	



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**CONTENT (continued): Procedural Knowledge**

11. <i>Students used a variety of means (models, drawings, graphs, symbols, concrete materials, manipulatives, etc.) to represent phenomena.</i>	
Justification:	0 1 2 3 4
12. <i>Students made predictions, estimations and/or hypotheses and devised means for testing them.</i>	
Justification:	0 1 2 3 4
13. <i>Students were actively engaged in thought-provoking activity that often involved the critical assessment of procedures.</i>	
Justification:	0 1 2 3 4
14. <i>Students were reflective about their learning.</i>	
Justification:	0 1 2 3 4
15. <i>Intellectual rigor, constructive criticism, and the challenging of ideas were valued.</i>	
Justification:	0 1 2 3 4
<b>Total</b>	



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**CLASSROOM CULTURE: Communicative Interactions**

16. <i>Students were involved in the communication of their ideas to others using a variety of means and media.</i>	
Justification:	0 1 2 3 4
17. <i>The teacher's questions triggered divergent modes of thinking.</i>	
Justification:	0 1 2 3 4
18. <i>There was a high proportion of student talk and a significant amount of it occurred between and among students.</i>	
Justification:	0 1 2 3 4
19. <i>Student questions and comments often determined the focus and direction of classroom discourse.</i>	
Justification:	0 1 2 3 4
20. <i>There was a climate of respect for what others had to say.</i>	
Justification:	0 1 2 3 4
<b>Total</b>	



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**CLASSROOM CULTURE (continued): Student/Teacher Relationships**

21. <i>Active participation of students was encouraged and valued.</i>	
Justification:	0 1 2 3 4
22. <i>Students were encouraged to generate conjectures, alternative solution strategies, and/or different ways of interpreting evidence.</i>	
Justification:	0 1 2 3 4
23. <i>In general the teacher was patient with students.</i>	
Justification:	0 1 2 3 4
24. <i>The teacher acted as a resource person, working to support and enhance student investigations.</i>	
Justification:	0 1 2 3 4
25. <i>The metaphor "teacher as listener" was very characteristic of this classroom.</i>	
Justification:	0 1 2 3 4
<b>Total</b>	
<b>Total RTOP Score</b>	

