Equity In Instruction Leadership Academy

First Day of Class Observation Protocol

The goals of this observation protocol are:

(1) To practice conducting race-conscious observations of student engagement
(2) To practice listening for subtle (sometimes hidden) verbal and nonverbal messages that are given to students
(3) To practice PANning

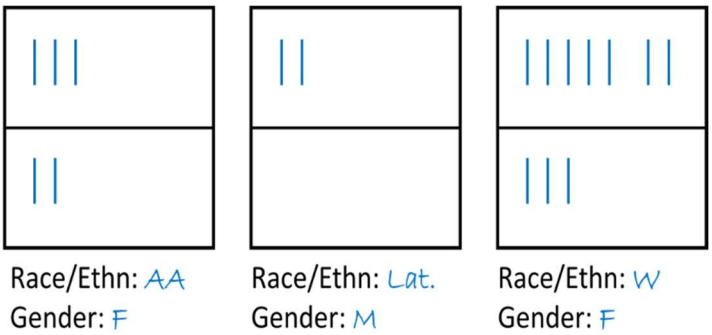
Step 1: Arrive at your colleague's first day of class at least 15 minutes early so that you may start the observation before the class begins.

Step 2: Using the classroom grid on page 2, keep track of student engagement as follows;

In the top row, write a tick mark to indicate the student has spoken during class* →

In this row, write a tick mark indicate the student interacted with the teacher 1-on-1 →

In this row, indicate your best perceived guess at how each student's race/ethnicity and gender →



** Note that you may need to be flexible with this part of the observation; for example, if a teacher asks a question to the class and several students respond, you may need to indicate whether it was primarily males, females or both who spoke out. If the students are put into groups, you may need to spend two minutes focusing on one group and then placing your focus on the next, and so on.*

Step 3: Use scratch paper to write down language that you hear associated with success; how it is defined, the road map for achieving it, that tricks or barriers that help students succeed, etc. For example, the instructor may talk about the need to spend a certain number of hours studying, helpful ways students can engage during the class, or by upholding individuals as exemplars of success.

Step 4: Using your observations from the grid and scratch paper, answer the reflections questions on the last page.

EILA inquiry protocols were developed based on the inquiry tools developed by the Center for Urban Education at the University of Southern California's Rossier School of Education

FRONT OF CLASS

Race/Ethn: Gender:	Race/Ethn: Gender:	Race/Ethn: Gender:	Race/Ethn: Gender:	Race/Ethn: Gender:	Race/Ethn: Gender:	Race/Ethn: Gender:	Race/Ethn: Gender:
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Reflection questions: Note that this is meant to be a descriptive reflection of the observation you conducted. That is, we are asking that you describe what you saw and heard (PANning), rather than associate a meaning with it. That will come later in a discussion.

1. Who tended to speak the most/least during the observation? Were there any students who did not speak at all? What were there racialized patterns to who spoke the most/least?

2. How did you hear success talked about during the observation? What behaviors or ways of thinking were associated with being successful? Was a "road map" to success discussed, and what did that entail?

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