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## Student Observation Protocol Court Reporter

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*Adapted for observing students in ATLAS Communities from Peer Observation Protocols created by the National School Reform Faculty.*

### **Purpose**

The purpose of this protocol is to examine your students through the eyes of a colleague. An underlying assumption is that no two people observing the same event will see the same thing. The perceptions and prior experiences of each act as a filter. This protocol provides a way for colleagues to discover what the other “sees” during the observation, and to help each other learn to see as much as possible.

### **Pre-Observation Conference**

The person whose students are to be observed outlines what would be occurring during the observation.

### **Observation**

To the greatest extent possible the observer acts like a “court reporter”, scripting and making note of as many events as possible. Care should be taken to not attempt to interpret or question during the observation.

### **Debriefing**

During the first part of the debriefing, the observer reconstructs the observation from his/her notes. The observed should listen carefully, taking note of any details that escaped his/her notice and jotting down anything remembered that the observer does not mention. The observed speaks during the second phase of the debriefing, naming those details of which s/he was not aware and adding his/her own.

### **Reflection**

How will what I learned today impact my classroom practice? What will I do differently next time? What do I need to remember to do again?

Note: It is important that both parties remember to describe what they saw, and refrain from interpretation or judgment. To say that the student was bored is very different from saying that the student drew circles and designs in the margins of papers, yawned, and looked out the window. Value statements (such as, “That was a great lesson.”) should also be avoided.