



BITACORA
Create Your Custom Learning Flow

TEMPLATE: OBSERVATION PROTOCOL FOR CLASSROOM PRACTICES

Model for Adaptation by Teachers (in red parts to adapt)

Purpose of the Observation

This protocol is designed to help **teachers or researchers** systematically observe and record specific behaviors in the classroom, focusing on **[insert focus: e.g., self-regulation, collaboration, participation, engagement]**. It is intended for formative use and can be adapted to suit different age groups, subjects, or teaching goals.

Methodological Considerations

This protocol is based on a category-based observational system designed to support structured, reliable data collection within classroom settings. **It follows a naturalistic and non-intrusive observation approach**, seeking to capture students' spontaneous behaviors without interfering in the learning process.

- **Instrument Type:** **Category-based system with predefined behavioral indicators.**
- **Observation Approach:** **Naturalistic, non-intrusive, integrated within regular classroom routines.**
- **Focus:** **[Choose: *Nomothetic* – to identify general patterns / *Idiographic* – to explore individual differences]; [Choose: *One-time* / *Repeated*]; [Choose: *Individual* / *Group-based*].**
- **Behavioral Units:** Each category is composed of observable behaviors that are exhaustive, mutually exclusive, clearly labeled, and operationally defined.
- **Multidimensionality:** Observations may encompass verbal, non-verbal, and physical behaviors, allowing for a rich and comprehensive understanding of students' regulation processes.

Observation Preparation

Preliminary Visit (Optional but Recommended):

Observers may visit the classroom in advance to reduce reactivity and familiarize themselves with the context and students. During this time, they should:

- Identify observation targets (students, locations)
 - Review observation items and ensure clarity
 - Avoid interfering in classroom dynamics
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Observation Guidelines

- **Time & Setting:** Conduct observations during regular class periods (e.g., during a specific subject like math or language). Avoid rescheduling for observer convenience.
 - **Duration:** ~20–30 minutes per activity. End when students naturally complete the task.
 - **Participants:** Recommended: 3–5 students per session (adjustable).
 - **Observer Position:** Sit or move within the classroom to maintain clear visibility without drawing attention. Maintain relaxed, neutral body language.
 - **Observation Type:** Selective and systematic, using either scan sampling or focal sampling (e.g., 1–2 minutes per student in rotation).
 - **Measurement:** Frequency of behaviors or quality of engagement.
 - **Scale:** **N = Never** / **R = Rarely** / **F = Frequently**
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Categorical and organizational system of behaviors to be observed

Category	Item	Description
Planification (example)	Actively attends to the explanation of the task (example)	Active attention (AA): Keeping the gaze fixed on the teacher or activity to be explained, active posture when sitting, not manipulating objects with the hands... (example)
	Shows signs of understanding of the task, such as nodding (example)	Signs of understanding (SA): Nodding, internalizing directions, answering what I understand when required, giving indications of the steps to follow when required by the teacher.... (example)
