

TDOP Cover Sheet

On this cover sheet please fill in information about the purpose of the observation, instructor characteristics, and course characteristics. Some of this information will require a meeting/interview with the observed instructor, which is optional but recommended.

I. Observer Information

- 1) Observer name: _____
- 2) Date and time of observation: _____

IIa. Instructor Characteristics

- 1) Instructor name: _____
- 2) Appointment type: _____
- 3) Years teaching this course: _____

IIb. Instructor Characteristics – Goals and plans

- 1) Goals for the observed class: _____
- 2) Planned activities for the observed class: _____
- 3) How the class fits into the larger course (e.g., exams, special activities): _____
- 4) How instructor uses data, if at all, to refine and/or inform teaching: _____

III. Course Characteristics

- 1) Class name and level: _____
- 2) Department: _____
- 3) What is the total number of students in the class at the time of the observation?
 25 or fewer 200-300
 26-50 300-400
 51-100 400 -500
 100-200 500 +

4) Please describe the physical layout of the room (e.g., type of student seating, technology directly accessible by students, instructor on dias, number of projection screens and their positioning, etc.)

5) Please note if there is anything unusual about this particular class/lecture (e.g., quiz day, first day of semester, etc.)

Code Definitions & Coding Rules

Teaching Methods

Teacher-focused instruction (teacher is the primary actor)

- L** **Lecturing:** The instructor is talking to the students and not using visuals, demonstration equipment, actively writing, or asking more than 2 questions in a row in a Socratic manner.
- LW** **Lecturing while writing:** The instructor is talking to the students while actively writing on a chalkboard, transparencies, digital tablet, or other material. The instructor must either be writing or referring to what they are writing (or have already written). This code also captures real-time drawing of graphics (e.g., molecular structure, physiological processes), and if the use of visual representations is of interest, this should be included in the notes section. (Note that this code also captures writing/drawing in front of students without speaking, as a separate code for silent writing was deemed superfluous).
- LVIS** **Lecturing from pre-made visuals:** The instructor is talking to the students while referencing visual aides, such as slides, transparencies, posters, or models (e.g., plastic model of molecular structure, examples of sedimentary rocks, multi-media). The instructor must be referring to the topic contained in the visual, but the visual serves only as a reference point for the material and not as a live demonstration of phenomenon.
- LDEM** **Lecturing with demonstration of phenomena:** The instructor actively uses equipment (e.g., lab equipment, computer simulation) to convey course content. The objects must be in active use in relation to the topic and must be used for more than a simple reference point (e.g., “here is an example of a sedimentary rock”) to demonstrate a process or phenomenon in class (e.g., “here is how sedimentary rock erodes over time” while physically demonstrating this process).
- SOC-L** **Socratic lecture:** The instructor is talking to the students while asking multiple, successive questions to which the students are responding. Student responses are either guiding or being integrated within the discussion. A minimum of 2 relevant student responses is required to use this code. (Note that SOC-L can be co-coded with other types of lecturing, such as LW, if the instructor is doing both writing AND interspersing his/her talk with questions).
- WP** **Working out problems:** This code refers to the instructor working out computations or problems. These can include balancing a chemical equation, working out a mathematical proof, or designing equations or Punnett squares, etc. The intent of the code is to capture the working through of some sort of problems in front of students. (If the computations/problems are on a slide and the instructor is actively working through problems, then this will be co-coded with LVIS. If this process is being written out, then this code will be co-coded with LW, and if students are being asked to participate in the problem-solving process via questions, code SOC-L).
- IND** **Individualized instruction:** The instructor provides instruction to individuals or groups and not the entire class. This often occurs while the instructor is roaming the classroom, but students or small groups may also approach the instructor. This code is usually co-coded with SGW or DW (see below). It is important to recognize that this code should not be used to classify the types of student-teacher interactions that are occurring in a large class setting – instead, use this code only when students are engaged in SGW or DW and the instructor is directly interacting with one or more students.
- MM** **Multimedia:** The instructor plays a video or movie (e.g., Youtube or documentary) without speaking while the students watch. If the instructor is talking over a video, movie, or simulation, then co-code with LVIS.
- A** **Assessment:** The instructor is explicitly gathering student learning data in class (e.g., tests, quizzes, or clickers).
- AT** **Administrative task:** The instructor is discussing exams, homework, or other non-content related topics.

Student-focused instruction (students are the primary actor)

- SGW** **Small group work/discussion:** Students form into groups of 2+ for the purposes of discussion and/or to complete a task.
- DW** **Deskwork:** Students complete work alone at their desk/chair.
- SP** **Student presentation:** Groups or individual students are giving to the class or are otherwise acting as the primary speaker or instructor in the classroom. In this instance, only select this code and none others as long as the primary instructor is not actively taking the lead in teaching the class.

Student-Teacher Dialogue

Teacher-led dialogue

- IRQ** **Instructor rhetorical question:** The instructor asks a question without seeking an answer and without giving students an opportunity to answer the question.
- IDQ** **Instructor display question:** The instructor poses a question seeking information. These questions can: seek a specific fact, a solution to a closed-ended problem, or involve students generating their own ideas rather than finding a specific solution.
- ICQ** **Instructor comprehension question:** The instructor checks for understanding (e.g., “Does that make sense?”) and pauses for at least five seconds, thereby indicating an opportunity for students to respond.

Student-led dialogue

- SQ Student question:** A student poses a question to the instructor that seeks new information (i.e. not asking to clarify a concept that was previously being discussed) **and/or** clarification of a concept that is part of the current or past class period.
- SR Student response to teacher question:** A student responds to a question posed by the instructor, whether posed verbally by the instructor or through digital means (e.g., clicker, website).
- PI Peer interactions:** Students speaking to one another (often during SGW, WCD, or SP).

Instructional Technology

- CB Chalkboard/whiteboard/Smart Board**
- OP Overhead projector/transparencies**
- PP PowerPoint or other digital slides**
- CL Clicker response systems**
- D Demonstration equipment:** These could include chemistry demonstrations of reactions, physics demonstrations of motion, or any other material being used for the demonstration of a process or phenomenon. The objects must be in active use in relation to the topic. This can also include objects such as rocks being passed around a classroom.
- DT Digital tablet:** This refers to any technology where the instructor can actively write on a document or graphic that is being projected onto a screen. This includes document cameras as well as software on a laptop that allows for writing on PDF files.
- M Movie, documentary, video clips, or Youtube video**
- SI Simulation:** Simulations can be digital applets or web-based applications.
- WEB Website:** Includes instructor interaction with course website or other online resource (besides Youtube videos). This can include using a website for student responses to questions (in lieu of clickers).

Pedagogical Strategies

- HUM Humor:** The instructor tells jokes or humorous anecdotes; this code requires laughter from at least a couple of students.
- ANEX Anecdote/example:** The instructor gives examples (either verbally through illustrative stories or graphically through movies or pictures) that clearly and explicitly link course material to (a) popular culture, the news, and other common student experiences, or (b) widely recognized cases or incidents that illustrate the abstract (both types are co-coded with CNL).
- ORG Organization:** The instructor writes or posts an outline of class (i.e., advance organizer) or clearly indicates a transition from one topic to the next verbally or through transitional slides. This transition from one topic to another can indicate a change in topics within a single class or from a previous class to the present class. These transitions must be verbally explicit statements to the class (e.g., “Now we’re moving from meiosis to mitosis”) as opposed to ambiguous statements such as “Now we’ll pick up where we left off on Monday.” This may also include statements concerning how concepts covered in different portions of the class (e.g., lecture, homework and lab) may overlap.
- EMP Emphasis:** The instructor clearly states that something is important for students to learn or remember either for a test, for their future careers, or to just learn the material well

Optional Dimensions

Potential Student Cognitive Engagement

- CNL Making connections to own lives/specific cases:** Students are given examples (either verbally through illustrative stories or graphically through movies or pictures) that clearly and explicitly link course material to popular culture, the news, and other common student experiences. Students may also be given specific cases or incidents in order to link an abstract principle or topic (e.g., flooding) with a more readily identifiable instance (e.g., 2013 floods in Boulder, Colorado). For this code to be used, the observer will need to make a judgment that the specific case is something meaningful to students, such as a local historic item or location, or a widely recognized incident. In general, a high bar is required here that is based on specificity and salience to students, such that showing a picture of a sedimentary rock will not be sufficient for this code, but if the picture was of the Grant Canyon and named as such, it would be coded as CNL. This code will be particularly important in biology (e.g., Dolly the sheep) and geoscience courses.
- PS Problem solving:** Students are asked to actively solve a problem (e.g., balance a chemical equation, work out a mathematical equation/algorithm). This is evident through explicit verbal (e.g., “Please solve for X”) or written requests (e.g., worksheets) to solve a problem. **This is coded in relation to closed-ended exercises or problems where the instructor has a specific solution or end-point clearly in mind.**
- CR Creating:** Students are provided with tasks or dilemmas where the outcome is open-ended rather than fixed (e.g., students are asked to generate their own ideas and/or products rather than finding a specific solution). The task can be delivered verbally or in written form. **This is coded in relation to open-ended exercises or problems where the instructor does not have a specific solution or end-point clearly in mind.**

Pedagogical Strategies

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- EMP Emphasis:** The instructor clearly states that something is important for students to learn or remember either for a test, for their future careers, or to just learn the material well.

Student Engagement

- VHI Very High:** More than 75% of the students in the immediate area of the observer are either (a) actively taking notes, or (b) looking at the instructor/course materials
- HI High:** Between 50% and 75% of the students in the immediate area of the observer are either (a) actively taking notes, or (b) looking at the instructor
- MED Medium:** Between 25% and 50% of the students in the immediate area of the observer are either (a) actively taking notes, or (b) looking at the instructor
- LO Low:** Less than 25% of the students in the immediate area of the observer are either (a) actively taking notes, or (b) looking at the instructor

Directions: Circle codes for each behavior observed during every two-minute interval. Take detailed notes about aspects of the class that is of particular interest for your application (e.g., content discussed, nature of student dialogue). Note: this template is for illustrative purposes only and includes the 3 Basic Dimensions and 2 Optional Dimensions (i.e. student engagement is not shown).

Interval #	1	2	3	4	5
Min	0-1:59	2:00-3:59	4:00-5:59	6:00-7:59	8:00-9:59
Instruct. Practices – Teacher-focused	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT
Instruct. Practices – Student-focused	SGW DW SP	SGW DW SP	SGW DW SP	SGW DW SP	SGW DW SP
Notes :					
Student-Teacher Interactions Teacher-led	IDQ ICQ IRQ	IDQ ICQ IRQ	IDQ ICQ IRQ	IDQ ICQ IRQ	IDQ ICQ IRQ
Student-Teacher Interactions Student-led	SQ SR PI	SQ SR PI	SQ SR PI	SQ SR PI	SQ SR PI
Notes:					
Instructional Technology	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB
Notes:					
Potential Cognitive Demand	CNL PS CR	CNL PS CR	CNL PS CR	CNL PS CR	CNL PS CR
Notes:					

Interval #	6	7	8	9	10
Min	10:00-11:59	12:00-13:59	14:00-15:59	16:00-17:59	18:00-19:59
Instruct. Practices – Teacher-focused	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT
Instruct. Practices – Student-focused	SGW DW SP	SGW DW SP	SGW DW SP	SGW DW SP	SGW DW SP
Notes					
Student-Teacher Interactions Teacher-led	IDQ ICQ IRQ	IDQ ICQ IRQ	IDQ ICQ IRQ	IDQ ICQ IRQ	IDQ ICQ IRQ
Student-Teacher Interactions Student-led	SQ SR PI	SQ SR PI	SQ SR PI	SQ SR PI	SQ SR PI
Notes:					
Instructional Technology	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB
Notes:					
Potential Cognitive Demand	CNL PS CR	CNL PS CR	CNL PS CR	CNL PS CR	CNL PS CR
Notes:					

Interval #	11	12	13	14	15
Min	20:00-21:59	22:00-23:59	24:00-25:59	26:00-27:59	28:00-29:59
Instruct. Practices – Teacher-focused	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT
Instruct. Practices – Student-focused	SGW DW SP	SGW DW SP	SGW DW SP	SGW DW SP	SGW DW SP
Notes					
Student-Teacher Interactions Teacher-led	IDQ ICQ IRQ	IDQ ICQ IRQ	IDQ ICQ IRQ	IDQ ICQ IRQ	IDQ ICQ IRQ
Student-Teacher Interactions Student-led	SQ SR PI	SQ SR PI	SQ SR PI	SQ SR PI	SQ SR PI
Notes:					
Instructional Technology	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB
Notes:					
Potential Cognitive Demand	CNL PS CR	CNL PS CR	CNL PS CR	CNL PS CR	CNL PS CR
Notes:					

Interval #	16	17	18	19	20
Min	30:00-31:59	32:00-33:59	34:00-35:59	36:00-37:59	38:00-39:59
Instruct. Practices – Teacher-focused	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT
Instruct. Practices – Student-focused	SGW DW SP	SGW DW SP	SGW DW SP	SGW DW SP	SGW DW SP
Notes					
Student-Teacher Interactions Teacher-led	IDQ ICQ IRQ	IDQ ICQ IRQ	IDQ ICQ IRQ	IDQ ICQ IRQ	IDQ ICQ IRQ
Student-Teacher Interactions Student-led	SQ SR PI	SQ SR PI	SQ SR PI	SQ SR PI	SQ SR PI
Notes:					
Instructional Technology	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB
Notes:					
Potential Cognitive Demand	CNL PS CR	CNL PS CR	CNL PS CR	CNL PS CR	CNL PS CR
Notes:					

Interval #	21	22	23	24	25
Min	40:00-41:59	42:00-43:59	44:00-45:59	46:00-47:59	48:00-49:59
Instruct. Practices – Teacher-focused	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT
Instruct. Practices – Student-focused	SGW DW SP	SGW DW SP	SGW DW SP	SGW DW SP	SGW DW SP
Notes					
Student-Teacher Interactions Teacher-led	IDQ ICQ IRQ	IDQ ICQ IRQ	IDQ ICQ IRQ	IDQ ICQ IRQ	IDQ ICQ IRQ
Student-Teacher Interactions Student-led	SQ SR PI	SQ SR PI	SQ SR PI	SQ SR PI	SQ SR PI
Notes:					
Instructional Technology	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB
Notes:					
Potential Cognitive Demand	CNL PS CR	CNL PS CR	CNL PS CR	CNL PS CR	CNL PS CR
Notes:					

Interval #	26	27	28	29	30
Min	50:00-51:59	52:00-53:59	54:00-55:59	56:00-57:59	58:00-59:59
Instruct. Practices – Teacher-focused	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT	L LW LVIS LDEM SOC-L WP IND MM A AT
Instruct. Practices – Student-focused	SGW DW SP	SGW DW SP	SGW DW SP	SGW DW SP	SGW DW SP
Notes					
Student-Teacher Interactions Teacher-led	IDQ ICQ IRQ	IDQ ICQ IRQ	IDQ ICQ IRQ	IDQ ICQ IRQ	IDQ ICQ IRQ
Student-Teacher Interactions Student-led	SQ SR PI	SQ SR PI	SQ SR PI	SQ SR PI	SQ SR PI
Notes:					
Instructional Technology	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB	CB OP PP CL D DT M SI WEB
Notes:					
Potential Cognitive Demand	CNL PS CR	CNL PS CR	CNL PS CR	CNL PS CR	CNL PS CR
Notes:					

Post-Observation Field Notes

Note any over-arching observations about the class just observed or any specific incidents or activities that are worth elaborating upon. Also keeping in mind the purpose of the evaluation, make summative observations about the class. Finally, if a post-class survey such as the RTOP or Teaching Behaviors Inventory (TBI) is of interest in order to assess the efficacy of the class, administer the survey at this point.



Teaching Dimensions Observation Protocol (TDOP)

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Citation for the instrument: Hora, M., & Ferrare, J.. (2014). *The Teaching Dimensions Observation Protocol (TDOP) 2.0*. Madison, WI: University of Wisconsin-Madison, Wisconsin Center for Education Research.

TDOP was largely adapted from Osthoff, E., Clune, W., Ferrare, J., Kretchmar, K., & White, P. (2009). *Implementing immersion: Design, professional development, classroom enactment and learning effects of an extended science inquiry unit in an urban district*. Madison: University of Wisconsin–Madison, Wisconsin Center for Educational Research.

Thanks to the National Science Foundation for providing support for work on the TDOP (DRL#0814724, DUE#1224624). Thanks to Amanda Oleson, Jana Bouwma-Gearhart, and other colleagues for providing assistance with this revision.