

Brighton, C. M., Moon, T. R. Jarvis, J. M., & Hockett, J. M. (2007). *Primary grade teachers' conceptions of giftedness and talent: A case-based investigation* (RM07232). University of Connecticut, The National Center on the Gifted and Talented. <https://nrcgt.uconn.edu/wp-content/uploads/sites/953/2015/09/rm07232.pdf>

Semi-structured Observation Protocol

The semi-structured observation protocol included four sections—the classroom context (including a description of the physical, material, and human resources in the school and classroom, room configuration, and classroom routines); the interactions between the teacher and students (including the types and frequency of individual student feedback, praise/reprimand ratios, types and frequency of student/student interactions); learning experiences (including the specific curriculum, instruction, and assessment experienced by the children); and the students (including individual students' profiles, particularly characteristics of demonstrated or potential giftedness and talent).

***Primary Grades Context-Based Gifted Identification Project
Observation Protocol***

Fall, 2003—Phase I: Context description

Describe the classroom:

- What does the physical classroom space look like?
- Describe resources, class configuration, #/ratio of adults/children, demographics, schedule, other important details . . .
- How are transitions communicated and executed?

Describe the inner-workings of the classroom:

- What is the tone and tenor of the classroom?
- How do teachers (and other adults) and students interact? Tone? Vocabulary? Purpose? Describe the context of adult/adult, adult/child and child/child communications.
- What procedures (overt and tacit) exist? Who wields power and how is it negotiated?

What happens in the classroom?

- Describe the procedures, schedule, and overarching framework of the day.
- What is taught and how? (For example, how is the content and process determined? How is student learning pre-assessed? How does the teacher determine whether and to what degree the students have mastered the intended objectives? Are students' interests and preferences for learning included? If so, how and to what degree?)
- What evidence of teacher planning is observed? How does the teacher use planning time?
- Describe strategies used, classroom management techniques, groupings, classroom interruptions/disruptions, degree of challenge . . .
- How are students' special needs (e.g., speech, ESL, LD, ADD/ADHD, G/T) addressed (e.g., in-class, pull-out, resource support, other)?
- Describe how (and if) the teacher modifies the resources, pace, learning tasks, groupings, etc. for individual learners. What is the purpose of the modification (e.g., behavior modification, to extend learning, to scaffold . . .)?
- What evidence of talent do you observe in the classroom?

Who are the players and characters in the classroom?

- Describe the teacher in action. What is her teaching style, her emphasis, her tone and emphasis?
- Describe the students, both collectively and individually. Write mini sketches of prominent (and prominent to you) students in the classroom.
- What adults and other children become involved in this classroom. Describe any volunteers, itinerant teachers, resource support, assistants/para-professionals, other . . .
- For a period of time (30 minutes?), follow in groups and in the focus of your observation, an individual student that is either what you view as "typical, average, on-grade level learner," "struggling," and "above-average, potentially gifted learner." From their perspective, describe the classroom, the teacher, the learning experience, the degree of fit between the learner and the task, other . . .