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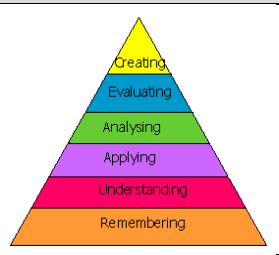
The Student Engagement Observation Protocol (SEOP)

The Student Engagement Observation Protocol (SEOP), copyrighted in 2018 (TXu 2-101-874), is a practical tool developed to help educators observe student engagement within the classroom. Its core purpose is to support teachers in self-reflective teaching practices and continuous instructional improvement. This protocol is intended to be descriptive, not evaluative, providing educators with insight into classroom dynamics rather than judgments about performance. By documenting teaching methods and student responses, SEOP serves as a reflective framework to guide pedagogical innovation and identify professional development needs.

Semester: _____ Time: _____ Date:_____ Class Size: _____ Gender Ratio: _____
Course:_____ Instructor:_____ School:_____

Lesson Objectives	1:		**% (Creating)**
	2:		**% (Evaluating)**
	3:		**% (Analyzing)**
	4:		**% (Applying)**
	5:		**% (Understanding)**
			% (Remembering)

Time point (min)	**B**-Bloom's Taxonomy						**G**-Gradual Release of Responsibility				**Notes**
	Remember	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**	**I do**	**We Do**	**You Do in Group**	**You Do Alone**	
5											
10											
15											
20											

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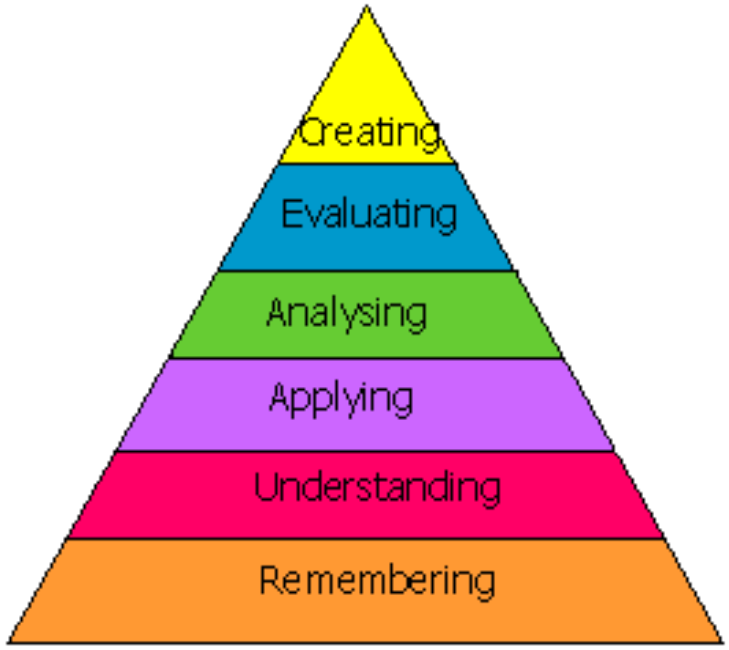
25											
30											
%											

Dimensions of the SEOP Observation Protocol

The SEOP framework integrates two core dimensions to guide observation: the Bloom's Taxonomy and Gradual Release of Responsibility (GRR)

Bloom's Taxonomy: What to Learn

Bloom's Taxonomy outlines six cognitive levels in learning: **Remember, Understand, Apply, Analyze, Evaluate, and Create**. These categories help educators classify learning objectives, track cognitive demand, and ensure a balanced range of thinking skills are encouraged in instruction. Bloom's Taxonomy is a hierarchical classification of the different levels of cognitive skills involved in learning. Originally developed by Benjamin Bloom and colleagues in 1956, it was revised in 2001 to reflect a more dynamic understanding of learning processes. The taxonomy includes six cognitive levels, each representing a deeper level of understanding and application.

Bloom's Taxonomy	Cognitive Levels	Sample Learning Objectives
	**Creating** – Generating new ideas or constructing new patterns. **Sample Action Verbs**: design, construct, formulate, invent, develop	• Design an experiment to test a hypothesis. • Compose a short story using narrative techniques.
	Evaluating – Justifying a decision or course of action. **Sample Action Verbs**: critique, judge, defend, support, assess	• Critique the effectiveness of an argument in an essay. • Judge the credibility of online sources.

Bloom's Taxonomy	Cognitive Levels	Sample Learning Objectives
	Analyzing – Breaking information into parts to explore relationships. **Sample Action Verbs**: differentiate, compare, organize, attribute, deconstruct	• Differentiate between renewable and nonrenewable energy sources. • Examine the causes of World War I.
	Applying – Using information in new situations. **Sample Action Verbs**: implement, solve, use, demonstrate, execute	• Use the quadratic formula to solve problems. • Demonstrate correct laboratory safety procedures.
	Understanding – Comprehending the meaning of information. **Sample Action Verbs**: describe, explain, interpret, summarize, classify	• Explain the process of photosynthesis. • Summarize the plot of a short story.
	Remembering – Recall of facts and basic concepts.	• List the major organs of the human body. • Recall the definition of key economic terms.

Bloom's Taxonomy	Cognitive Levels	Sample Learning Objectives
	Sample Action Verbs: define, list, memorize, recall, repeat	

Gradual Release of Responsibility: How to Learn

The Gradual Release of Responsibility (GRR) model is an instructional framework developed by Pearson and Gallagher (1983) that shifts the cognitive responsibility from teacher to student. It is structured around four phases:

- I Do (Focused Instruction) – The teacher models the learning objective explicitly through explanation or demonstration.
    - **Example**: The teacher solves a math problem on the board while explaining each step.

- We Do (Guided Instruction) – The teacher and students work together on tasks with scaffolded support.
    - **Example**: Students solve a problem together as the teacher provides prompts.

- You Do It Together (Collaborative Learning) – Students work in pairs or groups to complete tasks collaboratively.
    - **Example**: Group discussion to compare interpretations of a text.

- You Do It Alone (Independent Practice) – Students apply the skill independently to reinforce mastery.
    - **Example**: Writing an individual essay based on the unit's theme.

Semester: _____ **Time:** _____ **Date:** _____ **Class Size:** _____ **Gender Ratio:** _____ **Course:** _____ **Instructor:** _____ **School:** _____			
Lesson Objectives	1:		**% (Creating)**
	2:		**% (Evaluating)**
	3:		**% (Analyzing)**
	4:		**% (Applying)**
	5:		**% (Understanding)** **% (Remembering)**

Time point (min)	**B**-Bloom's Taxonomy						**G**-Gradual Release of Responsibility				**Notes**
	Remember	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**	**I do**	**We Do**	**You Do in Group**	**You Do Alone**	
5											
10											
15											

References

Pearson, P. D., & Gallagher, M. C. (1983). The instruction of reading comprehension. *Contemporary Educational Psychology, 8*(3), 317–344. https://doi.org/10.1016/0361-476X(83)90019-X

How to Use the Student Engagement Observation Protocol (SEOP)

- Prior to the class, you can fill out the basic information part of the course highlighted in a square below.

Lesson planning template integrating Bloom's Taxonomy and the Gradual Release of Responsibility model. Includes sections for lesson objectives, time intervals, cognitive skills, instructional responsibility stages, and notes. Course information section of the form is emphasized.

Semester: _____ **Time:** _____ **Date:** _____ **Class Size:** _____ **Gender Ratio:** _____
Course: _____ **Instructor:** _____ **School:** _____

Lesson Objectives	1:		**% (Creating)**
	2:		**% (Evaluating)**
	3:		**% (Analyzing)**
	4:		**% (Applying)**
	5:		**% (Understanding)**
			% (Remembering)

Time point (min)	**B**-Bloom's Taxonomy						**G**-Gradual Release of Responsibility				**Notes**
	Remember	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**	**I do**	**We Do**	**You Do in Group**	**You Do Alone**	
5											
10											
15											

- List the lesson objectives of the session you are observing. Add an estimate of the percentage of cognitive levels the lesson engages students in next to the pyramid.

Semester: _____ **Time:** _____ **Date:** _____ **Class Size:** _____ **Gender Ratio:** _____
Course: _____ **Instructor:** _____ **School:** _____

Lesson Objectives	1:		**% (Creating)**
	2:		**% (Evaluating)**
	3:		**% (Analyzing)**
	4:		**% (Applying)**
	5:		**% (Understanding)**
			% (Remembering)

Time point (min)	**B**-Bloom's Taxonomy						**G**-Gradual Release of Responsibility				**Notes**
	Remember	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**	**I do**	**We Do**	**You Do in Group**	**You Do Alone**	
5											
10											
15											

- if you arrive at the very beginning of the class, start your observation at least 5 minutes after the class begins when you finish the logistic part of the class.
- When you start your observation, set a timer for 5 minutes.
- During the 5 minutes, focus on **Gradual Release of Responsibility: How to Learn.**
  Before the timer goes off, record the dominating interaction type whether it is I do, We Do, You Do in Group or You Do Alone.

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Semester: _____ **Time:** _____ **Date:** _____ **Class Size:** _____ **Gender Ratio:** _____

Course: _____ **Instructor:** _____ **School:** _____

Lesson Objectives	1:		**% (Creating)**
	2:		**% (Evaluating)**
	3:		**% (Analyzing)**
	4:		**% (Applying)**
	5:		**% (Understanding)**
			% (Remembering)

Time point (min)	**B**-Bloom's Taxonomy						**G**-Gradual Release of Responsibility				**Notes**
	Remember	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**	**I do**	**We Do**	**You Do in Group**	**You Do Alone**	
5											
10											
15											

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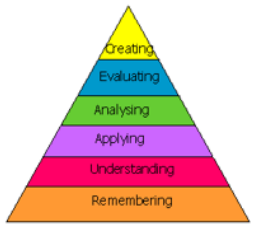
- When the timer goes off, stop the timer, and focus on the question instructor is asking or task students are being engaged in right at the end of 5 minutes. Correspond the question or tasks with the Bloom's Taxonomy and record.

Semester: _____ Time: _____ Date:_____ Class Size: _____ Gender Ratio: _____
Course:_____ Instructor:_____ School:_____

Lesson Objectives	1:		**% (C)**
	2:		**% (E)**
	3:		**% (A)**
	4:		**% (A)**
	5:		**% (U)**
			% (R)

Time point (min)	**B**-Bloom's Taxonomy						**G**-Gradual Release of Responsibility				**Notes**
	Remember	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**	**I do**	**We Do**	**You Do in Group**	**You Do Alone**	
5											
10											
15											

- Add notes such as questions instructor is asking or tasks students are doing.

Semester: _____ **Time:** _____ **Date:** _____ **Class Size:** _____ **Gender Ratio:** _____ **Course:** _____ **Instructor:** _____ **School:** _____			
Lesson Objectives	1:		**% (Creating)**
	2:		**% (Evaluating)**
	3:		**% (Analyzing)**
	4:		**% (Applying)**
	5:		**% (Understanding)**
			% (Remembering)

Time point (min)	**B**-Bloom's Taxonomy						**G**-Gradual Release of Responsibility				**Notes**
	Remember	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**	**I do**	**We Do**	**You Do in Group**	**You Do Alone**	
5											
10											
15											

- Repeat the steps above.
- Use this tool to observe one class for a duration of 20-30 minutes depending on whether you plan to have more observations afterwards
- Or use this tool to observe multiple classrooms with duration of 5 minutes in each classroom.

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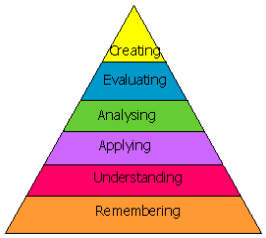
Sample of a Completed Observation using SEOP

Semester: Fall	**Time**: 9:10am	**Date**: 09/12/2024	**Class Size**: 124	**Gender Ratio** (F/M): 40%/60%
Course: Introduction to Photosynthesis		**Instructor**: Dr. Jennifer Lopez		***Department**: Biology

Topic Objectives	1: Describe the purpose of photosynthesis - Understand (Understanding) - 40%		**% (Creating)**
	2: Identify parts of the chloroplast - Remember (Remembering) - 20%		**% (Evaluating)**
	3: Explain how light energy initiates chemical reactions - Understand (Understanding) - 40%		**% (Analyzing)**
			% (Applying)
			80% (Understanding)
			20% (Remembering)

Time point (min)	**B**-Bloom's Taxonomy						**G**-Gradual Release of Responsibility				**Notes**
	Remember	**Understand**	**Apply**	**Analyze**	**Evaluate**	**Create**	**I do**	**We Do**	**You Do in Group**	**You Do Alone**	
5	X						X				Instructor uses a visual slide to describe the function of photosynthesis. Students passively take notes. Instructor defines 'light-dependent reactions' and highlights

											chloroplast structure.
10	X						X				Continued explanation of reactants and products. Teacher uses board diagrams and guided questioning, but student interaction is limited to note-taking.
15	X						X				Instructor poses a question about how varying light intensity might influence photosynthesis rate. Instructor explains experimental design used to investigate this, emphasizing how to assess variable control and outcome prediction.

***The original SEOP form has School instead of Department in this sample.**

Questions for Self-Reflection in Teaching Practices:

- Do the cognitive levels of the questions I ask students, or the tasks students are engaged in the classroom align with the lesson objectives?
- Do the interaction types in the classroom support the cognitive levels in the classroom?

If you are interested in using this observation protocol to promote reflective practices in teaching and learning, please contact FRC@uccs.edu.