



Classroom Observation Report: BERI Protocol

August 20, 2025

Dear Dr. Doe,

Thank you for participating in the CTL's Classroom Observation Service! We hope you found the experience useful. The Visualizing Instructional Practices (VIP) style data presented in this report should allow you to examine various patterns of behaviors that occur in your classroom and help you answer pointed teaching questions. Importantly, you have complete ownership of these data and are free to share and use the data and this report in any way you see fit.

Trained observers attended 3 of your CRSE 3700 class periods (10/5/2023, 11/9/2023, 11/14/2023) and recorded classroom events using the BERI observational protocol (Behavioral Engagement Related to Instruction; Lane & Harris, 2015). The BERI protocol is a validated tool that attempts to measure and quantify student engagement in university classes. At the beginning of each class, the observer selects a sample of 10 students to observe and records (in 2 minute intervals) the specific engaged or disengaged behavior each student is exhibiting. There are 6 possible engaged behaviors and 6 possible disengaged behaviors that the protocol codes for, which are listed in Appendix 1. BERI data are reported as the percentage of students in the chosen sample that were displaying engaged behavior at each 2-minute time interval. The visualizations in this report are designed to show (1) how student engagement varies across individual class sessions and (2) what overall engagement looks like across multiple class sessions.

If you have any questions, comments, or requests about this report or your data, please don't hesitate to reach out!

Sincerely,

Sarah Andrews, *CTL, Teaching, Learning, & Technology Assessment Consultant*
Matthew Nesselrodt, *CTL, Instructional Practices Support Specialist GA*
Emily Brown, *CTL, Instructional Practices Support Assistant*
Amanda McAndrew, *CTL Assistant Director - ASSETT*

Instructor	Course	Observation Dates
Dr. Doe	CRSE 3700	10/5/2023, 11/9/2023, 11/14/2023

Occurrence of Engaged and Disengaged Behaviors by Time

Figures 1-3 show student engagement over time (top) and which engaged (middle, teal) and disengaged (bottom, red) behaviors were observed in each time interval across each of your observed class periods. The shading of each block indicates the percent of students (out of the chosen sample of 10) who were observed exhibiting a given behavior. Note that only behaviors that were observed in your class are included in the visualizations.

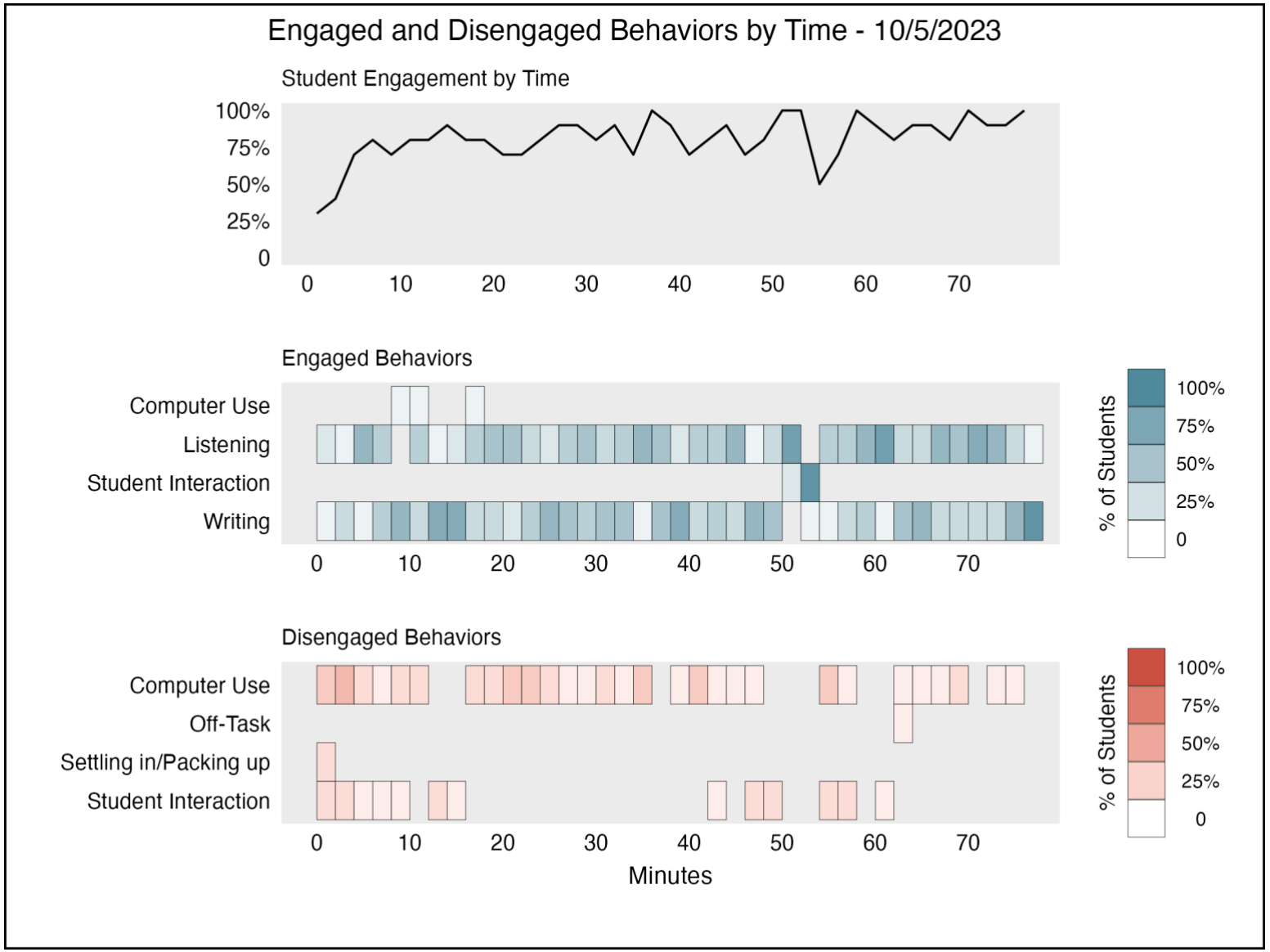


Figure 1. Timeline of student behaviors during 10/5/2023.
See Appendix 1 for a full description of all codes.

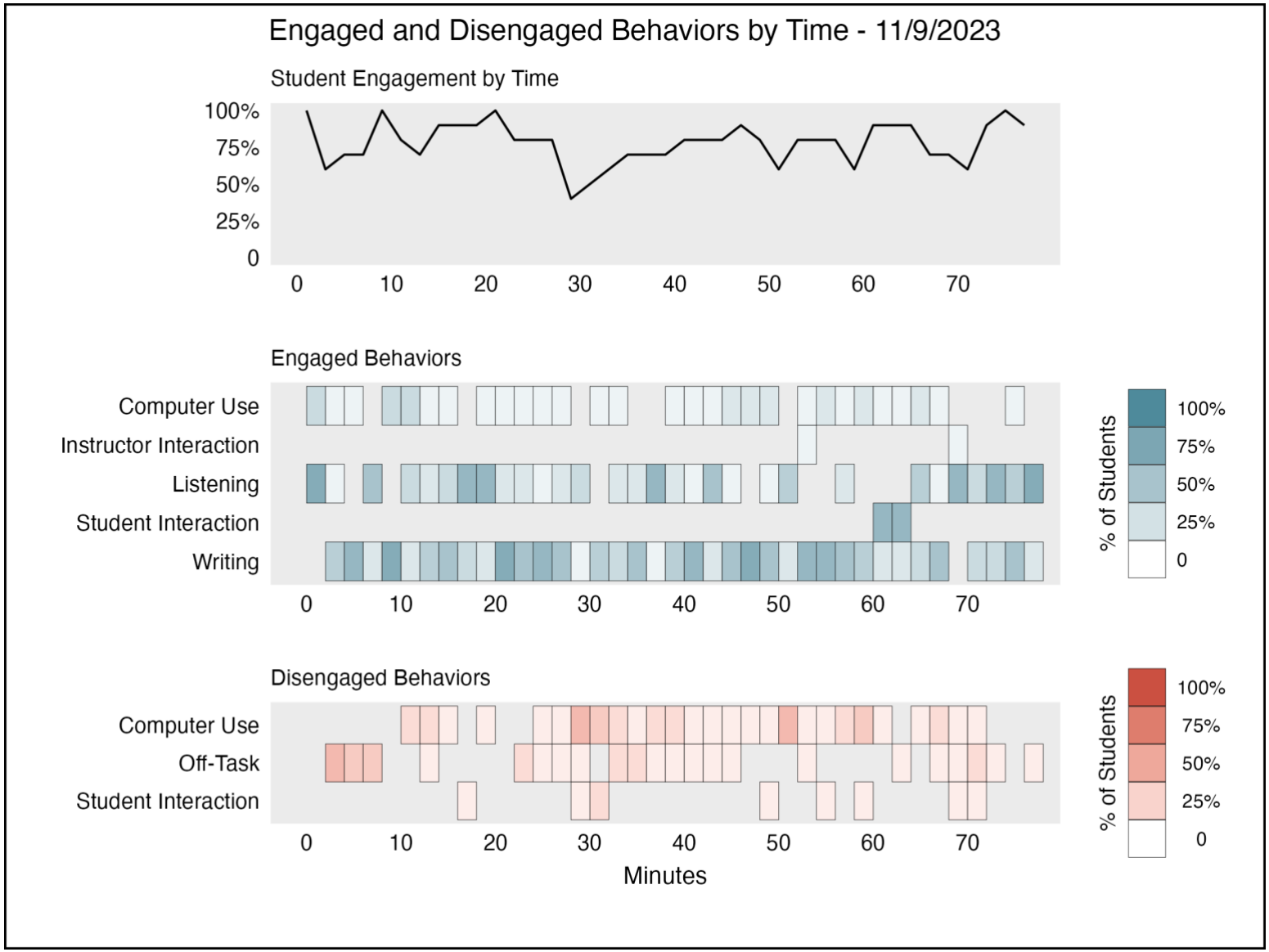


Figure 2. Timeline of student behaviors during 11/9/2023.
See Appendix 1 for a full description of all codes.

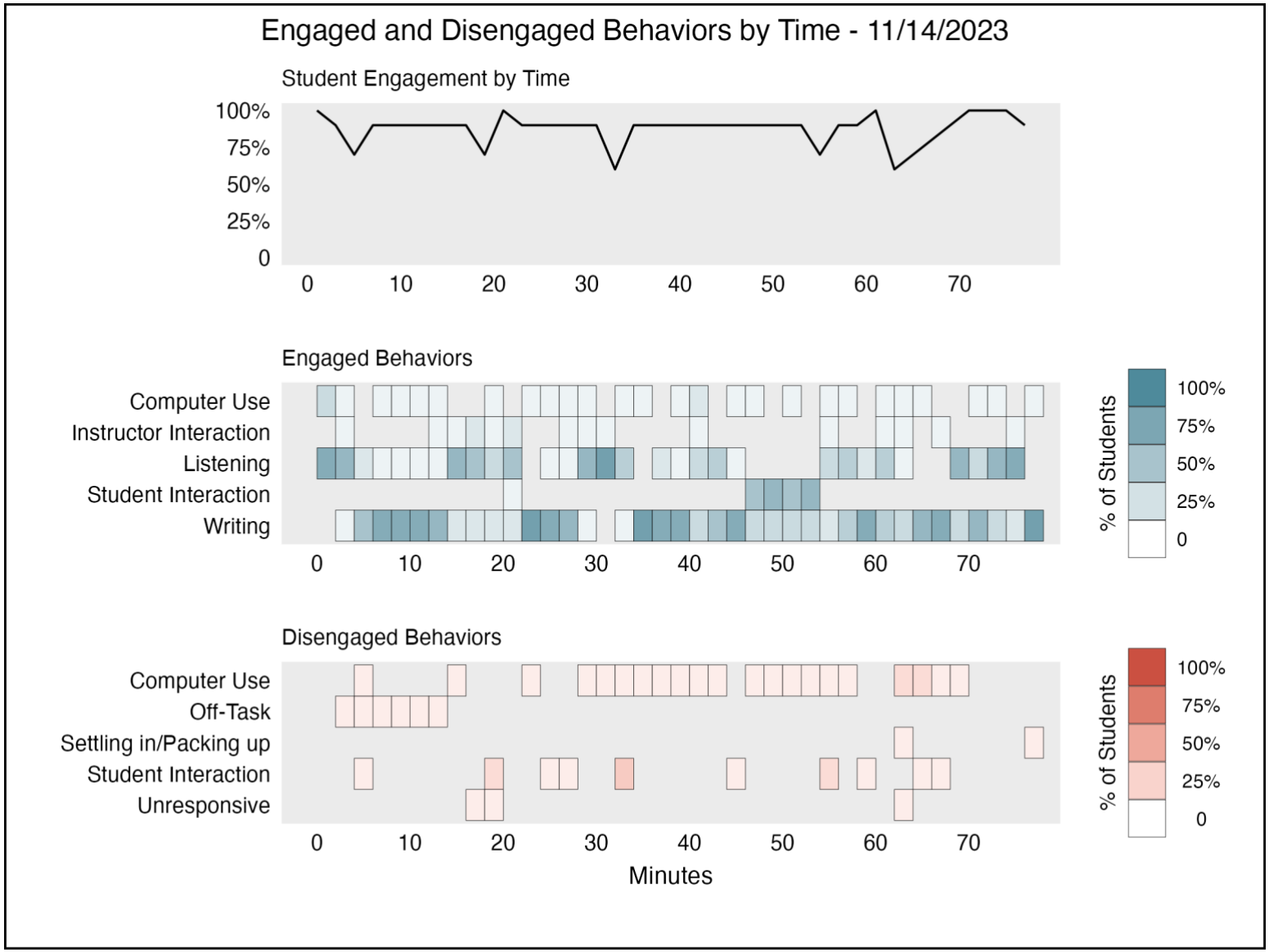


Figure 3. Timeline of student behaviors during 11/14/2023.
See Appendix 1 for a full description of all codes.

Percentage of Behaviors as Engaged or Disengaged (Aggregate)

The figure below displays the percent of students exhibiting engaged (top, teal) and disengaged (bottom, red) behaviors on average, showing how common or rare it is to observe a given behavior in class. Data are aggregated across all observations, but we can provide similar figures for individual classes upon request.

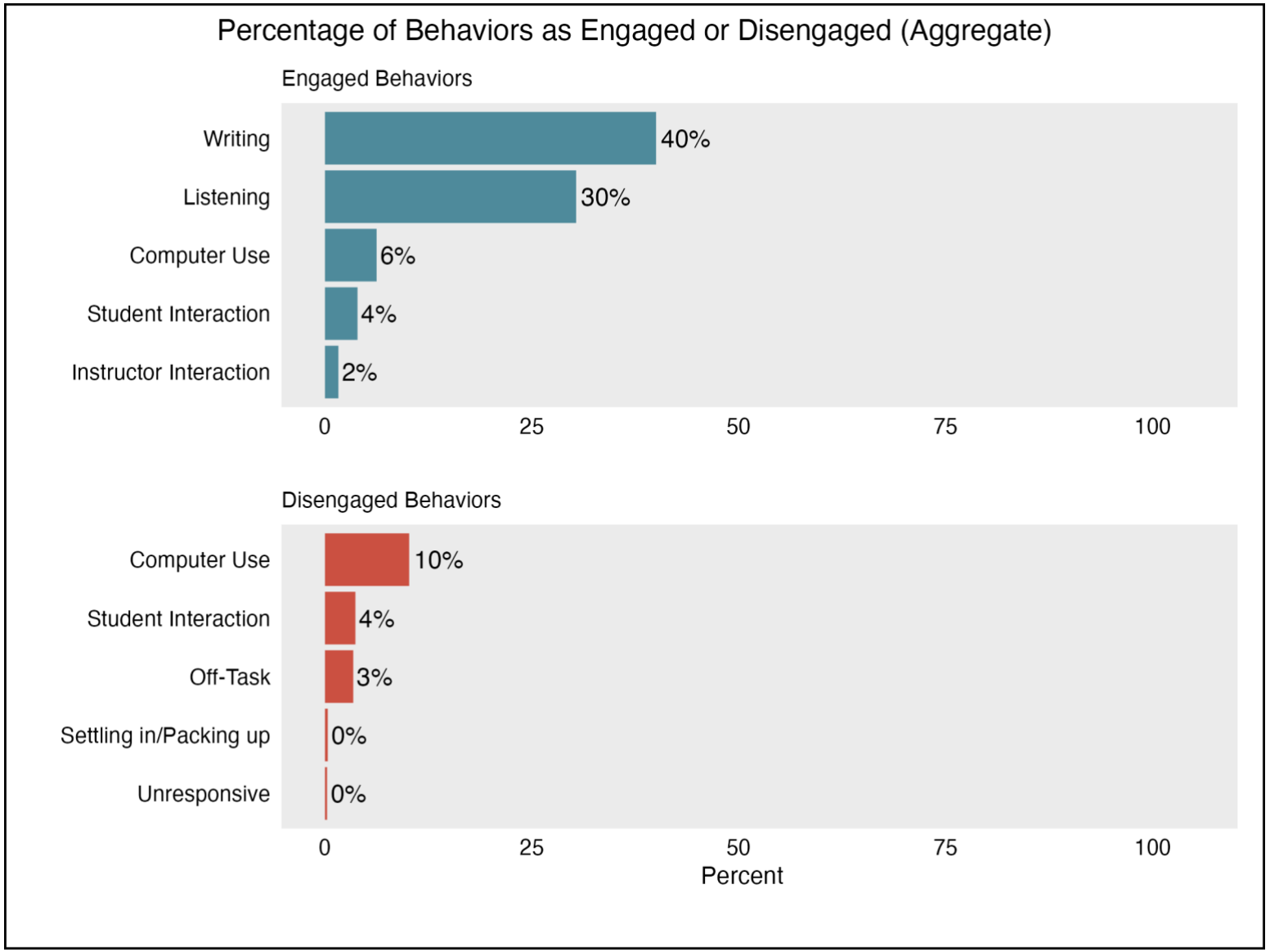


Figure 4. Average engaged and disengaged behaviors as a percentage of all behaviors observed.
See Appendix 1 for a full description of all codes.

Wrap-up

Caveats

We hope the BERI results provide a useful window into your instruction, but please note there are some limitations on what that "window" can see. While observers are trained to follow the BERI code descriptions, sometimes there is an unintentional divergence, or a code definition may be less intuitive than it appears. Student engagement can sometimes be difficult to assess from observable behaviors, and some behaviors like computer use can shift rapidly between on-task and off-task. When a pattern seems off-kilter from your knowledge of the class, it makes sense to trust your interpretation.

No observation tool can capture everything that is happening in a classroom. The BERI tool is focused on directly observable activities. While it captures some breadth of objective activity in a useful way, it does not provide qualitative information about instructional practices that are more subjective. In its simplicity, it is not able to capture complex student-instructor interactions, mood and atmosphere, the full range of student engagement and participation, and higher level pedagogical strategies.

Assessment, Consultations, and Other Services

These observations are confidential and will only be used in aggregate for internal research purposes, unless otherwise notified. While the CTL appreciates any willingness to share your data for internal research and assessment purposes, we fully respect your wishes and will manage your data in whichever manner you select on the CTL VIP Data Management Agreement (Note: We will discuss this in your post observation consultation).

We are happy to continue our engagement with you and/or point you towards additional helpful resources. CTL staff specialize in pedagogical strategies, classroom assessment, integrating academic technologies into your course, and methods of course delivery (e.g., flipped or hybrid courses). We are here to support you in pursuit of your teaching goals, so please feel free to visit our consultations page to learn more or request a consultation.

If you are interested in gaining additional insights into your teaching, we highly recommend:

- Asking a peer to observe your class, keeping an eye toward specific patterns that you are most interested in learning about
- Talking with peers about how they tackle teaching challenges, and sharing each other's strategies
- Observing other classes on campus to explore new ideas and/or further refine your teaching goals
- Consider applying to the CTL's new Teaching Circles Program to achieve all of the above at once!

The CTL also offers a variety of teaching and learning communities, workshops, consultations, and various other events geared toward faculty members. Visit https://www.colorado.edu/center/teaching-learning/ for more information.

We greatly appreciate hearing about any insights or impacts that result from your participation in our Classroom Observation Service and/or the VIP-style data in particular, and truly appreciate your responses to the feedback survey that you'll receive. Please also feel free to contact sarah.andrews-1@colorado.edu with any thoughts, comments, and questions - we'd love to hear from you!

Appendix 1. BERI Codes

Codes adapted from: Lane, Erin S., and Sara E. Harris. “A New Tool for Measuring Student Behavioral Engagement in Large University Classes.” *Journal of College Science Teaching*, vol. 44, no. 6, 2015, pp. 83–91. JSTOR, http://www.jstor.org/stable/43632000.

Table 1. Engaged Behaviors

Code	Description
Listening	Student is listening to lecture as indicated by eye contact, posture, etc.
Writing	Student is taking notes or drawing by hand on paper or with a stylus on a tablet/computer (typing notes is counted as engaged computer use).
Reading	Student is reading material related to class.
Computer Use [Engaged]	Student device use is consistent with what is happening in class at that moment (screen content matches lecture/activity content), e.g., following along with lecture slides, participating in a clicker/poll, or typing class notes in a word processor (writing notes by hand is counted as writing; device use inclusive of smartphones, tablets).
Student Interaction [Engaged]	Student discussion relates to class material or assigned group activity.
Instructor Interaction	Student is asking or answering a question or participating in a whole class discussion.

Table 2. Disengaged Behaviors

Code	Description
Settling in/Packing up	Student is unpacking, downloading class material, organizing notes, finding a seat, or packing up and leaving classroom.
Unresponsive	Student is not responsive to lecture or classroom activity.
Off-task	Student is working what appears to be some kind of course work but it is not related to the current lecture/activity.
Computer Use [Disengaged]	Student is using a device in a way that is unrelated to any coursework or educational task (device use inclusive of smartphones, tablets)
Student Interaction [Disengaged]	Student discussion does not relate to class material.
Distracted [by another student]	Student is distracted by other student(s).