

Observing Instruction

Administrators and Reading Coaches Promoting Excellence

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Table of Practices to Promote Use

	Review Big Ideas	Evaluate Video Examples	Practice with Curriculum Materials	Demonstrate Lessons	Monitor and Provide Feedback
Attention (Engagement)	√	√		√	√
Inclusive Active Participation	√	√	√	√	√
Inclusive Passage Reading	√	√	√	√	√
Perky Pace	√	√		√	√
Monitoring Responses	√	√		√	√
Providing Feedback	√	√		√	√
Management	√	√		√	√

Engagement: Students are responding in the manner requested.

Inclusive Active Participation: Throughout instructional time, students are asked to respond. When appropriate, response procedures that engage all students are used: All students say answer together or to their partner. All students write a response. All students hold up “response cards” or fingers to indicate answer.

Inclusive Passage Reading: To insure that students have adequate reading practice, reading practices that optimize the amount of reading practice are generally used: choral reading, cloze reading, partner reading, literacy circles, or individual turns in small group.

Perky Pace: The teacher is well prepared, uses instructional routines, has very efficient transitions, and moves through the lesson with ease.

Monitoring Responses: During group instruction and independent work, the teacher carefully monitors student responses, moving around the room, looking at students’ work, providing feedback. Teacher connects with many students.

Providing Feedback: Teacher provides immediate feedback on responses to the entire group. When interacting with an individual, acknowledges excellent responses, encourages effort, and corrects any errors.

Management: Students are displaying behavior that supports learning for all students.

Seven-Minute Observation Form

Teacher _____ Date _____ Period _____

Observer _____ Signature of Observer _____

Directions: Mark “Yes” for observed, “No” for not observed, and provide “Comments” at end of checklist.

1. _____ Teacher is teaching critical content.
2. _____ Teacher and students have all necessary materials.
3. _____ Teacher provides clear, easy to understand explanations and directions.
4. _____ Teacher is using positive and encouraging techniques to respond to behavior.
5. _____ Teacher elicits responses throughout the lesson and corrects errors.
6. _____ Teacher monitors students’ performance, circulating around the room when necessary.
7. _____ Students receiving instruction are attentive and actively participate.
8. _____ Students are making written responses when requested.
9. _____ Students are following directions.

Comments:

Continuous Interval Observation of On-Task Behavior

Date: _____ Teacher: _____

Observer: _____ Start: _____ Stop: _____

Summary of Data

of intervals in which ON-TASK BEHAVIOR was observed: _____

of intervals in which OFF-TASK BEHAVIOR was observed: _____

% of intervals in which ON-TASK BEHAVIOR was observed: _____

Continuous Interval On-Task Behavior Observation

Directions

1. Fill in top of form.
2. Draw in student desks if you are observing whole group instruction. OR
3. Draw in small group table.
4. If you know the students' names or a few of their names, add to the diagram.
5. Record the start time.
6. Look at the first student briefly. Determine if the student is doing what is required at the moment. For example:

Activity	On-task Behavior
Teacher is introducing material using the overhead.	Student is looking at the overhead screen and is saying choral responses.
Students are reading page silently.	Student is looking at the book.
Students are working on fluency with their partner.	Student is looking at material and reading to his/her partner.
Teacher is reading story out loud.	Student is looking at the teacher and the book.

7. Record a + for on-task and – for off-task.
8. As soon as the observation has been made, move to the next student and quickly record a + or -.
9. At the end of observation, determine the # of intervals in which on-task behavior was observed. Determine the # of intervals in which off-task behavior was observed.
10. Determine % of intervals in which on-task behavior occurred.

Active Participation Observation

Start Time	Stop Time	Activity	Choral Responses	Other Group Responses	Partner Responses	Individual Responses	Responses per Minute	%Responses Inclusive

* Inclusive Responses = Choral + Other Group Responses + Partner Responses

Summary:

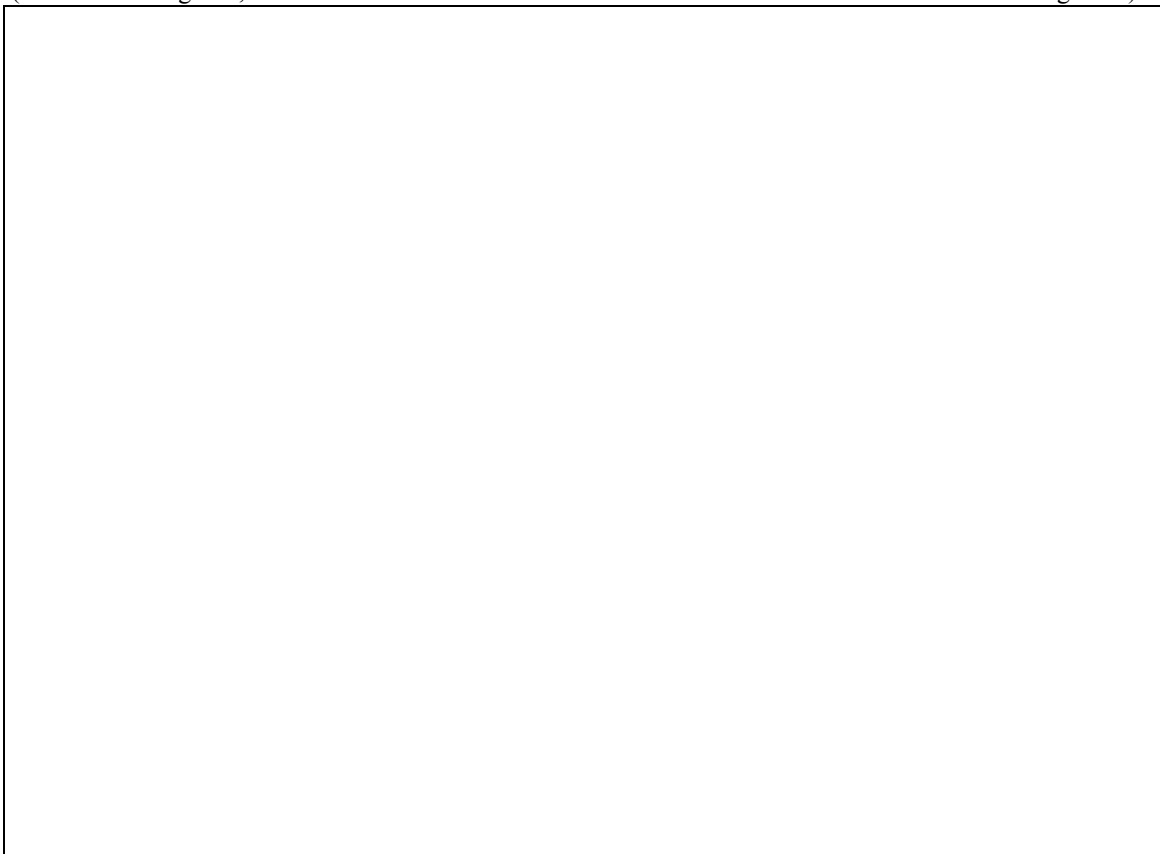
Other Observations:

Observation of Instructional Behaviors

TEACHER _____ OBSERVER _____

DATE _____ BEGINNING TIME _____ ENDING TIME _____

(In the following box, make a sketch of the classroom. Include the desks or tables and the teaching area.)



ALL STUDENTS RESPOND:

(Tally responses by category.)

Say - group _____

Say - partner _____

Write _____

Other _____

INDIVIDUAL RESPONSES:

(Record "R" on the "desk".)

(After the lesson, record number of individual responses and total.)

Individual Responses _____

TOTAL # OF RESPONSES _____

MONITOR:

(Record M on "desk" if the teacher stops and looks at the student's work or in any other way interacts with the student.)

ACKNOWLEDGMENT, PRAISE, POSITIVE COMMENTS: _____

(Tally comments given to class or individuals.)

Using the data, answer the following questions. (Note: This analysis can be done by the teacher or the observer.)

- 1. Were many responses elicited during the lesson?**
- 2. Were all students given opportunities to respond?**
- 3. Were the individual responses distributed across students?**
- 4. Did the teacher move around the room and monitor?**
- 5. During monitoring, did the teacher connect with all of the students?**
- 6. Did the teacher acknowledge, honor and praise the students?**

OTHER OBSERVATIONS:

Coaches Observation Form

GROUP	Mark "+" for observed & "--" for not observed	DIFFICULTIES	SOLUTIONS
Intervention program is being taught.			
Teacher and students have all necessary materials			
Group size is appropriate			
Group appears to be homogeneous			
The Intervention Program is an appropriate placement for each student in the group			
INSTRUCTOR			
. . . is following the schedule			
. . . can see and hear all students			
. . . is teaching the program as designed (fidelity)			
. . . is getting through the lesson in a timely manner (brisk pace)			
. . . is correcting all errors (modeling correct responses for students)			
. . . is reinforcing students for correct responses and for effort			
. . . is using positive and encouraging techniques to respond to student behavior			
. . . verbalizes expectations and gives feedback			
ALL STUDENTS		DIFFICULTIES	SOLUTIONS
. . . can see and hear all parts of the lesson			
. . . are attentive and actively participate			
. . . are following directions			
. . . make written responses when directed			
. . . are 80% to 100% first-time correct during the lesson			
. . . have mastered all content by the end of the lesson			

Classroom Management Checklist

Teacher _____ Grade _____
 Date _____ Coach _____
 Start Time _____ End Time _____

In Place Status			Essential Practices
Full	Partial	Not	
Classroom Management			
			1. 5 to 1 positive to negative interactions (# observed below). <div style="display: flex; justify-content: space-between;"> <u># Positive</u> <u># Negative</u> </div>
			2. Classroom rules & expectations are posted, taught directly, practiced, and positively reinforced.
			3. Efficient transition procedures taught, practiced, and positively reinforced. a. Entering Classroom Y N b. Lining Up Y N c. Changing activities Y N d. Exiting Classroom Y N
			4. Typical classroom routines taught directly, practiced and positively reinforced. a. Start of Class Y N b. Whole Group Work Y N c. Small Group Work Y N d. Independent Seat Work Y N e. Obtaining materials Y N f. Seeking help Y N g. End of Class Y N
			5. Attention getting cue/rule taught directly, practiced, and positively reinforced.
			6. Continuous active supervision across settings and activities, including moving throughout setting and scanning.
			7. Desks/room arranged so that all students are easily accessible by the teacher.
			8. Necessary materials and supplies are accessible to students in an orderly fashion.
			9. Minor problem behaviors managed positively, consistently and quickly.
			10. Chronic problem behaviors anticipated and precorrected.
			11. Students are provided with activities to engage in if they complete work before other students in the class.

			Instructional Management
			1. Instructional time involves active academic engagement with quick-paced instruction.
			2. Provides clear directions of assignments.
			3. Provides corrective feedback.
			4. Active academic engagement results in high rates of student success (90%+).
			5. Actively involves all/majority of students in lesson (# or responses observed below). <u># Individual</u> <u># Partner</u> <u># Unison</u> <u>Group</u>