

Observation: Delivery of Instruction

Teacher _____ Observer _____

Date/Time/Period _____ Drop-in _____ Extended Observation _____ (Check One)

Teacher Behaviors	The Teacher:
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	1. Frequent Responses: Requests frequent responses from students, allowing rehearsal of content and checking for understanding.
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	2. Limited Use of Volunteers: Avoids calling on volunteers except when the response is based on personal experience.
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	3. Proactive Handling Inattentive Students: Avoids calling on inattentive students. Uses other methods to regain their attention such as: physical proximity to the inattentive student, re-directives ("Listening.") to the whole group, or tasks involving a physical behavior ("Highlight the first heading.").
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	4. Inclusive Participation: Uses practices that involve all students in responding, encouraging all students to formulate answers and to participate.
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	5. Equity of Individual Turns: Calls on a variety of students using a preplanned system to randomize students who are called on to ensure equity.
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	6. Adequate Thinking Time: Provides adequate thinking time for responses.
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	7. Monitoring Responses: Monitors student responses through focused listening and observing, circulating around the room when students are sharing with partners or teams, reading with partners, or completing written responses.
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	8. Error Corrections: Provides immediate, clear corrections for individual or group errors, telling students or guiding them to the correct answer.
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	9. Feedback and Acknowledgement: Provides specific feedback and positive affirmation for performance, focusing on achievement and effort rather than on inherent qualities.

<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	10. Lesson Adjustment: Adjusts the lesson based on student performance (e.g., Re-teaches challenging content. Provides additional practice. Moves forward in lesson.).
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	11. Brisk Pace: Having prepared for the lesson, maintains a brisk instructional pace while providing adequate thinking time. Avoids digressions.
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	12. Positive Learning Environment: Promotes a positive learning environment, connecting with the learners and promoting student success. Utilizes positive procedures to encourage appropriate behavior.
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	13. Enthusiasm: Displays a genuine interest in the content of the lesson and the learning of his/her students.

Student Behaviors	The students:
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	14. On-task Behavior: Exhibit on-task behavior, following the teacher's directives and completing requested tasks.
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	15. Frequent Responses: Respond when asked to give verbal, written, or action responses.
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	16. Cooperative Responses: Work productively with partners or team members (completing tasks, listening to partners, staying on-task).
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	17. Accuracy: Provide accurate responses (at least 80% accuracy when new material is presented and at least 90% during review).
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	18. Appropriate Behavior: Exhibit behavior that allows them to learn, their peers to learn, and the teacher to teach.

Glow:

Grows:

Next Step(s):

See Chapters 6 and 7 of the following book for explanations of these delivery skills:

Archer, A. & Hughes, C. (2011) *Explicit Instruction: effective and efficient teaching*.
New York: Guilford Press.

Anita L. Archer gives you permission to edit this observation tool to meet your staff development needs.