Effective Instruction Observation Form

Adapted from Rosenshine (2012)

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| **Instructional Principle** | **Observed** | **Notes** | **Reflections/Suggestions** |
| Begin lesson with short review. |  |  |  |
| Present new material in small steps with student practice after each step. |  |  |  |
| As a large number of questions and check the responses of all students. |  |  |  |
| Provide Models. |  |  |  |
| Guide Student Practice |  |  |  |
| Check for student understanding |  |  |  |
| Obtain a high success rate |  |  |  |
| Scaffold difficult tasks |  |  |  |
| Require and monitor independent practice. |  |  |  |
| Engage in weekly and monthly review |  |  |  |
|  |  |  |  |

**General Features of Effective Instruction**

**1. Instructor models instructional tasks when appropriate.**

* Demonstrates the task (e.g., uses think alouds)
* Proceeds in step-by-step fashion
* Limits language to demonstration of skill
* Makes eye contact with students, speaks clearly while modeling skill

**2. Instructor provides explicit instruction.**

* Sets the purpose for the instruction
* Identifies the important details of the concept being taught
* Provides instructions that have only one interpretation
* Makes connection to previously-learned material

**3. Instructor engages students in meaningful interactions with language during lesson.**

* Provides and elicits background information
* Emphasizes distinctive features of new concepts
* Uses visuals and manipulatives to teach content as necessary
* Makes relationships among concepts overt
* Engages students in discourse around new concepts
* Elaborates on student responses

**4. Instructor provides multiple opportunities for students to practice instructional tasks.**

* Provides more than one opportunity to practice each new skill
* Provides opportunities for practice after each step in instruction
* Elicits group responses when feasible
* Provides extra practice based on accuracy of student responses

**5. Instructor provides corrective feedback after initial student responses.**

* Provides affirmations for correct responses
* Promptly corrects errors with provision of correct model
* Limits corrective feedback language to the task at hand
* Ensures mastery of all students before moving on

**6. Students are engaged in the lesson during teacher-led instruction.**

* Gains student attention before initiating instruction
* Paces lesson to maintain attention
* Maintains close proximity to students
* Transitions quickly between tasks
* Intervenes with off-task students to maintain their focus

**7. Students are engaged in the lesson during independent work.**

* Independent work routines and procedures previously taught
* Models task before allowing students to work independently
* Checks for student understanding of the task(s)
* Students use previously-learned strategies or routines when they come to a task they don’t understand
* Independent work is completed with high level of accuracy

**8. Students are successful completing activities at a high criterion level of performance.**

* Elicits a high percentage of accurate responses from group
* Elicits a high percentage of accurate responses from individuals
* Holds same standard of accuracy for high performers and low performers

**9. Instructor encourages student effort**.

* Provides feedback during and after task completion
* Provides specific feedback about student’s accuracy and/or effort
* Majority of feedback is positive
* Celebrates or displays examples of student success in reading