

## 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. <b>Frequent Responses:</b> 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. <b>Limited Use of Volunteers:</b> 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. <b>Proactive Handling Inattentive Students:</b> 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. <b>Inclusive Participation:</b> 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. <b>Equity of Individual Turns:</b> 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. <b>Adequate Thinking Time:</b> 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. <b>Monitoring Responses:</b> 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. <b>Error Corrections:</b> 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. <b>Feedback and Acknowledgement:</b> 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	<b>10. Lesson Adjustment:</b> 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	<b>11. Brisk Pace:</b> 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	<b>12. Positive Learning Environment:</b> 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	<b>13. Enthusiasm:</b> 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	<b>14. On-task Behavior:</b> 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	<b>15. Frequent Responses:</b> 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	<b>16. Cooperative Responses:</b> 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	<b>17. Accuracy:</b> 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	<b>18. Appropriate Behavior:</b> Exhibit behavior that allows them to learn, their peers to learn, and the teacher to teach.

**Glow(s):**


**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.