

| FOCUSED OBSERVATION INSTRUMENT #1: Planning and Instruction | |
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| ✓ Student Participation & Success | ✓ Depth/Complexity/Creativity of Learning |
| ✓ Feedback to Interaction with Students | ✓ Alignment: Objective, Activities, Materials |

Name of Teacher:

Date of Observation:

Subject/Grade Level:

Time of Observation: Begin: _____

Specific Content/Activity:

End: _____

Number of Students in Class: _____

For whole-group, teacher-centered instruction, record the names (descriptions, seat assignment) of students who participated in ways other than passive listening. Record the question/prompt from the teacher. Circle the + beside the name(s) of students whose participation was successful. Circle the – beside the name(s) of students whose participation was not successful. Circle a ? if you cannot determine student success. Record the teacher’s response to the student’s response/performance/demonstration.

| STUDENT | QUESTION | SUCCESSFUL/ UNSUCCESSFUL | | | TEACHER RESPONSE TO STUDENT |
|---------|----------|-----------------------------|---|---|-----------------------------|
| | | + | - | ? | |
| 1. | | + | - | ? | |
| 2. | | + | - | ? | |
| 3. | | + | - | ? | |
| 4. | | + | - | ? | |
| 5. | | + | - | ? | |
| 6. | | + | - | ? | |
| 7. | | + | - | ? | |
| 8. | | + | - | ? | |
| 9. | | + | - | ? | |
| 10. | | + | - | ? | |
| 11. | | + | - | ? | |
| 12. | | + | - | ? | |
| 13. | | + | - | ? | |

Evidence of Activities Planned and Implemented to Promote Participation, Success, Alignment, Complex/Creative Learning, and/or Interactions with Students

Check any techniques that the teacher used to promote active, successful student participation, complex learning, and/or connectivity of learning. Checking the technique does not necessarily mean that the technique was used effectively — it simply means that the technique was used. Make any specific notes that will help you remember what the teacher did/failed to do.

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| <p>_____ Used strategies that provided for students to make connections of new learning (e.g., prior/future learning within the discipline, own interests/experiences, other disciplines, world beyond the classroom)</p> | <p>_____ Sent students to board/chart/map</p> |
| <p>_____ Provided opportunities for students to interact with each other</p> | <p>_____ Varied activities</p> |
| <p>_____ Provided opportunities for students to volunteer, offer feedback, make independent choices</p> | <p>_____ Provided activities/materials that were aligned with the objective</p> |
| <p>_____ Asked questions/assigned tasks at the application level or higher (Bloom's Taxonomy)</p> | <p>_____ Provided application/lab activity</p> |
| <p>_____ Instructional activities provided for students to produce products that represent complex learning</p> | <p>_____ Instructional activities allowed/encouraged students to interact with each other around the learning</p> |
| <p>_____ Designed inductive learning for students to explore/research</p> | <p>_____ Positively reinforced student participation and/or success</p> |
| <p>_____ Used pair/share, elbow partners, quick-write, etc.</p> | <p>_____ Recognized when students become confused or disengaged and responded to student learning or social/emotional needs</p> |
| <p>_____ Used group discussion</p> | <p>_____ Addresses student mistakes and followed through to ensure student mastery</p> |
| <p>_____ Used random calling</p> | <p>_____ Other technique/strategy</p> |
| | <p>_____ Other technique/strategy</p> |

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| <p>Evidence of Student Engagement/No Engagement</p> |
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Summary of Data and Preliminary Judgments on Planning and Instruction

In the space below, summarize the data from the previous two pages and make judgments about the quality of instructional strategies.

- ▶ How many students participated? _____ of _____ participated.
(total # of students)
- ▶ How many students did not participate? _____
- ▶ How many students were successful? _____
- ▶ How many students were unsuccessful? _____
- ▶ What was the learning/curriculum objective? _____

- ▶ What instructional activities, strategies, and materials/resources were used in teaching this lesson?

Based on the data, circle YES if the statement describes what you saw/heard. Circle NO if the statement does not describe what you saw/heard. If you have no data or insufficient data, do not circle anything. In making judgments, rely on the preponderance of the data/evidence.

All descriptions, unless otherwise noted, are based on the Proficient language of the Texas Teacher Evaluation and Support System (T-TESS). For corresponding language from the Professional Development and Appraisal System, see the correlation chart at the end of Chapter 4.

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| <p style="text-align: center;">PLANNING & INSTRUCTION: Student Participation & Success</p> <ul style="list-style-type: none"> • Most students demonstrate mastery of the objective YES NO • Engaged all students in relevant, meaningful learning YES NO • Addressed student mistakes and followed through to ensure student mastery YES NO • Led a mutually respectful and collaborative class of actively engaged learners YES NO • Recognized when students become confused or disengaged and responded to student learning or social/emotional needs YES NO • Established classroom practices that provided opportunities for most students to communicate effectively with the teacher and their peers YES NO • Used probes to clarify, elaborate thinking YES NO • Asked remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion YES NO • Students worked respectfully individually and in groups YES NO • Anticipated possible student misunderstands YES NO • Interacted with students in respectful ways at all times (Teacher Standard 4: Learning Environment) YES NO | <p style="text-align: center;">PLANNING AND INSTRUCTION: Depth and Complexity of Learning</p> <ul style="list-style-type: none"> • Insured high levels of learning, social emotional development and achievement for all students YES NO • Lesson was flexible and encouraged higher-order thinking, persistence, and achievement YES NO • Asked questions that encouraged all students to engage in complex, higher-order thinking YES NO <hr/> <p style="text-align: center;">PLANNING AND INSTRUCTION: Alignment</p> <ul style="list-style-type: none"> • All goals were aligned to state content standards YES NO • All activities, resources, technology and instructional materials that were all aligned to instructional purposes (objectives) YES NO • All activities were sequenced and relevant to students YES NO • The lesson integrated learning objectives with other disciplines YES NO • Lesson accurately reflected how the lesson fits within the structure of the discipline and state standards YES NO • Provided opportunities for students to use different types of thinking (e. g., analytical, practical, creative and research-based) YES NO |
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