**FOCUSED OBSERVATION INSTRUMENT #2: Planning and Instruction**

| ✔ Student Mastery | ✔ Instructional Adjustment |
| ✔ Monitoring      | ✔ Differentiation          |
| ✔ Feedback to Students | ✔ Re-teaching             |

Name of Teacher:  
Date of Observation:  
Subject/Grade Level:  
Time of Observation: Begin: _______  
End: _______  
Learning/Curriculum Objective:  
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.

<table>
<thead>
<tr>
<th>STUDENT</th>
<th>QUESTION</th>
<th>SUCCESSFUL/ UNSUCCESSFUL</th>
<th>TEACHER RESPONSE TO STUDENT</th>
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<td>1.</td>
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Instructional Strategies Used to Monitor, Provide Feedback, and Differentiate/Reteach

Check any techniques that the teacher used. 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.

**Monitoring**

- Verbally monitored/assessed *individual students* (random questioning, interacting during group/seat work)
- Physically monitored *individual students* (walking around, examining work)
- Verbally monitoring/assessing *groups of students* (choral response, signal response)
- Physically monitored *groups of students*
- Used formative assessments (paper/pencil, performances, demonstrations)

**Feedback**

- Used positive reinforcement of successful responses/performances (verbal and/or non-verbal)
- Used specific corrective feedback to students who are unsuccessful
- Prompted/assisted students who are having difficulty responding
- Probed to clarify, elaborate thinking
- Clarified/extended learning in response to monitoring/assessment

**Differentiation/Corrective Teaching/Re-teaching**

- Adjusted instruction and activities to maintain student engagement.
- Adjusted instruction/clarified in response to monitoring/assessing
- Recognized when students become confused or disengaged and responded to student learning or social/emotional needs
- Provided differentiated instructional methods and content to ensure students had the opportunity to master what is being taught
- Adapted lessons to address individual needs of all, especially when they are not being successful
- Utilized instructional adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students
- Invited input from students in order to monitor and adjust instruction
- Re-taught the lesson (some or all students)

**Notes on Teacher/Student Behavior**

(impact on students)

- Other technique/strategy
- Other technique/strategy
- Other technique/strategy
Summary of Data and Judgments on Monitoring and Assessing

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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**PLANNING & INSTRUCTION:** Monitoring
- Used formal and informal assessments to monitor progress of all students  **YES NO**
- Provided substantive, specific and timely feedback to students, families and other school personnel while maintaining confidentiality  **YES NO**
- Used probes to clarify, elaborate thinking  **YES NO**
- Monitored student behavior and responses for engagement and understanding  **YES NO**

**PLANNING AND INSTRUCTION:** Differentiation/Corrective Teaching/Re-teaching
- Adjusted instruction to address strengths and gaps in background knowledge, life experiences and skills of all students  **YES NO**
- Adjusted instruction and activities to maintain student engagement  **YES NO**
- Implemented activities, resources, technology and instructional materials that were aligned to instructional purposes/objective  **YES NO**
- Persisted with the lesson until there was evidence that most students demonstrate mastery of the objective  **YES NO**
- Provided opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based)  **YES NO**
- Provided differentiated instructional methods and content to ensure students had the opportunity to master what was being taught  **YES NO**
- Recognized when students became confused or disengaged and responded to student learning or social/emotional needs  **YES NO**

**Other Judgments**