

<b>FOCUSED OBSERVATION INSTRUMENT #2: Planning and Instruction</b>	
✓ Student Mastery	✓ Instructional Adjustment
✓ Monitoring	✓ Differentiation
✓ Feedback to Students	✓ Re-teaching

**Name of Teacher:** \_\_\_\_\_

**Date of Observation:** \_\_\_\_\_

**Subject/Grade Level:** \_\_\_\_\_

**Time of Observation: Begin:** \_\_\_\_\_

**Learning/Curriculum Objective:** \_\_\_\_\_

**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.					

**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.*

<p style="text-align: center;"><b>PLANNING &amp; INSTRUCTION: Monitoring</b></p> <ul style="list-style-type: none"> <li>• Used formal and informal assessments to monitor progress of all students <b>YES NO</b></li> <li>• Provided substantive, specific and timely feedback to students, families and other school personnel while maintaining confidentiality <b>YES NO</b></li> <li>• Used probes to clarify, elaborate thinking <b>YES NO</b></li> <li>• Monitored student behavior and responses for engagement and understanding <b>YES NO</b></li> </ul>	<p style="text-align: center;"><b>PLANNING AND INSTRUCTION: Differentiation/Corrective Teaching/ Re-teaching</b></p> <ul style="list-style-type: none"> <li>• Adjusted instruction to address strengths and gaps in background knowledge, life experiences and skills of all students <b>YES NO</b></li> <li>• Adjusted instruction and activities to maintain student engagement <b>YES NO</b></li> <li>• Implemented activities, resources, technology and instructional materials that were aligned to instructional purposes/objective <b>YES NO</b></li> <li>• Persisted with the lesson until there was evidence that most students demonstrate mastery of the objective <b>YES NO</b></li> <li>• Provided opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based) <b>YES NO</b></li> <li>• Provided differentiated instructional methods and content to ensure students had the opportunity to master what was being taught <b>YES NO</b></li> <li>• Recognized when students became confused or disengaged and responded to student learning or social/emotional needs <b>YES NO</b></li> </ul>
<p style="text-align: center;"><b>PLANNING AND INSTRUCTION: Feedback</b></p> <ul style="list-style-type: none"> <li>• Addressed student mistakes and followed through to ensure mastery <b>YES NO</b></li> <li>• Recognized students misunderstanding and responded with an array of techniques to clarify concepts <b>YES NO</b></li> <li>• Used positive reinforcement of successful responses/performances (verbal and/or nonverbal) <b>YES NO</b></li> <li>• Recognized when students became confused or disengaged and responded to student learning or social/emotional needs <b>YES NO</b></li> <li>• Interacted with students in respectful ways at all times (Teacher Standard 4: Learning Environment) <b>YES NO</b></li> </ul>	<p><b>Other Judgments</b></p>