

Direct Instruction Observation Form

Observation # _____

Name _____ Date _____ Observer _____

Current teaching focus from "Expectations": _____

Student Teacher met all goals from "Expectations" set during last visit: Yes No Describe: _____

SCORING SCALE: 3 2 1 0 NO

Descriptors:

- | | | | |
|----------------------|------------------------------|-----------------|---------------------------|
| 3: Proficient | Skills approximating mastery | 0: Not included | Skill not demonstrated |
| 2: Satisfactory | Skills used sufficiently | NO: | No opportunity to observe |
| 1: Needs improvement | Skills below expectation | Y: Yes N: No | |

OPENING

1. Y N NO Have appropriate lesson plan prepared. (Copy of materials including data ready for observer.)
2. Y N NO Have all appropriate materials ready and easily accessible.
3. Y N NO Begin lesson on time.
4. 3 2 1 0 NO Begin with anticipatory set and rationale, as related to IEP goals.
5. 3 2 1 0 NO Review maintenance and prerequisite knowledge to make logical connections between this lesson and previous learning.
6. Y N NO State the instructional objective in "student" terms.
7. 3 2 1 0 NO Objective challenges students appropriately to make progress toward IEP goal(s).
8. 3 2 1 0 NO Teach or review expected behavior routines.

BODY: Modeling

1. 3 2 1 0 NO State new skills or knowledge in small manageable parts.
2. 3 2 1 0 NO Demonstrate new skill or knowledge in small manageable parts.
3. 3 2 1 0 NO Use age and ability appropriate examples and materials.
4. 3 2 1 0 NO Check for student understanding; model again as needed.

Response Opportunities and Reinforcement for Student Behavior – Collect During Modeling/Guided Practice

Response Rate: Standard: 0 = 0; 1-2 = 1; 3-4 = 2; ≥ 5 = 3 Time Began _____ Time Ended _____

Activity _____ Number of Minutes Observed _____

_____ # of Students _____

Opportunity to Respond	# Correct Responses	# Incorrect/ No Responses	# Appropriate Corrective Feedback	# No Corrective Feedback
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GROUP				
INDIVIDUAL				

Correct Response Rate (# responses / # of minutes) = _____ / minute

Corrective Feedback (# incorrect responses : # corrective feedback) = _____ :

Reinforcement Rate: Standard: 0 = 0; 1-2 = 1; 3-4 = 2; ≥ 5 = 3 Time Began _____ Time Ended _____

Activity _____ Number of Minutes Observed _____

_____ # of Students _____

	# Academic Reinforcements	# Behavioral Reinforcements
GENERAL PRAISE		
DESCRIPTIVE PRAISE		
NONVERBAL		

General Praise Rate (# of general praises / # of minutes observed) = _____ /minute

Descriptive Praise Rate (# of descriptive praises / # of minutes observed) = _____ /minute

Nonverbal Reinforcement (# of nonverbal / # of minutes observed) = _____ /minute

Overall Praise (# of general, descriptive, and nonverbal praises / # of minutes observed) = _____ /minute

RESPONSE RATE AND REINFORCEMENT

1. 3 2 1 0 NO Elicit high rates of responses (see "Response Rate") OR response rate appropriate for age, ability, and instructional activity.
2. 3 2 1 0 NO Maintain 1:1 ratio of incorrect responses to corrective feedback (see "Response Rate").
3. 3 2 1 0 NO Maintain adequate balance between general and specific praise that is age/ability appropriate (see "Reinforcement Rate").
4. 3 2 1 0 NO Reinforce correct academic responses (see "Reinforcement Rate").
5. 3 2 1 0 NO Reinforce appropriate behavior/social responses.
6. 3 2 1 0 NO Reinforce each student for academic and/or behavioral responses.

1. 3 2 1 0 NO Prompt students to say, write, or do skill with exercises or examples that align with instructional objective.
2. 3 2 1 0 NO Prompt students to say, write, or do skill with sufficient number of exercises or examples (minimum of 3).
3. 3 2 1 0 NO Prompt group responses, then individual responses (mild/moderate) OR prompt group responses and/or individual responses (severe).
4. 3 2 1 0 NO Prompt responses in a mode appropriate for each student (e.g., sign lang., pictures, single words, phrases).
5. 3 2 1 0 NO Fade prompts as students master skills.
6. 3 2 1 0 NO Reteach incorrect academic responses and practice as needed to advance to independent practice or reinforce correct responses.
7. 3 2 1 0 NO Reteach inappropriate behavioral/social responses and practice as needed or reinforce appropriate responses.
8. Y N NO Collect data on student readiness for independent practice.
9. Y N NO Use data to verify mastery of skills to stated criterion before advancing to independent practice.

BODY: Independent Practice

1. 3 2 1 0 NO Assign practice exercises that align with current and/or previous instructional objectives.
2. 3 2 1 0 NO Assign sufficient number of practice exercises for students to use skill independently (minimum of 5).
3. 3 2 1 0 NO Circulate and monitor each student's progress.
4. 3 2 1 0 NO Reteach incorrect academic responses or reinforce correct responses.
5. 3 2 1 0 NO Reteach inappropriate social/behavioral responses or reinforce appropriate responses.
6. Y N NO Maintain adequate balance between general and specific praise.
7. 3 2 1 0 NO Collect and record appropriate data on student mastery of instructional objective.
8. Y N NO Use data to determine next lesson's objective.

CLOSING

1. 3 2 1 0 NO Summarize learning by restating objective and describing student performance.
2. Y N NO Preview next lesson to make logical connections between this lesson and the next.
3. Y N NO Transition all students to the next activity.

GENERAL CLASSROOM PROCEDURES

1. Y N NO Supports an environment where students are able to assume appropriate levels of responsibility for themselves and others.
2. Y N NO Assures that all students, paraeducators, volunteers, and/or peer tutors are engaged in meaningful work.
3. Y N NO Establishes a positive atmosphere in the classroom (e.g., preventative strategies, age-appropriate decorations, interactions with staff and students, effective use of time).
4. Y N NO Follows Least Restrictive Behavioral Interventions for preventing and dealing with challenging behaviors.
5. Y N NO Uses a wide range of standards-based materials, resources, and technologies adapting them for effective ESL and/or content teaching.

PROFESSIONALISM

1. Y N NO Student Teacher is punctual, positive, teachable, collaborative, dependable, and dressed appropriately.
2. Y N NO Student Teacher has made sufficient progress toward portfolio completion.
3. Y N NO Self-assesses accurately through reflective strategies, then revises practice.

Strengths and General Comments:

Teaching expectations for next observation:

Portfolio expectations for next observation:

_____ / _____ = _____
 Total Points Earned Points Possible Percentage

 Observer's Signature

 Student Teacher / Intern's Signature

