

## Explicit Instruction Observation Form

<b>Scoring Key</b>
5 = Exceptional
3 = Competent
1 = Emerging

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Observer: \_\_\_\_\_ Observation #: \_\_\_\_\_  
 Teacher Candidate Teaching Goal(s): \_\_\_\_\_  
 Teacher Candidate Met Teaching Goal(s): YES      NO  
 Describe: \_\_\_\_\_

<b>Opening</b>		<b>Score</b>
<ul style="list-style-type: none"> <li>• Have appropriate lesson plan prepared.</li> <li>• Copy of materials including data ready for observer.</li> <li>• Have all appropriate teaching materials ready and easily accessible.</li> <li>• Begin lesson on time.</li> <li>• Begin with anticipatory set and rationale, as related to daily objective.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Review</u> maintenance and prerequisite knowledge to make logical connections between this lesson and previous learning.</li> <li>• State the instructional objective in “student” terms.</li> <li>• Daily learning objective challenges students appropriately to make progress toward IEP goal(s).</li> <li>• Teach or review expected behavior routines during all phases of lesson.</li> </ul>	
<b>Comments:</b>		
<b>Modeling</b>		<b>Score</b>
<ul style="list-style-type: none"> <li>• State new skills or knowledge in small manageable parts.</li> <li>• Demonstrate new skill or knowledge in small manageable parts.</li> </ul>	<ul style="list-style-type: none"> <li>• Use age and ability appropriate examples and materials.</li> <li>• Check for student understanding; model again as needed.</li> </ul>	
<b>Comments:</b>		
<b>Guided Practice</b>		<b>Score</b>
<ul style="list-style-type: none"> <li>• Prompt students to say, write, or do skill with exercises or examples that align with instructional objective.</li> <li>• Prompt students to say, write, or do skill with sufficient number of exercises or examples (minimum of 3).</li> <li>• Prompt group responses, then individual responses.</li> <li>• Prompt responses in a mode appropriate for each student (e.g., sign language, pictures, single words, phrases).</li> <li>• Fade prompts as students’ master skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Reteach incorrect academic responses and practice as needed to advance to independent practice <b>or</b> reinforce correct responses.</li> <li>• Reteach inappropriate behavioral/social responses and practice as needed <b>or</b> reinforce appropriate responses.</li> <li>• Collect data on student readiness for independent practice.</li> <li>• Use data to verify mastery of skills to stated criterion before advancing to independent practice.</li> </ul>	
<b>Comments:</b>		
<b>Independent Practice</b>		<b>Score</b>
<ul style="list-style-type: none"> <li>• Assign practice exercises that align with current and/or previous instructional objectives.</li> <li>• Assign sufficient number of practice exercises for students to use skill independently (minimum of 5).</li> <li>• Circulate and monitor each student’s progress.</li> <li>• Reteach incorrect academic responses or reinforce correct responses.</li> </ul>	<ul style="list-style-type: none"> <li>• Reteach inappropriate social/behavioral responses or reinforce appropriate responses.</li> <li>• Maintain adequate balance between general and specific praise.</li> <li>• Collect and record appropriate data on student mastery of instructional objective.</li> <li>• Use data to determine next lesson’s objective.</li> </ul>	
<b>Comments:</b>		

**Explicit Instruction Observation Form (Continued)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Observer: \_\_\_\_\_ Observation #: \_\_\_\_\_  
 Teacher Candidate Teaching Goal(s): \_\_\_\_\_  
 Teacher Candidate Met Teaching Goal(s): YES      NO  
 Describe: \_\_\_\_\_

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<b>Closing</b>		<b>Score</b>
<ul style="list-style-type: none"> <li>Summarize learning by restating objective and describing student performance.</li> </ul>	<ul style="list-style-type: none"> <li>Preview next lesson to make logical connections between this lesson and the next.</li> <li>Transition all students to the next activity.</li> </ul>	
<b>Comments:</b>		
<b>General Classroom Procedures &amp; Professionalism</b>		<b>Score</b>
<ul style="list-style-type: none"> <li>Supports an environment where students are able to assume appropriate levels of responsibility for themselves and others.</li> <li>Establishes a positive atmosphere in the classroom (e.g., preventative strategies, age-appropriate decorations, interactions with staff and students, effective use of time).</li> <li>Follows Least Restrictive Behavioral Interventions for preventing and dealing with challenging behaviors.</li> <li>Assures that all students, paraeducators, volunteers, and/or peer tutors are engaged in meaningful work.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a wide range of standards-based materials, resources, and technologies adapting them for effective ESL and/or content teaching.</li> <li>Is positive, teachable, collaborative, dependable, and dressed appropriately.</li> <li>Has made sufficient progress toward PPAT Task completion.</li> <li>Self-assesses accurately through reflective strategies, then revises practice.</li> <li>Post 3-5 positively-stated classroom rules.</li> </ul>	
<b>Comments:</b>		

**Response Opportunities and Reinforcement for Student Behavior**  
**(Collect during Modeling/Guided Practice)**

Response Rate: Time Began: \_\_\_\_\_ Time Ended: \_\_\_\_\_  
 Standard: 0=0; 1=1; 2=2; 3=3; 4=4; ≥5=5; Number of Minutes Observed: \_\_\_\_\_  
 Activity: \_\_\_\_\_ Number of Students: \_\_\_\_\_

	<b>CORRECT RESPONSES</b>	<b>INCORRECT RESPONSES</b>	<b>FEEDBACK</b>
<b>GROUP</b>			
<b>INDIVIDUAL</b>			

Response Rate (Number of responses/Number of minutes)= \_\_\_\_\_/minute  
 Corrective Feedback (Number of incorrect responses: Number of corrective feedback)= \_\_\_\_\_:\_\_\_\_\_

Reinforcement Rate: Time Began: \_\_\_\_\_ Time Ended: \_\_\_\_\_  
 Standard: 0=0; 1=1; 2=2; 3=3; 4=4; ≥5=5; Number of Minutes Observed: \_\_\_\_\_  
 Activity: \_\_\_\_\_ Number of Students: \_\_\_\_\_

	<b>ACADEMIC REINFORCEMENTS</b>	<b>BEHAVIORAL REINFORCEMENTS</b>
<b>GENERAL PRAISE</b>		
<b>DESCRIPTIVE PRAISE</b>		
<b>NONVERBAL</b>		

## Explicit Instruction Observation Form (Continued)

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 Teacher Candidate Teaching Goal(s): \_\_\_\_\_  
 Teacher Candidate Met Teaching Goal(s): YES      NO  
 Describe: \_\_\_\_\_

<b>Response Rate and Reinforcement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Elicit high rates of responses <b>or</b> response rate appropriate for age, ability, and instructional activity.</li> <li>• Maintain 1:1 ratio of incorrect responses to corrective feedback.</li> <li>• Maintain adequate balance between general and specific praise that is age/ability appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforce correct academic responses.</li> <li>• Reinforce appropriate behavior/social responses.</li> <li>• Reinforce <u>each</u> student for academic and/or behavioral responses.</li> </ul>				
<b>Comments:</b>					

**Overall Lesson Performance:**

Emerging		Competent		Exceptional
1	2	3	4	5

**Strengths, areas for improvement, and general comments:**

\_\_\_\_\_  
 Observer's Signature

\_\_\_\_\_  
 Student Teacher/Intern's Signature