



## Explicit Instruction Observation Sheet

Design of Lesson	Evidence
<p><b>Big Idea</b>            What do you want students to learn by the end of the lesson?            Look-fors:</p> <ul style="list-style-type: none"> <li>○ Today we will learn....</li> <li>○ By the end of literacy we will know how to....</li> <li>○ After a hook, teacher says, "What do you think we are learning today?"</li> <li>○ Why are we learning this?</li> </ul>	
<p><b>Conspicuous Strategies</b>            Explicit teaching of helpful strategies available to students that will benefit their learning.            Look-fors:</p> <ul style="list-style-type: none"> <li>○ When I am reading a book or story, I visualize what I am reading about.</li> <li>○ To organize my thoughts, I like to create a web that helps me....</li> <li>○ Today I will teach you a strategy to use when...</li> </ul>	
<p><b>Strategic Integration</b>            Is the student applying what has been learned and knows and understands into new information?            Look-fors:</p> <ul style="list-style-type: none"> <li>○ You know 5 consonant sounds and the short /a/ sound. Today we will make words from those.</li> <li>○ Yesterday you learned that we pause after a comma. Today we are going to read a passage that contains commas. I am going to listen to you read this passage...</li> <li>○ You have been working on c-v-c words today. We are going to put 2 c-v-c words together to make with 2 syllables.</li> </ul>	
<p><b>Mediated Scaffolding</b>            Provided to students in the form of steps, tasks, materials, and personal support during initial learning that reduces task complexity.            Look-fors:</p> <ul style="list-style-type: none"> <li>○ I will show you how to....</li> <li>○ First, we will...</li> <li>○ Watch as I do.....</li> <li>○ Our first step will be....</li> <li>○ I will say, then you say...</li> <li>○ Follow me as I.....</li> </ul>	

<p><b>Primed Background Knowledge</b>  Learning new skills and knowledge depends on a) the knowledge the learner brings to the task, b) the accuracy of that information, and c) the degree to which the learner can access and use that information.  Look-fors:</p> <ul style="list-style-type: none"> <li>○ K-W-L charts</li> <li>○ Showing 2-minute videos</li> <li>○ Discussing previous experiences</li> <li>○ What does this remind you of?</li> <li>○ Have you ever seen?...</li> <li>○ What do you know about this?</li> <li>○ Realia</li> </ul>	
<p><b>Judicious Review</b>  Intentional review is essential to ensure that students maintain conceptual and procedural “grasp” of important skills and knowledge (big ideas).  Information reviewed is useful and essential.  Additionally, review should be distributed, cumulative, and varied. Review that is distributed over time, as opposed to massed in one learning event, contributes to long-term retention and problem solving.  Look-fors:</p> <ul style="list-style-type: none"> <li>○ Beginning a unit by asking students a question about a previous unit</li> <li>○ Exit tickets of previously taught information</li> <li>○ Asking for understanding of a previously learned big idea</li> <li>○ Not, teaching and moving on</li> </ul>	
<b>Delivery of Lesson</b>	<b>Evidence</b>
<p><b>Frequent Student Responses:</b>  Teachers use engagement strategies that <b>require</b> student involvement.  Look-fors:</p> <ul style="list-style-type: none"> <li>○ Personal Response Boards</li> <li>○ Teach/Okay</li> <li>○ Thumbs up</li> </ul>	
<p><b>Appropriate pacing:</b>  Influenced by variables such as, how difficult a task is, relative newness of the task, and the individual student differences within the class.  Look-fors:</p> <ul style="list-style-type: none"> <li>○ Brisk pace</li> <li>○ Multiple repetitions</li> </ul> <p>Students are engaged in the instructional activity</p>	
<p><b>Adequate Processing Time:</b>  “Think time.” Time to pause and think should vary based on the difficulty of the task relative to the students.</p>	

<p>Look-fors.</p> <ul style="list-style-type: none"> <li>○ Students think time varies depending on the task.</li> </ul> <p>Low level questioning—such as facts—less time to process</p>	
<p><b>Monitor Responses</b></p> <p>Watching and listening to student responses provides the teacher with key instructional information. Adjustments may be made <i>during</i> instruction. Teachers should be constantly scanning the classroom as students respond in any mode.</p> <p>Look-fors:</p> <ul style="list-style-type: none"> <li>○ Teacher is listening to student responses as we “Shoulder Partner”</li> <li>○ Teacher is moving and getting near students for a think-pair-share</li> </ul> <p>Teachers move to students who look confused</p>	
<p><b>Provide Feedback:</b></p> <p>Should be instructional and not accommodating.</p> <p>Look-fors:</p> <ul style="list-style-type: none"> <li>○ Feedback should be specific— <ul style="list-style-type: none"> <li>✓ I like that you were careful to start that sentence with an uppercase letter.</li> <li>✓ I would make sure to...</li> <li>✓ Your first answer has more detail than your second, what did you do differently?</li> </ul> </li> </ul> <p>Feedback doesn’t become so involved that it interferes with the timing of the lesson.</p>	

Source: Adapted from *Explicit Instruction*, Tracey Hall & Ge Vue