Observation Instrument: Direct Instruction

Use: When the instructor lectures, presents information, or demonstrates skills to the class

Purpose: To assess the effectiveness of the presentation

Instructions: As you observe the lesson, determine which indicator best describes the feature on the instrument. Enter one of the following indicators in each blank of the instrument:

- ✓ is included in the lesson
- n/a is not applicable or not needed
- * a skill in development

(Note: Every feature does not have to be present (✓) for an effective lesson).

INTRODUCTION

- States purpose of instruction or instructional objectives
- States rationale for objectives and/or activities
- Reviews previously taught content or concepts
- Describes activities in which students will be involved and purpose of activities
- Gives overview or advance organizer

Other

Comments:

INSTRUCTIONAL SEGMENT

- Content is well-structured and sequenced
- New terms are defined/explained
- Key concepts are emphasized (verbal examples, underlining on board/overhead, etc.)
- Facts are distinguished from opinions where appropriate
- Includes appropriate analogies or examples for new information or to make abstract concepts concrete
- Visuals or handouts help to make content clear
- Lengthy presentations are divided into recognizable segments or a change of activity
- Clear transitions or mini-summaries conclude each segment
- Checks for student understanding throughout the lesson and monitors student responses
- Is encouraging and responsive to student questions and comments
- Lesson pacing is appropriate for the content and the audience

Other:

Comments:
APPLICATION OF OBJECTIVES
___ Gives opportunities for students to apply/practice new knowledge or understandings
___ Provides structure for how students are to respond (e.g. group work, participation, etc.)
___ Activities directly support instructional objectives
___ Follow-up discussion engages students in the key points or concepts related to the instructional objective.

Other:__________________________________________________________________

Comments:_____________________________________________________________________
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CONCLUSION
Note: Conclusion may/should be included before the break in a three-hour class session.

___ Concludes with summary or integration of the presentation
___ Invites student questions or comments
___ Follows up the presentation by making a transition into a recitation, a follow-up assignment, or other activity that will allow students to practice the material
___ Assesses the lesson objective/s

Other:__________________________________________________________________

Comments:_____________________________________________________________________
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ADDITIONAL EFFECTIVE TEACHER BEHAVIORS
___ Is well prepared; speaks fluently without hesitation or confusion; materials are prepared
___ Projects enthusiasm for the material
___ Maintains eye contact with the students
___ Speaks at an appropriate pace (neither too fast to too slow)
___ Speaks with appropriate voice modulation (rather than in a monotone)
___ Uses appropriate expressions, movements, and gestures

Comments:_____________________________________________________________________
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Overall Additional Comments:
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Signatures (to be signed after post-observation conference):
Observer1____________________________________
Observer 2___________________________________
Faculty Member_______________________________

Note to observers: 1. Make two copies of observation form: one for the faculty member and one for the department chair.
2. Sign the Observation Document.

June 2004