Observation Instrument: Indirect Instruction

**Use:** When the intention of the instructor is to promote higher thought processes and performance outcomes such as critical thinking, decision making, and problem solving.

**Purpose:** To assess the effectiveness of the lesson.

**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).

**POSES A WELL-CHOSEN PROBLEM OR ISSUE**
- Problem issue is appropriate in familiarity and difficulty
- Problem issue is authentic, significant to students.
- Teacher requires them to predict, explain, develop justifications or use problem solving strategies.
- Other: _______________________________________________________

**ELICITS ASSESSMENT AND DISCUSSION**
- Teacher facilitates.
- Encourages student-student interaction.
- Invites students to critique by offering justified arguments for or against contribute ideas.
- Doesn’t judge but calls for justification, clarification, or elaboration.
- Other: _______________________________________________________

**MOVES STUDENTS TOWARD RESOLUTION**
- Tests for consensus or asks for unresolved issues.
- Asks questions to focus on misconceptions or complications.
- If necessary, interrupts discussion to allow students to get more information or interact in subgroups.
- Other: _______________________________________________________

Comments:_____________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
CONSTRUCTS SUMMARY OF MAIN IDEAS AND THEIR CONNECTIONS
___ Invites students to summarize what has been learned
___ If necessary, asks clarification and elaboration questions to make sure the summary includes all main points and connections between them that need to be emphasized.
___ Follows up by having students work individually or in small groups to reconstruct new knowledge (by writing in journals, composing reports, etc.) and perhaps to apply to new cases.

Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Overall Additional Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Signatures:  Observer 1____________________________________
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.

Summer 2004