

# A LESSON OBSERVATION FRAMEWORK: EVIDENCE OF AN EFFECTIVE INSTRUCTION DELIVERY SEQUENCE

Observer: \_\_\_\_\_ Date: \_\_\_\_\_ Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_

Principle: "Highly Effective Teachers" deliver observably well-structured lessons that accommodate diverse learners in alignment with the following lesson structure. High outcomes occur when lessons follow this framework. Use the guide below to analyze the lesson you have just delivered. This guide may be used for walk-through observation and mentor or instructional coaching observations.

Prior to Instruction Delivery Phases - Phase I	I-Do (Prep)	I-Do (Prep)	I-Do (Prep)	I-Do (Prep)
<b>QUALITY INDICATORS</b>	Reviewed previous lesson; reviewed the standard and stated relationship of this lesson to previous learning.	Reviewed relevant homework and relevant previous learning.	Evidence of daily, weekly and monthly reviews shown where relevant.	Reviewed prerequisite skills and knowledge for the lesson
<b>Evidence of Differentiation for Diverse Learners</b>	<i>Checked for background knowledge and understanding of pre-requisite skills.</i>	<i>Explicitly pre-taught terms and concepts.</i>	<i>Checked mastery of previous lesson, the foundation for this lesson</i>	<i>Assured attention from all prior to beginning.</i>

Instructional Delivery Beginning Phase: The Lesson Presentation - Phase II	I-Do (Direct Instruction)	I-Do (Direct Instruction)	I-Do (Direct Instruction)	I-Do (Direct Instruction)
<b>QUALITY INDICATORS</b>	Stated lesson goals or provided an outline.	Made sure students were aware of the context of the lesson: how the lesson was related to the standard, the unit and the learning outcomes desired.	Presented new material in small steps.	Modeled procedures repeatedly as needed.
<b>QUALITY INDICATORS</b>	Provided examples and non-examples.	May use graphic organizers, advance organizers.	Continuously checked for engagement through choral responding, every pupil responding, physical actions (touch-point-whisper to partner, etc.)	Supported attention through positive statements, points, etc.
<b>Evidence of Differentiation for Diverse Learners</b>	<i>Used techniques to cue students to notice critical aspects of the model.</i>	<i>Used clear language, avoiding digressions.</i>	<i>Continuously checked for student understanding. Students restate or summarize often.</i>	<i>Gained all students full attention and clearly modeled skills and concepts.</i>
<b>Evidence of Differentiation for Diverse Learners</b>	<i>Assured concepts are understood through multiple repetitions of definitions.</i>	<i>Frequently used visuals matched with written and spoken words, "Hear it, see it, say it, and write it."</i>	<i>Modeled thinking as well as a skills-used "think out aloud" as skill or concept is taught.</i>	<i>May have asked specific students to play a leader role to achieve engagement.</i>

<b>Instructional Delivery Middle Phase: Focused on Guided Practice with Corrections and Feedback - Phase III</b>	<b>We-Do (Guided Practice)</b>	<b>We-Do (Guided Practice)</b>	<b>We-Do (Guided Practice)</b>	<b>We-Do (Guided Practice)</b>
<b>QUALITY INDICATORS</b>	Spent significant time on guided group practice.	Used a high frequency of questions.	All students responded (to teacher, to each other) and received feedback.	Achieved a high success rate.
<b>QUALITY INDICATORS</b>	Continued practice until students were fluent.	Provided process feedback when answers are correct but hesitant.	Provided sustaining feedback, clues, or re-teaching when answers were incorrect.	Re-taught material when necessary.
<b>Evidence of Differentiation for Diverse Learners</b>	<i>Structured "Thinking Time" was given before asking for a response.</i>	<i>Used many choral response techniques to assure active engagement.</i>	<i>Used many partner response techniques to assure active engagement</i>	<i>Provided more correction and feedback.</i>
<b>Evidence of Differentiation for Diverse Learners</b>	<i>Remodeled, gave many examples.</i>	<i>May have used Cloze reading (teacher reads, pauses and students choral respond next word).</i>	<i>Continuously clarified concepts with multiple examples.</i>	<i>Used "think, write, pair, share" techniques, with learners matched in supportive dyads</i>

<b>Instructional Delivery End Phase: Independent Practice - Phase IV</b>	<b>You-Do (Skill Fluency Practice)</b>	<b>You-Do (Skill Fluency Practice)</b>	<b>You-Do (Skill Fluency Practice)</b>	<b>You-Do (Skill Fluency Practice)</b>
<b>QUALITY INDICATORS</b>	Students received an overview and/or help during initial steps.	Practice continued until students were automatic (where relevant).	Teacher provided active supervision (where possible).	Students briefly summarized what they learned, what further practice they need.
<b>Evidence of Differentiation for Diverse Learners</b>	<i>Routines were used to provide help for slower students.</i>	<i>Alternate activities for high achievers were used when rapid fluency was shown.</i>	<i>Assured individuals received ample practice.</i>	<i>Coached students to apply strategy previously taught.</i>
<b>Evidence of Differentiation for Diverse Learners</b>	<i>Provided cue cards for students outlining procedures to apply to practice.</i>	<i>Data collected and recorded for who needs more or different practice activities following the lesson.</i>	<i>May have used alternate practice activities at different levels of complexity; all in alignment with standard.</i>	<i>Assured adequate reinforcement for all, with frequent checks and encouragement for diverse learners.</i>

<b>Assessment - Phase V</b>	<b>Demonstrate Skill Mastery</b>	<b>Demonstrate Skill Mastery</b>	<b>Demonstrate Skill Mastery</b>	<b>Demonstrate Skill Mastery</b>
<b>QUALITY INDICATORS</b>	Students receive information on assessment structure	Assessment instructions given in relaxed manner,	Teacher provides active supervision	Students use procedures previous taught by teacher
<b>Evidence of Differentiation for Diverse Learners</b>	<i>Extra time given when needed</i>	<i>Oral testing given if proficiency is not shown on a written version</i>	<i>Methods of assessment are not restricted to paper pencil methods (e.g., demonstration of skill, project demonstrates skill, etc.</i>	<i>Students have been taught to apply test taking strategy previously taught.</i>