



# THE INDEPENDENT SCHOOL DISTRICT OF BOISE CITY

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## Administrative Observation of Teachers

Teacher \_\_\_\_\_ Subject \_\_\_\_\_ Date \_\_\_\_\_

	Comments
<b>Planning</b> Evidence of: <ul style="list-style-type: none"><li>◆ Written lesson plans, based on district curriculum</li><li>◆ Thoughtful planning for coherent instruction (flow, structure, sequence),</li><li>◆ Objectives/goals,</li><li>◆ Knowledge of content/pedagogy.</li></ul>	
<b>Environment/Management</b> Evidence of: <ul style="list-style-type: none"><li>◆ Established procedures and expectations,</li><li>◆ Mutual respect and rapport (management of student behavior),</li><li>◆ Engaging, organized, safe physical environment</li></ul>	
<b>Instruction</b> Evidence of: <ul style="list-style-type: none"><li>◆ Application of elements of instruction (*see back),</li><li>◆ Accurate, clear communication</li><li>◆ Active Participation (engage students in learning; questions; discussions; activities),</li><li>◆ Relevant feedback/assessment</li><li>◆ Knowledge of content/pedagogy.</li></ul>	
<b>Professional Responsibilities</b> Evidence of: <ul style="list-style-type: none"><li>◆ Accurate/timely record keeping</li><li>◆ Meeting professional expectations (being on time, attending meetings, functions),</li><li>◆ Attention to clerical matters (forms, reports),</li><li>◆ Professional demeanor (language, dress)</li></ul>	

Comments:

## Elements of Instruction

- ◆ **Determine objective/goal for lesson – (Purpose – Teach to Objectives)**
  - **Parts of an objective**
    - Condition – The situation or environment in which the learning will occur.
    - Learning – What the students will learn.
    - Behavior – What the students do.
    - Performance – How the students will show learning.
  - **Teacher actions**
    - Provide relevant:
      - Information
      - Questions
      - Activities
    - Respond to the efforts of the learner
- ◆ **Teach to the correct level of difficulty**
  - **Task Analysis**
    - Define learning
    - Sequence learning
    - Develop feedback/assessment tool
- ◆ **Monitor and Adjust**
  - Observe student behavior – How are they responding?
  - Check student behavior – Are students engaged in lesson?
  - Interpret the response – What will my next step be?
  - Act on the response
    - Move on
    - Practice – guided practice and/or independent practice
    - Reteach
  - Change objective – Students may need background information or prior knowledge before continuing or moving on.

## Principles of Learning

- ◆ **Motivation – increases the probability that students will focus on task with intent to learn**
  - Interest – novel, vivid, relevant to learner
  - Success – determined by difficulty (accommodation and modification)
  - Level of concern – proximity, pace, materials, student involvement
  - Feeling tone – mutual respect
  - Knowledge of results – specific and immediate
- ◆ **Active participation**
  - Use of overt (observable – “Raise your hand”) and covert (unobservable – “Think about”)
  - Wait time
  - Engagement of all students
  - Monitoring of student involvement
- ◆ **Set – focus on future learning**
  - Relevance to prior experience
  - Connection to new objective
  - Purpose for learning
- ◆ **Retention**
  - Meaning – relevance to learner and task
  - Modeling – desired behavior, product, and performance
  - Practice – adjusting for individual differences (how much?, how long?),
  - Feeling tone
  - Transfer and/or application – ability to use learning in other situations
- ◆ **Reinforcement**
  - Positive – encouraging or reinforcing desired outcomes
  - Negative – stating consequences for undesirable behavior
  - Extinction – not acknowledging (reinforcing) undesirable behavior
- ◆ **Closure**
  - Summary and synthesis of learning – to close a concept or lesson
    - Whole group engagement - verbal, written, and/or demonstrated