

## Summary of Instructional Observation

**Teacher:** Sally Jones

**Date Observed:** 02/15/2011

**Class:** Math

**Time:** 1st Hour

**Observer:** Bill Craig

**Students present:** 24

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### Preparation

Mrs. Jones prepared a complete and thorough lesson plan prior to class. Meaningful activities sufficient to fill the available class time were planned and appropriate instructional materials were used. Mrs. Jones clearly expressed the purpose of the lesson and made it clear to students why the lesson was important for them to learn.

Quality Indicators.

- Planned appropriate activities to fill available class time.
- Prepared sufficient instructional materials.
- Clear statement of instructional purpose.
- Established why lesson is important for students to learn.
- Reviewed student work from previous period.

### Components of the lesson

Mrs. Jones skillfully included the necessary parts of a good lesson. The following components were clearly in evidence: introduction and anticipatory set, clear instructional objective, substantive content, modeling of desired outcomes, check for student understanding, guided analogous practice, independent practice, and closure.

Quality Indicators.

- Successfully focused student attention with a good introduction.
- Clearly expressed instructional objective.
- Included meaningful, substantive, and developmentally appropriate content.
- Modeling of desired outcomes.
- Systematically checked for student understanding.
- Provided ample time for guided practice.
- Provided opportunity for independent practice.
- Brought appropriate closure to the lesson.

### Instructional Performance

Mrs. Jones began the class with a brief quiz and a systematic review of recent material to reinforce concepts related to the lesson. Homework was reviewed but not collected. Instruction regarding \_\_\_\_\_ followed the review. Mrs. Jones used the overhead projector to illustrate a series of examples in a variety of formats. Counter examples were also used. Following guided practice, Mrs. Jones monitored student work and helped students as needed.

Quality Indicators.

- Conveyed enthusiasm for lesson content and successfully motivated student participation.
- Demonstrated appropriate understanding of characteristics of early adolescence.
- Provided appropriate and varied instructional stimuli
- Monitored active engagement of all students.
- Made effective use of current technology to enhance learning.
- Varied instruction to accommodate different learning styles.
- Skillfully varied the pace of instruction to reach students of all ability levels.
- Incorporated appropriate exploratory activities.
- Made appropriate accommodations for special needs students.
- Provided guided practice and time to work on assignments.

**Assessment and feedback to students**

Mrs. Jones used a brief quiz and intermittent student recitation to assess the extent to which students understood the lesson. Questions tended to be literal in nature and to originate with the teacher. Follow-up questions to probe student understanding and generate clarity were minimal.

Quality Indicators.

Systematically assessed understanding of all students in the class.  
 Required meaningful recitation from all students.  
 Followed incorrect answers with probing questions for clarity.  
 Required production from all students.  
 Effectively used wait time following questions to increase student engagement.  
 Provided timely and constructive feedback to students.  
 Encouraged student self-evaluation.

**Classroom Management**

Students were well behaved under Mrs. Jones's direction. A genuine caring relationship with the students was evident. Mrs. Jones's movement to all areas of the room during instruction helped maintain instructional focus and appropriate student behavior.

Quality Indicators.

Arranged and decorated the classroom to enhance learning.  
 Routinely called students by name throughout the lesson.  
 Demonstrated empathetic understanding of student questions.  
 Systematically monitored student work to ensure engagement.  
 Clearly expressed and applied behavior expectations.  
 Maintained high level of on-task behaviors throughout the class period.  
 Made good use of non-verbal cues.  
 Overlooked minor infractions appropriately.  
 Consistently applied school rules in a firm, fair manner.

**Commendations**

Mrs. Jones was well prepared for this class and kept students on task appropriately. A genuine caring relationship with the students was evident. Students were focused and engaged throughout the period.

**Recommendations**

1. Consider addressing your questions to a particular student and then waiting for an answer. The power of your questions may be increased by asking students to explain why an answer is right or wrong.

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**Bill Craig**  
Principal

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**Date**

I have discussed the information contained in this document with my principal and was given the opportunity to ask questions about its content.

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**Teacher**

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**Date**