



- More Explicit
 - Simplified steps
 - Structured – I do, We do, Y'all do, You do
 - Set the purpose for the instruction
 - Identifies the important details of the concept being taught
 - Provides instructions that have only one interpretation
 - Makes connection to previously-learned material
- More Modeling
 - Visually showing exactly how to complete task
 - Graphic organizers
 - Demonstrates the task (e.g. uses think alouds)
 - Proceeds in step-by-step fashion
 - Limit language to demonstration of skill
 - Make eye contact with students, speaks clearly while modeling skill
- More Time
 - Return to the skill several times a day, EVERY DAY
 - Gains student attention before initiating instruction
 - Paces lesson to maintain attention
 - Maintains close proximity to students
 - Transitions quickly between tasks
 - Intervenes with off-task students to maintain their focus
- More Practice
 - Perfect practice makes perfect
 - Engagement strategies = All Doing the Doing
 - Reading, Answering, Speaking, Writing, Signaling, Performing
 - Provide more than one opportunity to practice each new skill
 - Provide opportunities for practice after each step in instruction
 - Elicit group responses
 - Provide extra practice based on accuracy of student responses
- More Monitoring and Feedback
 - Provide affirmations for correct responses
 - Promptly correct errors with provision of correct model
 - Limit corrective feedback language to the task at hand
 - Work toward mastery of all student before moving on

Common Instructional Strategies

I do it:

Instructor provides explicit instruction

- Set the purpose for the instruction
- Identifies the important details of the concept being taught
- Provides instructions that have only one interpretation
- Makes connection to previously-learned material

Instructor models instructional tasks when appropriate

- Demonstrates the task (e.g. uses think alouds)
- Proceeds in step-by-step fashion
- Limits language to demonstration of skill
- Makes eye contact with students, speaks clearly while modeling skill

Instructor engages students in meaningful interactions with language during lesson

- Provides and elicits background information
- Emphasizes distinctive features of new concepts
- Uses visuals and manipulatives to teach content as necessary
- Makes relationships among concepts overt
- Engages students in discourse around new concepts elaborates on student responses

We do it:

Instructor provides multiple opportunities for student to practice instructional tasks

- Provides more than one opportunity to practice each new skill
- Provides opportunities for practice after each step in instruction
- Provides feedback during and after task completion
- Elicits group responses
- Provides extra practice based on accuracy of student responses

Instructor provides corrective feedback after initial student responses

- Provides affirmations for correct responses
- Promptly corrects errors with provision of correct model
- Limits corrective feedback language to the task at hand

We do it together:

Instructor utilizes precision partnerships

- Assigning of roles is based on skill level
- Specific roles are assigned to partners (partner 1 talk, partner 2 listen & repeat)
- Teacher calls on listener to share partners thinking
- Teacher provides corrective feedback while monitoring conversations
- Students follow a student to student feedback protocol

Instructor utilizes cooperative group work

- Heterogeneous groups are assigned by teacher
- Group roles are assigned by teacher
- Individual and group accountability is evident
- Elicits a high percentage of accurate response from group
- Holds same standard of accuracy for high performers and low performers

You do it alone:

Students are engaged in the lesson during independent work

- Independent work routines and procedures previously taught
- Models task before allowing students to work independently
- Checks for student understanding of the task(s)
- Students use previously-learned strategies or routines when they come to a task they don't understand
- Independent work is completed with high level of accuracy

Foundations of Explicit Instruction

Sixteen Elements of Explicit Instruction	
Content	1. Focus instruction on critical content. 2. Sequence skills logically. 3. Break down complex skills and strategies into smaller instructional units.
Design of Instruction	4. Design organized and focused lessons. 5. Begin lessons with a clear statement of the lesson goals and your expectations. 6. Review prior skills and knowledge before beginning instruction. 7. Provide step-by-step demonstrations. 8. Use clear and concise language. 9. Provide an adequate range of examples and non-examples. 10. Provide guided and supported practice.
Delivery of Instruction	11. Require frequent responses. 12. Monitor student performance closely. 13. Provide immediate affirmative and corrective feedback. 14. Deliver the lesson at a brisk pace. 15. Help students organize knowledge.
Judicious Practice	16. Provide distributed and cumulative practice.

Principles of Effective Instruction
1. Optimize engaged time/time on task.
2. Promote high levels of success.
3. Increase content coverage.
4. Spend more time in instructional groups.
5. Scaffold instruction.
6. Address different forms of knowledge.

Tigard-Tualatin School District: Observation Protocol

Observer: _____
 School: _____
 Date: _____
 Class/Topic: _____

SET: Yes/No No. ELL: ____ No. SpED: ____ No. TAG: ____

Time Started: _____ Time Ended: _____
Directions: Highlight bullet points that best reflect what you observe in the lesson. Circle the number that best reflects the teacher's proficiency level for each category.

Lesson Preparation	
4 Exemplary	3 Proficient
<ul style="list-style-type: none"> • Meets standards in proficient column. • Students can clearly articulate their objectives and why they are learning them. • Adaptation of content to all levels of student proficiency, with the use of literacy strategies. 	<ul style="list-style-type: none"> • Content and Language objectives are clearly defined, displayed and reviewed with students appropriate to the students developmental level. • Supplementary materials directly tied to the objectives are used to make the lesson clear and meaningful (e.g., algebra tiles, graphs, models, pictures) • Text and assignments are adapted to the levels of student proficiency, in terms of literacy and the length of assignments.

Comments:

Building Background	
4 Exemplary	3 Proficient
<ul style="list-style-type: none"> • Meets standards in proficient column. • Activities and questioning strategies are used to activate /create background knowledge. • Students have opportunities to practice vocabulary throughout the lesson. 	<ul style="list-style-type: none"> • Concepts are explicitly linked to students' background experiences and past learning. • Key vocabulary is pre-taught and reviewed during the lesson.

Comments:

Comprehensible Input	
4 Exemplary	3 Proficient
<ul style="list-style-type: none"> • Meets standards in proficient column.. • Teacher explicitly uses and teaches students a variety of techniques to make content comprehensible. 	<ul style="list-style-type: none"> • Speech is appropriate for students' proficiency level in terms of rate, enunciation, and sentence structure. • Clear explanation of academic tasks, in both verbal and visual format • Teacher employs a variety of techniques to aid student understanding (e.g. graphic organizers, non-linguistic representations: modeling, visuals, hands-on activities, demonstrations, gestures, body language)

Comments:

Tigard-Tualatin School District: Observation Protocol

		Strategies	2 Progressing	1 Not yet Evident
4 Exemplary	3 Proficient	<ul style="list-style-type: none"> Ample opportunities provided for students to use learning and literacy strategies (e.g. pre- during-post reading strategies, writing and vocabulary strategies). Scaffolding techniques are consistently used, assisting, and supporting student understanding (e.g., think-aloud, KWL.) A variety of questions or tasks that promote higher order thinking and skills (e.g., literal, analytical, and interpretive questions) Meaningful activities provide authentic application of lesson concepts. 	<ul style="list-style-type: none"> Inadequate opportunities provided for students to use learning / literacy strategies (e.g. Frayer Model, DRTA, Word Sorts, Anticipation Guide, Group Summarizing, Definition Word Charts...) The Teacher employs at least one Scaffolding techniques (e.g., Model, Practice, Apply) prior to student independent practice. A minimum number of questions that promote higher order thinking and skills. Meaningful activities are used but few opportunities for reading, writing, listening and/or speaking are provided. 	<ul style="list-style-type: none"> No opportunity is provided for students to practice literacy/learning strategies prior to independent application. Scaffolding is not used prior to student independent practice. Questions that promote higher order thinking and skills are not used. Activities are not applicable to students or real-world events.
Comments:				
4 Exemplary	3 Proficient	<ul style="list-style-type: none"> Frequent opportunities for interaction and discussion between teacher-student and among students, which encourage elaborated responses about lesson concepts. Grouping configurations support language and content objectives. Students can clearly articulate and perform group routines and roles . Students are consistently given the opportunity to clarify in 1st language. Sufficient wait time for student responses consistently provided Teacher circulates throughout the classroom with a purpose (e.g., checking on materials, homework, on-task group work ...) Teacher promotes S-S problem solving while circulating as well as asking leading questions 	<ul style="list-style-type: none"> Interaction mostly teacher dominated with some opportunities for students to talk about or question lesson concepts Grouping configurations unevenly support the language and content objectives. Students can articulate and perform some group routines and roles. Some opportunities for students to clarify key concepts in L1. Sufficient wait time for student responses occasionally provided. Teacher circulates infrequently or purpose does not support objectives. 	<ul style="list-style-type: none"> Less than 10% of the class-time is used for student interactions on learning content. No grouping configurations are used Students are not able to articulate or perform group routines and roles. No opportunities for student clarification of key concepts in L1. Teacher provides no wait time for student responses. Teacher does not circulate during instruction.

Comments:

Tuesday, March 29, 2016

Tigard-Tualatin School District: Observation Protocol

		Practice / Application	
4 Exemplary	3 Proficient	2 Progressing	1 Not yet Evident
<ul style="list-style-type: none"> • Timely feedback is provided on homework with minimal time spent reviewing. • Students can articulate the concepts of homework assignment and their purpose. 	<ul style="list-style-type: none"> • Practice activities are scaffolded (Model-Practice-Apply) with guided practice prior to independent practice. • Hands-on material, manipulatives, graphic-organizers provided for students to practice using new content knowledge. • Activities provided for students to apply content and language knowledge in the classroom. 	<ul style="list-style-type: none"> • Some practice activities are scaffolded with guided practice prior to independent practice. • Few hands-on materials and/or manipulatives provided for students to practice using new content knowledge. • Activities provided for students to apply either content or language knowledge in the classroom. 	<ul style="list-style-type: none"> • No opportunities for students to have guided practice prior to independent application. • No hands-on materials or manipulatives are provided. • No activities provided for students to apply content or language knowledge.

Comments:

		Review / Assessment	
4 Exemplary	3 Proficient	2 Progressing	1 Not yet Evident
<ul style="list-style-type: none"> • Homework is designed to deepen students' understanding of skills. • A variety of assessment strategies are used to meet skills of the student(s) or learning objectives. (e.g., cloze sentences, visual aids or cues, use of manipulatives, group tests, participation tests, etc.) 	<ul style="list-style-type: none"> • Comprehensive review of key vocabulary and content concepts. • Regular feedback provided to students on their output (e.g., language, content, work) • Assessment of student comprehension and learning of all lesson objectives occurs on a regular basis (e.g., spot checking, group response...) 	<ul style="list-style-type: none"> • Uneven review of key vocabulary and content concepts. • Inconsistent feedback provided to students on their output. • Assessment of student comprehension and learning of some lesson objectives. 	<ul style="list-style-type: none"> • No reviews of key vocabulary and content concepts. • No feedback to students on their output. • No assessment of student comprehension and learning of lesson objectives.

Comments:

Overall Comments:

Sample Non-Negotiables for Reading Instruction:

The following describes the required components that must be used and/or taught from the Scott Foresman Reading Street program. It does not define how to teach and does not restrict teachers from making adjustments to the directions and/or design of the lesson components. The time allotted for reading instruction is required and should not be interrupted.

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
90 minute minimum uninterrupted reading block					
Reading Street Sound Spelling Cards posted	Reading Street Sound Spelling Cards posted	Reading Street Sound Spelling Cards posted			
The week's sound, high frequency, and amazing words visually posted	The week's sound, high frequency, and amazing words visually posted	The week's sound, high frequency, and amazing words visually posted	The week's sound, high frequency, and amazing words visually posted	The week's sound, high frequency, and amazing words visually posted	The week's sound, high frequency, and amazing words visually posted
The week's sound and high frequency words in centers and seat work	The week's sound and high frequency words in centers and seat work	Robust Vocabulary Instruction <ul style="list-style-type: none"> Word posted Student friendly definition ELL poster used and referenced 	Robust Vocabulary Instruction <ul style="list-style-type: none"> Word posted Student friendly definition ELL poster used and referenced 	Robust Vocabulary Instruction <ul style="list-style-type: none"> Word posted Student friendly definition ELL poster used and referenced 	Robust Vocabulary Instruction <ul style="list-style-type: none"> Word posted Student friendly definition ELL poster used and referenced
Daily phonemic awareness, phonics, spelling, and word building activities in whole group and repeated in small group if needed	Daily phonemic awareness, phonics, spelling, and word building activities in whole group and repeated in small group if needed	Daily phonics, spelling and word building activities in whole group and repeated in small group if needed	Daily phonics, spelling and word building activities in whole group and repeated in small group if needed	Daily phonics, spelling and word building activities in whole group and repeated in small group if needed	Daily phonics, spelling and word building activities in whole group and repeated in small group if needed
At least 3 small groups daily oral reading	At least 3 small groups daily oral reading	At least 3 small groups daily oral reading	At least 3 small groups daily oral reading	All below level students read orally in small group daily	All below level students read orally in small group daily

All teachers use rapid, simple, error correction procedures during oral reading which require correct re-reading of sentences	All teachers use rapid, simple, error correction procedures during oral reading which require correct re-reading of sentences	All teachers use rapid, simple, error correction procedures during oral reading which require correct re-reading of sentences	All teachers use rapid, simple, error correction procedures during oral reading which require correct re-reading of sentences	All teachers use rapid, simple, error correction procedures during oral reading which require correct re-reading of sentences	All teachers use rapid, simple, error correction procedures during oral reading which require correct re-reading of sentences
Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Every child reads decodable from cover to cover every week (correctly, with no word guessing)	Every child reads decodable from cover to cover every week (correctly, with no word guessing)	Every child reads every child reads main selection • Above level students read main selection and above level reader • On level students read main selection and on level reader • Below level students read main selection and below level reader	Every child reads main selection • Above level students read main selection and above level reader • On level students read main selection and on level reader • Below level students read main selection and below level reader	Every child reads main selection • Above level students read main selection and above level reader • On level students read main selection and on level reader • Below level students read main selection and below level reader	Every child reads main selection • Above level students read main selection and above level reader • On level students read main selection and on level reader • Below level students read main selection and below level reader
Writing instruction happens outside of the 90 minute reading block during its own 30 minute period of time					

Approximate times for a 90(60) minute core K-2

These times are the approximate guideline that you could spend on Reading during your 90 minute block. This is not necessarily the sequence that you would teach the items. It also does not mean that it is teacher talk time during the time allotted. These times may be broken up over the course of the 90 minute block.

Monday

10 minutes - Build Background/Oral Language
10 minutes - Phonemic Awareness
10 minutes - Phonics
10(K)/15 minutes - Vocabulary/High frequency words
20(K)/45 minutes - Comprehension – Big Book/ Small group instruction

60(K)/90 minutes

Tuesday

10 minutes - Build Background/Oral Language
10 minutes - Phonemic Awareness
10 minutes - Phonics/ Decodable
10 minutes - vocabulary/ High frequency words
20(K)/ 50 minutes - Comprehension – Big Book/Main Selection

60(K)/90 minutes

Wednesday

10 minutes - Build Background/Oral Language
5 minutes - Phonemic Awareness
15 minutes - Phonics
10 minutes - vocabulary/High frequency words
10 minutes - Fluency (not K or early 1st)
20(K)/40 minutes - Comprehension – Big Book/Main Selection/Small Group Instruction

60(K)/90 minutes

Thursday

10 minutes - Build Background/Oral Language
5 minutes - Phonemic Awareness
15 minutes - Phonics
10 minutes - Vocabulary/High frequency words
20(K)/40 minutes - Comprehension – Small Group Instruction/Assessment

60(K)/90 min

Friday

10 minutes - Build Background/Oral Language
5 minutes - Phonemic Awareness
15 minutes - Phonics
10 minutes - Vocabulary/High frequency words
20(K)/40 minutes - Comprehension – Small Group Instruction/Assessment

60(K)/90 minutes

Approximate times for a 90 minute core 3-5

These times are the approximate guideline that you could spend on Reading during your 90 minute block. This is not necessarily the sequence that you would teach the items. It also does not mean that it is teacher talk time during the time allotted. These times may be broken up over the course of the 90 minute block.

Monday

10 minutes - Build Background/Oral Language
15 minutes - Phonics
15 minutes - Vocabulary
50 minutes - Comprehension – 2 page Vocabulary Story/Small Group instruction

90 minutes

Tuesday

10 minutes - Build Background/Oral Language
10 minutes - Phonics
10 minutes - Vocabulary
60 minutes - Comprehension – Main Selection/Small group instruction

90 minutes

Wednesday

10 min Build Background/Oral Language
10 minutes - Phonics
10 minutes - Vocabulary
15 minutes - Fluency
45 minutes - Comprehension ~ Main Selection/Small group Instruction

90 minutes

Thursday

10 minutes - Build Background/Oral Language
10 minutes - Phonics
15 minutes - Vocabulary
55 minutes - Comprehension – Paired Selection/Small group instruction/Assessment

90 min

Friday

10 minutes - Build Background/Oral Language
15 minutes - Phonics
10 minutes - Vocabulary
55 minutes - Comprehension – Small Group Instruction/Assessment

90 minutes