

Observation of Delivery Skills

A tool for principals, coaches,
supervisors, and peer teachers

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See Chapters 6 and 7 of the following book for explanations of these delivery skills:

Archer, A. & Hughes, C. (2011) *Explicit Instruction: effective and efficient teaching*. New York: Guilford Press.

See corresponding website for example videos:
www.explicitinstruction.org

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The teacher:

1. Frequent Responses:

Requests frequent responses from students, allowing rehearsal of content and checking for understanding.

- | |
|--|
| <input type="checkbox"/> All of the time |
| <input type="checkbox"/> Most of the time |
| <input type="checkbox"/> Some of the time |
| <input type="checkbox"/> Never |
| <input type="checkbox"/> No opportunity to observe |

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1. Frequent Responses:

Why?

Contributes to a positive learning environment

- increases **engagement**
- increases **on-task** behavior
- increases **accountability**
- promotes **desired classroom behaviors**
- reduces **inappropriate classroom behaviors**
- keeps class **moving** along

Check for understanding

- allows the teacher to **monitor** understanding, **adjust** the lesson based on responses and provide **feedback** to students

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1. Frequent Responses

Why?

Promotes learning

- provides **rehearsal** of information and concepts
- provides **practice** of skills and strategies
retrieve - respond - retain
- **focuses** students' attention on critical content

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The teacher:

2. Limited Use of Volunteers:

Avoids calling on volunteers except when the response is based on personal experience.

- | |
|--|
| <input type="checkbox"/> All of the time |
| <input type="checkbox"/> Most of the time |
| <input type="checkbox"/> Some of the time |
| <input type="checkbox"/> Never |
| <input type="checkbox"/> No opportunity to observe |

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2. Limited Use of Volunteers

Why

- If the teacher consistently asks a question and opens it up to volunteers, the students who are high performing, assertive, and proficient in English are much more likely to volunteer and be called on.
- The result is that a small number of students participate.
- This practice “teaches the best and leaves the rest.”

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The teacher:

3. Proactive Handling of Inattentive Students:

Avoids calling on inattentive students. Uses other methods to regain their attention such as: physical proximity to the inattentive student, re-directives ("Listening.") to the whole group, or tasks involving a physical behavior ("Highlight the first heading.")

- All of the time
- Most of the time
- Some of the time
- Never
- No opportunity to observe

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3. Proactive Handling of Inattentive Students

Why?

- There is little to gain by calling on inattentive students. The students are unlikely to have a correct answer that adds to the richness of the class discourse.

- There are better options for regaining the student's attention without interrupting the lesson such as:
 - 1) moving closer to the student,
 - 2) giving a directive to the entire group, or
 - 3) requesting a quick physical behavior (eg., "Highlight the topic.", "Put a heading on your paper.")

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The Teacher:

4. Inclusive Participation:

Uses practices that involve all students in responding, encouraging all students to formulate answers and to participate.

- All of the time
- Most of the time
- Some of the time
- Never
- No opportunity to observe

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4. Inclusive Participation

Why

- When the teacher has **all** students say, write, or do something, the students:
 - are more attentive
 - feel more accountable for participating
 - make more responses and
 - learn more

- The teacher also has more information to use in adjusting the lesson.

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The teacher:

5. Equity of Individual Turns:

Calls on a variety of students using a preplanned system to randomize students who are called on to promote equity.

- All of the time
- Most of the time
- Some of the time
- Never
- No opportunity to observe

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5. Equity of Individual Turns

Why?

- When calling on individual students, the teacher is likely to favor certain students.
- To ensure equity, the teacher needs a **formal system for randomization** such as
 - 1) pulling a name stick out of a jar,
 - 2) using a randomization app for selection of students, or
 - 3) using two decks of playing cards, taping one to each deck and drawing from the other deck.

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The Teacher:

6. Adequate Thinking Time:

Provides adequate thinking time for responses.

- All of the time
- Most of the time
- Some of the time
- Never
- No opportunity to observe

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6. Adequate Thinking Time

Why?

- If inadequate thinking time is presented, students are likely to make errors.
- If too much thinking time is given, students may fill the void with inappropriate behavior.
- Teachers can determine an appropriate amount of thinking time by:
 - having students indicate adequate thinking time by putting their thumbs up or by looking at the teacher
 - thinking through the answer as the students process the answer
 - monitoring and circulating, judging completion of a task

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The teacher:

7. Monitoring Responses:

Monitors student responses through focused listening and observing, circulating around the room when students are sharing with partners or teams, reading with partners, or completing written responses.

- All of the time
- Most of the time
- Some of the time
- Never
- No opportunity to observe

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7. Monitoring Responses

- **Why**
 - When students are asked to respond, the teacher must listen and observe carefully so that appropriate feedback can be given including correcting of any errors.
 - When the students are writing at their desks, or discussing answers with partners or team members, the teacher **MUST** circulate around the room, listening and observing carefully.
 - Teachers should:
 - **Walk around.**
 - **Look around.**
 - **Talk around.**

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The Teacher:

8. Error Corrections:

Provides immediate, clear corrections for individual or group errors, telling students or guiding them to the correct answer.

- All of the time
- Most of the time
- Some of the time
- Never
- No opportunity to observe

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Error Corrections

Why?

- Correction of errors is a critical type of feedback in which the teacher provides specific information designed to help students in performing the desired behavior.
- If the error is a factual error, the teacher can simply tell students the correct answer.
- However, if the error involves the application of a strategy, the teacher should guide the students to the correct response, step by step.

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The teacher:

9. Feedback and Acknowledgement:

Provides specific feedback and positive affirmation for performance, focusing on achievement and effort rather than on inherent qualities.

<input type="checkbox"/>	All of the time
<input type="checkbox"/>	Most of the time
<input type="checkbox"/>	Some of the time
<input type="checkbox"/>	Never
<input type="checkbox"/>	No opportunity to observe

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9. Feedback and Acknowledgement

Why

When providing positive acknowledgement, it is important that the feedback is specific so that the student will be aware of what behaviors should be repeated in the future.

It is especially important that praise focus on effort and movement toward meeting standards (“Your introduction grabbed my attention and clearly stated your opinion.”) rather than on inherent qualities (“You are a brilliant writer.” “You are the best third grader that I have worked with.”)

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The Teacher:

10. Lesson Adjustment:

Adjusts the lesson based on student performance (e.g., Re-teaches challenging content. Provides additional practice. Moves forward in lesson.).

<input type="checkbox"/>	All of the time
<input type="checkbox"/>	Most of the time
<input type="checkbox"/>	Some of the time
<input type="checkbox"/>	Never
<input type="checkbox"/>	No opportunity to observe

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10. Lesson Adjustment

• Why

- The purpose of all teaching is learning. Thus, the teacher must constantly monitor students’ responses, gaining information on learning and taking action to improve learning.
- Adjustments might include:
 - Moving forward in the lesson
 - Providing clarifying explanations
 - Providing additional modeling and guided practice
 - Providing additional practice items

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The teacher: **11. Brisk Pace:**

Having prepared for the lesson, maintains a brisk instructional pace while providing adequate thinking time. Avoids digressions.

<input type="checkbox"/>	All of the time
<input type="checkbox"/>	Most of the time
<input type="checkbox"/>	Some of the time
<input type="checkbox"/>	Never
<input type="checkbox"/>	No opportunity to observe

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11. Brisk Pace

Why?

- A brisk pace that still provides adequate thinking time is critical for a number of reasons:
 - Students will be more attentive
 - Because of attentiveness, students will make fewer errors
 - More content will be covered
 - Management problems will be reduced

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The teacher:

12. Positive Learning Environment:

Promotes a positive learning environment, connecting with the learners and promoting student success. Utilizes positive procedures to encourage appropriate behavior.

<input type="checkbox"/>	All of the time
<input type="checkbox"/>	Most of the time
<input type="checkbox"/>	Some of the time
<input type="checkbox"/>	Never
<input type="checkbox"/>	No opportunity to observe

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12. Positive Learning Environment

Why?

- Teachers can create a positive learning environment by:
 - Having positive interactions with students
 - Setting students up for success through careful instruction, clear directives, the use of rules and routines
 - Providing redirections quietly and privately
 - Having an organized classroom

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The teacher:

13. Enthusiasm:

Displays a genuine interest in the content of the lesson and the learning of his/her students.

- All of the time
- Most of the time
- Some of the time
- Never
- No opportunity to observe

13. Enthusiasm

Why

- Enthusiasm, passion for the content, will influence the students' interest in the content, their attentiveness, curiosity, and motivation to learn the content.

The students:

14. On-task Behavior:

Exhibit on-task behavior, following the teacher's directives and completing requested tasks.

- All of the time
- Most of the time
- Some of the time
- Never
- No opportunity to observe

14. On-task Behavior

Why?

- On-task behavior, doing what is requested in the moment, is directly related to learning. On-task behavior indicates that the student is cognitively present.

The Students:

15. Frequent Responses:

Respond when asked to give verbal, written, or action responses.

- All of the time
- Most of the time
- Some of the time
- Never
- No opportunity to observe

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15. Frequent Responses

Why?

- Learning is simply not a spectator sport.
- In order to gain and retain information, students must rehearse the information and perform the behaviors that have been introduced.

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The Teacher:

16. Cooperative Responses:

Work productively with partners or team members (completing tasks, listening to partners, staying on-task).

- All of the time
- Most of the time
- Some of the time
- Never
- No opportunity to observe

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16. Cooperative Responses

Why?

If cooperative structures such as partners, teams, and small groups are to be successful, students must:

- share ideas with classmates
- listen to their classmates
- provide accurate feedback on responses
- ask for clarification of responses
- verify responses

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The Teacher:

17. Accuracy:

Provide accurate responses (at least 80% accuracy when new material is presented and at least 90% during review).

- All of the time
- Most of the time
- Some of the time
- Never
- No opportunity to observe

17. Accuracy

Why?

- While errors are always part of learning, the instruction should be presented with such clarity that the majority of responses are correct.

- Practice does not make perfect but permanent. Only perfect practice makes permanent.

The Teacher:

18. Appropriate Behavior: Exhibit behavior that allows them to learn, their peers to learn, and the teacher to teach.

- All of the time
- Most of the time
- Some of the time
- Never
- No opportunity to observe

18. Appropriate Behavior

Why?

- Quality instruction is one of the most important ways to reduce inappropriate behavior.

- Disruptive behavior is less likely to occur when
 - the pace is brisk
 - the instruction is clear
 - inclusive responses are gained

• **Glow:**

• **Grows:**

• **Next Step(s):**

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