

Appendix I:

Sample Indicators for Observation Instrument

In addition to other important elements, student teaching observation instruments should measure:

I. Instructional Strategies: How well does the teacher use the six fundamental instructional strategies to help students learn?

a. Pairing graphics with words.

- i. Does the teacher provide graphic representations of essential concepts whenever possible?
- ii. Are graphic representations presented at the same time as verbal or text explanations of key concepts, and does the teacher explain how components of a graphic correspond to elements of the key concepts?
- iii. Do graphic representations convey the key ideas of the concept, instead of simply being appealing images?
- iv. Are the graphic representations clearly labeled?

b. Linking abstract concepts with concrete representations.

- i. Does the teacher present a variety of concrete, well-chosen examples to illustrate abstract concepts?
- ii. Particularly when working with young children or students with academic difficulties, when students encounter particular examples of an abstract concept, does the teacher connect those examples to the larger idea?

c. Posing probing questions.

- i. Does the teacher move beyond simple factual questions and ask probing questions that require students to explain the evidence for their answers?
- ii. Does the teacher ask a variety of types of probing questions, such as why, why not, how, what if, how does X compare to Y, and what is the evidence for X?

d. Repeatedly alternating solved and unsolved problems.

- i. Does student practice include worked problems interspersed with problems to be solved?

e. Assessing to boost retention.

- i. Does the teacher give quizzes, tests, and other assessments in which a substantial number of questions require active recall of correct answers?
- ii. Do students receive feedback on assessments that includes the correct answers?