

Faculty Member: _____ Department _____
Observers: _____
Date: _____ Observation Number (circle one): 1 2 3 4 5
Course _____ # of Students _____

Observation Instrument: Indirect Instruction

Use: When the intention of the instructor is to promote higher thought processes and performance outcomes such as critical thinking, decision making, and problem solving.

Purpose: To assess the effectiveness of the lesson.

Instructions : As you observe the lesson, determine which indicator best describes the feature on the instrument. Enter one of the following indicators in each blank of the instrument:

- ✓ *is included in the lesson*
- n/a *is not applicable or not needed*
- * *a skill in development*

(Note: *Every feature does not have to be present (✓) for an effective lesson.*)

POSES A WELL-CHOSEN PROBLEM OR ISSUE

- ___ Problem issue is appropriate in familiarity and difficulty
- ___ Problem issue is authentic, significant to students.
- ___ Teacher requires them to predict, explain, develop justifications or use problem solving strategies.
- ___ Other: _____

Comments: _____

ELICITS ASSESSMENT AND DISCUSSION

- ___ Teacher facilitates.
- ___ Encourages student-student interaction.
- ___ Invites students to critique by offering justified arguments for or against contribute ideas.
- ___ Doesn't judge but calls for justification, clarification, or elaboration.
- ___ Other: _____

Comments: _____

MOVES STUDENTS TOWARD RESOLUTION

- ___ Tests for consensus or asks for unresolved issues.
- ___ Asks questions to focus on misconceptions or complications.
- ___ If necessary, interrupts discussion to allow students to get more information or interact in subgroups.
- ___ Other _____

Comments: _____

CONSTRUCTS SUMMARY OF MAIN IDEAS AND THEIR CONNECTIONS

- ___ Invites students to summarize what has been learned
- ___ If necessary, asks clarification and elaboration questions to make sure the summary includes all main points and connections between them that need to be emphasized.
- ___ Follows up by having students work individually or in small groups to reconstruct new knowledge (by writing in journals, composing reports, etc.) and perhaps to apply to new cases

Comments: _____

Additional Effective Teacher Behaviors

- ___ Is well prepared; speaks fluently without hesitation or confusion; materials are prepared.
- ___ Projects enthusiasm for the material.
- ___ Maintains eye contact with the students.
- ___ Speaks at an appropriate pace (neither too fast to too slow).
- ___ Speaks with appropriate voice modulation (rather than in a monotone).
- ___ Uses appropriate expressions, movements, and gestures.

Comments: _____

Overall Additional Comments:

Signatures: Observer 1 _____
Observer 2 _____
Faculty Member _____

Note to observers : 1. Make two copies of observation form: one for the faculty member and one for the department chair.
2. Sign the Observation Document.

