Five-Minute Observation Form

Instructor: ________________________________

School: ________________________________
Date: ________________________________
Time: ________________________________
Program & Level: ________________________________
Grouping Format: ________________________________
Number in Group: ________________________________
Group Performance Level: ________________________________

In the box next to each General Feature indicate +, -, or NA. Check the circle next to each observed area.

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

☐ Instructor provides explicit instruction.
  o Sets the purpose for the instruction
  o Identifies the important details of the concept being taught
  o Provides instructions that have only one interpretation
  o Makes connection to previously-learned material

☐ Instructor engages students in meaningful interactions with language during lesson.
  o Provides and elicits background information
  o Emphasizes distinctive features of new concepts
  o Uses visuals and manipulatives to teach content as necessary
  o Makes relationships among concepts overt
  o Engages students in discourse around new concepts
  o Elaborates on student responses

☐ Instructor provides multiple opportunities for students to practice instructional tasks.
  o Provides more than one opportunity to practice each new skill
  o Provides opportunities for practice after each step in instruction
  o Elicits group responses when feasible
  o Provides extra practice based on accuracy of student responses

☐ Instructor provides corrective feedback after initial student responses.
  o Provides affirmations for correct responses
  o Promptly corrects errors with provision of correct model
  o Limits corrective feedback language to the task at hand
  o Ensures mastery of all students before moving on

☐ Instructor encourages student effort.
  o Provides feedback during and after task completion
  o Provides specific feedback about student’s accuracy and/or effort
  o Majority of feedback is positive
  o Celebrates or displays examples of student success in reading

☐ Students are engaged in the lesson during teacher-led instruction.
  o Gains student attention before initiating instruction
  o Paces lesson to maintain attention
  o Maintains close proximity to students
  o Transitions quickly between tasks
  o Intervenes with off-task students to maintain their focus

☐ Students are engaged in the lesson during independent work.
  o Independent work routines and procedures previously taught
  o Models task before allowing students to work independently
  o Checks for student understanding of the task(s)
  o Students use previously-learned strategies or routines when they come to a task they don’t understand
  o Independent work is completed with high level of accuracy

☐ Students are successful completing activities at a high criterion level of performance.
  o Elicits a high percentage of accurate responses from group
  o Elicits a high percentage of accurate responses from individuals
  o Holds same standard of accuracy for high performers and low performers

Focus:  Phonemic Awareness [ ] Phonics [ ] Fluency [ ] Vocabulary [ ] Comprehension [ ]

Comments: ________________________________

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