

Observing Evidence of Intensity of Targeted, Small-Group Instruction

Teacher: _____ Grade: _____ Grouping: _____

Target Skill Observed: _____

Record Evidence of Features of Positive Instructional Interactions (Piis)

Instructional Interaction: The teacher explicitly explains and models a skill while students are engaged.

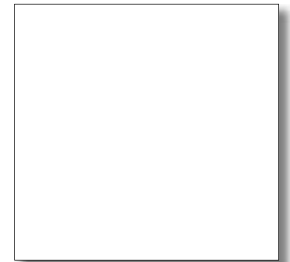
How well did the teacher demonstrate evidence of explicit instruction?

- Clear explanation of task
- Simple, but thorough demonstration – breaking tasks into steps
- Take students through Model, Lead, Test instructional sequence (I do, we do, you do)
- Use consistent language to avoid confusion

What was done well?

Feedback to support teacher?

Tally Interactions



Instructional Interaction: The teacher guides students while they practice the skill and, if needed, provides corrective feedback.

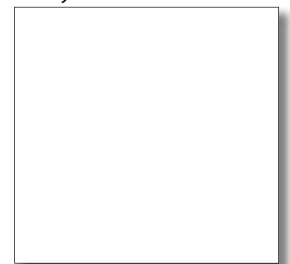
How well did the teacher provide corrective feedback?

- Error correction is immediate, concise, with scaffolds to correct the response
- Use Feedback link :
 - Monitor response
 - Give feedback
 - Actively engage students to respond correctly

What was done well?

Feedback to support teacher?

Tally Interactions



Instructional Interaction: The teacher provides opportunities for students to perform the skill themselves and reinforces their correct responses.

How well did the teacher provide more opportunities for students to respond?

- Brisk pacing
- Increased number of responses
- Various types of responses

What was done well?

Feedback to support teacher?

Tally Interactions

