

Lesson Observation using the Explicit Instruction Model

Lesson: _____

Explicit Instruction (EI)	Occurring (Yes/No) 	EI elements observed. Justify.
Lesson – Beginning		
1. Lesson Intention - Were the objectives of the lessons made explicit? - Were the skills, concepts, principles and rules required for the unit made explicit? - Were students made aware of expectations and standards?		
2. Prior Learning - Was new knowledge being related to the old? - Was the new material continually being fitted into a framework? - Were past knowledge and concepts used to clarify new concepts?		
3. Language - Did the teacher talk about or discuss explicitly how language works, aspects and characteristics of language and text? - Did the teacher use consistent and unambiguous language to reduce possible confusion?		
4. Engagement - Were efforts made to state why the material being learned is important? - Were deliberate attempts made to increase the participation of the range of students? - Was the lesson connected to competencies or concerns beyond the classroom?		
Lesson – Middle (Main Activities)		
5. Sequencing - Were the skills for the unit are made explicit and broken down to ensure mastery? - Were the easier skills taught before more complex skills?		
6. Direct Instruction Were processes taught through modelling, step-by-step demonstrations and/or ‘think-alouds’?		

Explicit Instruction (EI)	Occurring (Yes/No) 	EI elements observed. Justify
7. Narratives Were a range of examples, anecdotes and case studies used to consolidate the material being learned?		
8. Feedback - Once students demonstrated success, did they move on to more difficult tasks? - Was there a high level of feedback from students to teacher to gauge student mastery? - Was there immediate feedback from the teacher about the accuracy of student responses?		
9. Questioning - Were student questions and input valued? - Was time set aside for questions and discussion? - Were students encouraged to build on each other's ideas? - Did the teacher make efforts not to monopolise talk? - Did the teacher give credit to all other insights? - HOT type questions?		
Lesson – End (Reflection)		
10. Lesson Organisation - Was time set aside during / at the end of the lesson for students to consolidate and reflect on the material being taught? - Was there optimal use of lesson time? - Was the lesson presented at a brisk pace but allowed time of students to consider the material?		
11. Engagement - Were the students engaged and on task during the lesson? - Were specific learning strategies or tools used to support the questions/tasks/activities?		
12. Classroom Environment - Was the classroom characterised by an atmosphere of mutual respect and support among teacher and students? - Did the students feel comfortable taking risks and making mistakes, knowing this is an important part of learning? - Were there opportunities for students to have multiple practice attempts at the tasks being taught?		