SECTION 15: EXTENDED OBSERVATIONS

Administrator Leadership Institute
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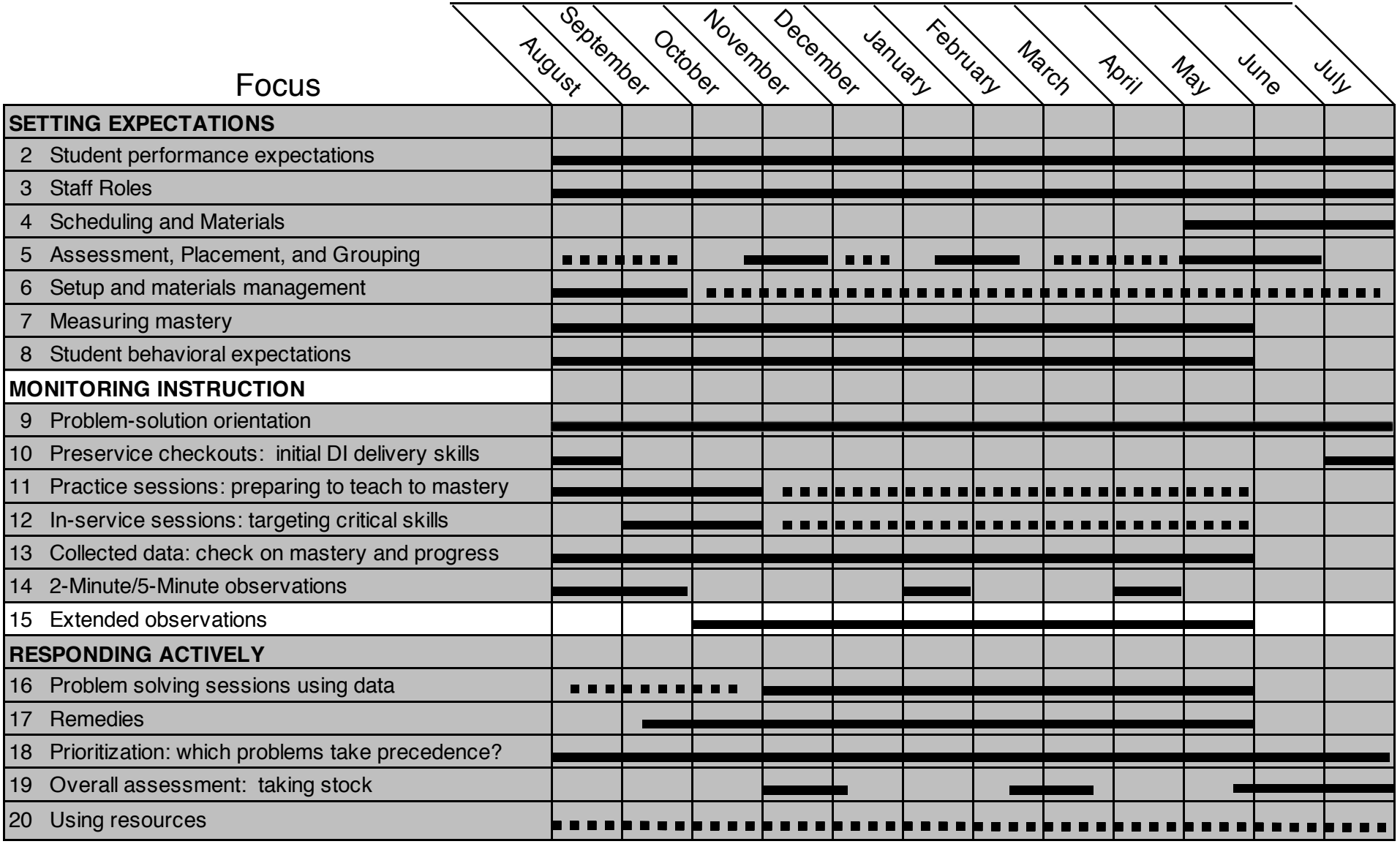
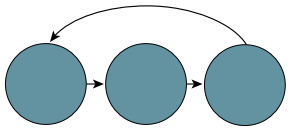
Calendar for Full Implementation of Direct Instruction (DI)





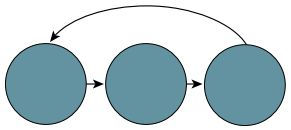
Observing in Classrooms

Without Students

- Lesson Progress and Mastery Records (Coach Level A)
- Independent Work Records (Coach Level A)

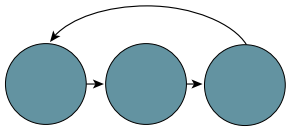
With Students

- Structural Details
- Two-Minute Observations
- Five-Minute Observations
- Show-off Lessons
- Extended Observations (Coach Level C)
    - Ranging from fifteen minutes to whole lessons, beginning with transition into group and ending with transition into next activity



Other Examples of Extended Observations

- Pacing
- Reinforcement: Ratio of positive to negative
- First-time correct responses
- Overall correct responses



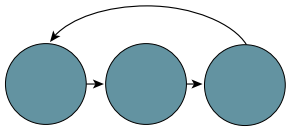
Pacing

The term pacing is used in two ways.

- One use refers to the pace at which students respond to a teacher during specific exercises in a lesson.
- The other is the pace of lessons that are done in a week or set time period. When observing a teacher, your immediate concern is about the number of responses that the students make while the teacher presents an exercise or a lesson.

There is no exact number of responses per minute that are optimal.

- The number of responses depends on the program, the level that the students are working in, and the type of the exercise that the students are doing.
- If an exercise calls for short and automatic responses, such as identifying sounds, the rate should be high—12 to 15 responses per minute.
- If an exercise calls for complex responses that require thinking time, the rate should be much slower.
- The presentation scripts indicate places where teachers should give students additional thinking time with such instructions as, “Pause one second.”



To judge whether the rate is appropriate, look at student behaviors.

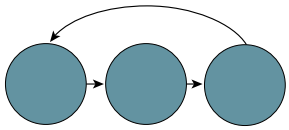
- If the students are working and paying attention, completing a lesson in the scheduled time, and all students are at mastery, then the pace is appropriate.

To take data on pacing, simply make a tally mark for every response in a minute.

- Do this at several points during the lesson.

Also note the following:

- Does the teacher finish the lesson in the scheduled time?
- Do the students stay on task?
- Does the group move quickly from one exercise to another?



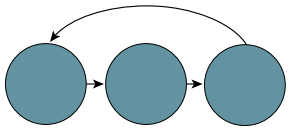
Reinforcement

Teacher interactions with students should be overwhelming positive. The interactions should be at least at a ratio of 80% positive to 20% negative. The type and frequency of reinforcement should vary with the age and type of the students. For kindergarten students, pats on the back, special claps, high five or even primary reinforcers such as cereal might be appropriate. For older students, point systems or social praise might be what the teacher needs to use. Behaviors to target for reinforcement should also change as children grow older. Primary level students often need to be reinforced for "sitting big" and keeping their hands in their laps, while reinforcement for upper level students should be focused much more on their academic behavior.

As with pacing, there is no magic number of positive responses that need to be delivered by the teacher to the students. The bottom line with reinforcement is whether the students are working hard and enjoy themselves as they complete a lesson to mastery in the scheduled time.

Taking positive/negative data is fairly simple. You record a + for every positive comment or gesture that the teacher makes. You record a – for every negative comment or non-verbal communication that the teacher makes. At the end of the observed time, compare the number of positives to negatives. If you have at least the 80 to 20 ratio (4 positives for every negative) and the students worked hard, the teacher is effectively reinforcing the students. Note that error corrections, no matter how nicely delivered, should be counted as negatives.

Reinforcement during a teaching exercise should consist of very short statements like "nice," "good work," or "you got it!" Reinforcement at the end of the exercise should be longer. "Wow. You had trouble with that yesterday. Today you did the entire page without a single mistake!" The big reinforcement is saved for the end of the lesson. "Everyone shake the hand of the kid next to you. Tell them that they worked hard and that they did a good job!"



First-Time Correct Data

First-time correct data indicates student mastery. These data demonstrate that students have mastered earlier material and are solidly prepared for the upcoming lesson. Students at mastery are 70% first-time correct on new material and 90% first-time correct on review material.

In order to take first-time correct data, observers require a copy of the lesson. Each time students respond to an item, the item is marked as a plus for correct or a minus as incorrect. Incorrect items include those where there was:

- a weak response – not everyone was responding,
- a signal violation – not everyone was on signal,
- and/or a formal error- misidentified sound or word or stopping between the sounds while sounding out.

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RMSE 2 Show-off Lesson

A

1
1. Russia
2. great
3. surprise
4. tomorrow

2
1. Aunt Fanny
2. Carl Goodscratch
3. Henry Ouch
4. Martha Jumpjump

3
1. second
2. minute
3. hour
4. week

4
1. juggle
2. ladies
3. circus
4. famous

5
1. blood
2. bread
3. human
4. flea
5. world

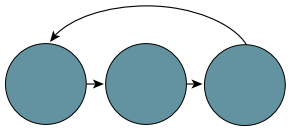
6
1. thousands
2. gentlemen
3. expensive
4. insect
5. hogged

B

Facts About Fleas

You'll read about fleas in today's story. Here are some facts about fleas:

- Fleas are insects.
  All insects have six legs.
  So fleas have six legs.
- Fleas bite and suck blood.



Extended Observations Scoring Sheet

Pacing (tally marks):

Reinforcement (+ to – ratio):

First-time Correct (+ to – ratio):

New content:	**Review content:**