

Active Participation Reference Sheet

Based on *Explicit Instruction: Effective and Efficient Teaching* by Anita L. Archer and Charles A. Hughes

<p>Choral Responses</p> <ul style="list-style-type: none"> T. Asks a question T. Gives thinking time T. Signals for response S. Say answer together T. Monitors responses T. Provides feedback 	<p>Partners - First</p> <ul style="list-style-type: none"> T. Asks a question T. Gives thinking time T. Provides sentence starter S. Share answer with partner T. Randomly calls on student S. Says answer T. Provides feedback
<p>Partners - Think, Pair, Share</p> <ul style="list-style-type: none"> T. Gives a directive S. Think and record ideas T. Circulates and monitors T. Records ideas and names S. Share with partners, recording their partner's best ideas T. Circulates and records ideas and names T. Displays ideas and names on screen and shares with class 	<p>Partners - Teach</p> <ul style="list-style-type: none"> T. Indicates which partner is teacher S. Teaches information on graphic organizer or other source OR S. Teaches process or strategy using corrected worked problem
<p>Partners - Review</p> <ul style="list-style-type: none"> S. Study material (e.g., notes, text, handout) T. Indicates partner #1 or #2 S. Partner tells everything that is recalled S. Other partner helps by asking questions or providing additional information S. Check with notes, text, handout 	<p>Partners - Monitor</p> <ul style="list-style-type: none"> T. Gives directive S. Follow directive T. Asks students to "Check your partner" S. Checks partner compliance to directive
<p>Individual - Question First</p> <ul style="list-style-type: none"> T. Asks a question T. Gives thinking time T. Randomly calls on student S. Says answer T. Provides feedback 	<p>Whip Around or Pass (short, varied answers)</p> <ul style="list-style-type: none"> T. Asks a question T. Gives thinking time S. Think of answer (May share with partner) T. Starts at any location in room S. Up and down rows share answers S. Allowed to pass T. Provides feedback
<p>Discussion</p> <ul style="list-style-type: none"> T. Asks question or introduces task T. Gives thinking/response time S. Think of answer or write answer S. Share with partners T. Randomly calls on students S. Share with class T. Provides discussion sentence starters S. Respond to class members' ideas T. Provides feedback 	<p>Written Responses</p> <ul style="list-style-type: none"> T. Gives a clear directive S. Write response to directive T. Circulates and monitors S. Put down pencil to indicate completion T. Provides feedback to individuals T. Provides feedback to group

<p>Response Slates (White Boards)</p> <ul style="list-style-type: none"> T. Gives a clear directive S. Write response on slate T. Circulates and monitors T. Provides feedback to individuals T. When majority of students are done, asks students to hold up slates S. Hold up slates T. Monitors responses T. Provides feedback to group 	<p>Response Cards (or Response Sheets)</p> <ul style="list-style-type: none"> T. Distributes cards with answers T. Asks a question S. Select correct answer T. Circulates and monitors T. Provides feedback to individuals T. Asks students to hold up correct card S. Hold up correct card T. Monitors responses T. Provides feedback to group
<p>Action Responses</p> <ul style="list-style-type: none"> S. Indicate answer by <ul style="list-style-type: none"> Touching stimulus Acting out Using gestures Using facial expressions 	<p>Hand Signals</p> <ul style="list-style-type: none"> T. Displays numbered items on screen or word wall T. Asks a question S. Form number of fingers that correspond to correct answer on their desks T. Circulates and monitors T. Asks students to hold up hand and display fingers corresponding to correct answer S. Hold up fingers T. Provides feedback to group
<p>Whisper Reading (Silent Reading)</p> <ul style="list-style-type: none"> T. Indicates amount to be read silently T. Gives pre-reading question S. Silently read material T. Asks students to whisper read S. Whisper reads to teacher T. Asks question 	<p>Echo Reading</p> <ul style="list-style-type: none"> T. Reads a word, phrase, or sentence S. Echo read the word, phrase, or sentence
<p>Choral Reading</p> <ul style="list-style-type: none"> T. Tells students “Keep your voice with mine” T. Reads selection orally with students at a moderate rate modeling expression/rate S. Read with teacher 	<p>Cloze Reading</p> <ul style="list-style-type: none"> T. Reads orally T. Deletes meaningful words (or end of sentence) S. Read deleted words (or read to the end of the sentence)
<p>Partner Reading – Narrative Text</p> <ul style="list-style-type: none"> T. Indicates how much students will read before alternating (e.g., sentence, page, specified time) S. Read quietly to partner S. Partner corrects any errors T. Circulates and monitors T. Provides feedback to partnerships on cooperative behaviors 	<p>Partner Reading – Informative Text</p> <ul style="list-style-type: none"> S. Read paragraph quietly to partner S. Partner corrects any errors T. Circulates and monitors S. Stop and Respond <ul style="list-style-type: none"> Retell content, answer partner questions, take notes, etc T. Provides feedback to partnerships on cooperative behaviors

Observation: Delivery of Instruction

Teacher _____ Observer _____

Date/Time/Period _____ Drop-in _____ Extended Observation _____ (Check One)

Teacher Behaviors	The Teacher:
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	1. Frequent Responses: Requests frequent responses from students, allowing rehearsal of content and checking for understanding.
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	2. Limited Use of Volunteers: Avoids calling on volunteers except when the response is based on personal experience.
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	3. Proactive Handling Inattentive Students: Avoids calling on inattentive students. Uses other methods to regain their attention such as: physical proximity to the inattentive student, re-directives ("Listening.") to the whole group, or tasks involving a physical behavior ("Highlight the first heading.").
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	4. Inclusive Participation: Uses practices that involve all students in responding, encouraging all students to formulate answers and to participate.
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	5. Equity of Individual Turns: Calls on a variety of students using a preplanned system to randomize students who are called on to ensure equity.
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	6. Adequate Thinking Time: Provides adequate thinking time for responses.
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	7. Monitoring Responses: Monitors student responses through focused listening and observing, circulating around the room when students are sharing with partners or teams, reading with partners, or completing written responses.
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	8. Error Corrections: Provides immediate, clear corrections for individual or group errors, telling students or guiding them to the correct answer.
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	9. Feedback and Acknowledgement: Provides specific feedback and positive affirmation for performance, focusing on achievement and effort rather than on inherent qualities.

<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	10. Lesson Adjustment: Adjusts the lesson based on student performance (e.g., Re-teaches challenging content. Provides additional practice. Moves forward in lesson.).
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	11. Brisk Pace: Having prepared for the lesson, maintains a brisk instructional pace while providing adequate thinking time. Avoids digressions.
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	12. Positive Learning Environment: Promotes a positive learning environment, connecting with the learners and promoting student success. Utilizes positive procedures to encourage appropriate behavior.
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	13. Enthusiasm: Displays a genuine interest in the content of the lesson and the learning of his/her students.

Student Behaviors	The students:
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	14. On-task Behavior: Exhibit on-task behavior, following the teacher's directives and completing requested tasks.
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	15. Frequent Responses: Respond when asked to give verbal, written, or action responses.
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	16. Cooperative Responses: Work productively with partners or team members (completing tasks, listening to partners, staying on-task).
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	17. Accuracy: Provide accurate responses (at least 80% accuracy when new material is presented and at least 90% during review).
<input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> Never <input type="checkbox"/> No opportunity to observe	18. Appropriate Behavior: Exhibit behavior that allows them to learn, their peers to learn, and the teacher to teach.

Glow(s):

Grows:

Next Step(s):

See Chapters 6 and 7 of the following book for explanations of these delivery skills:
Archer, A. & Hughes, C. (2011) *Explicit Instruction: effective and efficient teaching*.
New York: Guilford Press.

Anita L. Archer gives you permission to edit this observation tool to meet your staff development needs.