

CRITICAL ELEMENTS OF THE INSTRUCTIONAL PROFILE

Determining The Degree To Which Critical Elements Of Effective Instruction Are Being Addressed By All Teachers

The *IAS Instructional Profile Observation Process* requires observers to observe classroom instruction and accurately record information that could be used to determine the answers to 17 critical questions related to teaching strategies, and instructional activities that have proven (over time) to be very effective in teaching and learning at all levels.

1. If whole-class instruction is observed, what percent of the students was meaningfully engaged for most of the instructional period?
2. When students completed their assigned work, what work, activity, task were they assigned to do next?
3. If computers are in the classroom, were they used as an integral part of the instructional activities?
4. Prior to the lesson were all materials and equipment ready for the students and the teacher?
5. What percent of the allotted teaching time was used for *direct instruction*?
6. What level of *off-task behavior* was demonstrated by the students?
7. Did the lesson have a specific instructional objective and/or *Essential Question (EQ)*? Were the students informed about the objective and/or the *EQ*? How?
8. How was the lesson objective determined?
9. Was there a direct relationship between the instructional objective, classroom activities, and teacher's questions?
10. Did all students have the same assignments, the same homework?
11. Did the teacher provide closure to the lesson? If yes, did the closure include a review of the lesson, information informing students about their success in achieving the objective, and preview information regarding the next lesson?
12. What teaching strategies did the teacher use in this lesson? Were they appropriately aligned to the lesson objective?
13. What percent of the class time was used for student discussion and/or divergent thinking?
14. How did the teacher get students to think beyond simple recall, interpret, evaluate, explain their answers, and describe how they solved a problem?
15. How did the teacher assess student learning during the lesson?
16. Did the teacher use a variety of verbal and non-verbal communication to affirm students' learning progress during the lesson?
17. How did the teacher respond to students who needed additional instructional time?