

Appendix, Additional Handouts

Observation Form A for Language Classes: Focus on Learners

Directions

Use the following questions about classes that you observe as a guide to:

- Create a rich (detailed) description of what is happening in the class.
- Identify and analyze innovations, patterns, and activities.
- Imagine ways you might apply what you see to your own teaching situation.

Physical Class Arrangement

Pretend that you are “flying” above the class looking down, or in a corner of the room with a full view of the class. On a separate piece of paper, draw a layout of the room. Include as many details as you can about placement of people, furniture, materials, etc. Refer to your diagram, as needed, when you answer the questions below.

Learner Profile

1. How many students are in the class? How many are male, and how many are female?
2. Approximately how old are they?
3. What about their language level(s)?
4. Are there any other special characteristics you think are worth noting?

Learner Movements / Activities

1. Create a log that shows where learners are during your observation (time and place), e.g.:
09:00 Students sit in rows all on a rug in the corner of the room that has no windows.
09:15 Students move to learning centers.
09:45 Students return to the rug area and form one large circle, standing up.
2. Choose *one* focus area and write a running log or narrative of what you observe. Focus areas can be things such as classroom behaviors (raising hands, self-management, following directions), materials on the walls (posters, student work, reference materials, pictures, etc.), teacher directions, etc.
3. Analyze your movement and focus area notes. Can you detect any patterns? Make any generalizations? Were there any surprises for you? What did you learn?

Reflect and Apply

Now draw a diagram of your own class and complete a learner profile for your students. How do they compare with the class that you just observed? Is there anything from your analysis of the class you observed that you might try in your own class(es)? If yes, with or without adaptations (modifications)? Explain.

Module 14: Reflective Teaching

Observation Form B for Language Classes: Focus on Student / Teacher Interactions

Directions

Use the following questions about classes that you observe as a guide to:

- Create a rich (detailed) description of what is happening in the class.
- Identify and analyze innovations, patterns, and activities.
- Imagine ways you might apply what you see to your own teaching situation.

Physical Class Arrangement

Pretend that you are “flying” above the class looking down, or in a corner of the room with a full view of the class. On a separate piece of paper, draw a layout of the room. Include as many details as you can about placement of people, furniture, materials, etc. Refer to your diagram, as needed, when you answer the questions below.

Student Profile

1. How many students are in the class? How many are male, and how many are female?
2. Approximately how old are they?
3. What about their language level(s)?
4. Are there any other special characteristics you think are worth noting?

Student /Teacher Interactions

1. Create a log that documents all communication (verbal and nonverbal) in the classroom, e.g.:
 - Ss stand and chorally greet the teacher, “Good morning, Mrs. Santana.”
 - T replies, “Good morning, students!” She motions with her hand for them to sit down.
 - T invites the S who is her helper for that day to check attendance and give a report.
2. Choose *one* communication focus area and write a running log or narrative of what you observe. Some examples areas are: Student-to-Student (S:S) or Teacher-Student (T:S) interactions, percentage of the time English is used, or percentage of time that males vs. females answer teacher questions.
3. Analyze your movement and focus area notes. Can you detect any patterns? Make any generalizations? Were there any surprises for you? What did you learn?

Reflect and Apply

Now draw a diagram of your own class and complete a learner profile for your students. How do they compare with the class that you just observed? Is there anything from your analysis of the communication that you observed that you might try in your own class(es)? If yes, with or without adaptations (modifications)? Explain.

Appendix, Additional Handouts

Observation Form C for Language Classes: Focus on “Teacher Talk”

Directions

Use the following questions about classes that you observe as a guide to:

- Create a rich (detailed) description of what is happening in the class.
- Identify and analyze innovations, patterns, and activities.
- Imagine ways you might apply what you see to your own teaching situation.

Student Profile

1. How many students are in the class? How many are male, and how many are female?
2. Approximately how old are they?
3. What about their language level(s)?
4. Are there any other special characteristics you think are worth noting?

Observation Focus Areas

Choose *one* of the following “teacher talk” focus area for your observation. How does the teacher use English or other communication devices in the classroom to perform these kinds of tasks?

• **Directions.** How does the teacher give directions? How does she speak? Does she repeat the directions? Paraphrase them? Ask students to repeat them back to her? Refer students to directions that are posted on a wall or another place?

• **Feedback.** What *kinds* of feedback (error correction) does the teacher give students? Is it for language only? Behavior? Other things? *How* does the teacher give that feedback (commands, “no” statements, redirects students, offers reminders, asks questions, models the correct way, etc.)?

• **Language level.** What level of English does the teacher use? List examples (grammatical tenses and complexity, vocabulary items, number of repetitions, writing structure, rate of speech, etc.).

Analyze and Evaluate

1. Do you think the “teacher talk” for your focus area was appropriate for these learners? Explain.
2. Do you think the “teacher talk” for your focus area was effective for these learners? Explain.

Reflect and Apply

Now complete a learner profile for your students, and reflect on your own performance in the same focus area. How do your behaviors compare with the class that you just observed? What did you learn? Is there anything from your analysis of the communication that you observed that you might try in your own class(es)? If yes, with or without adaptations (modifications)? Explain.

Module 14: Reflective Teaching

Observation Form D for Language Classes: Focus on Lesson Plan Sequence

Directions

Use the following questions about classes that you observe as a guide to:

- Create a rich (detailed) description of what is happening in the class.
- Identify and analyze innovations, patterns, and activities.
- Imagine ways you might apply what you see to your own teaching situation.

Student Profile

1. How many students are in the class? How many are male, and how many are female?
2. Approximately how old are they?
3. What about their language level(s)?
4. Are there any other special characteristics you think are worth noting?

Observation Focus Areas

Choose *one* of the following lesson plan focus areas for your observation.

- The sequence of activities during the lesson.
- How transitions between activities were managed.
- Types of language skills that the lesson plan addressed.
- Non-language skills that the lesson plan addressed.
- The way(s) in which a content area (topic or theme) was combined with language material.

Write a running description of what you noticed about your focus area.

Analyze and Evaluate

1. Do you think the lesson plan was appropriate for these learners? Explain.
2. Do you think the lesson plan was effective for these learners? Explain.
3. What do you think took place in class prior to this lesson plan? What do you think will follow?
4. Are there any changes you would recommend? Explain.

Reflect and Apply

Now complete a learner profile for your students, and reflect on your own performance in the same focus area. How do a “typical” lesson plan for you compare with the class that you just observed? What did you learn? Is there anything from your analysis of the lesson plan you observed that you might try in your own class(es)? If yes, with or without adaptations (modifications)? Explain.