

Observation form

How to complete: this form can help you prepare for class observations and school visits. Just read it before and think of the elements you are most interested, after visits you can tick to an element you observe and you are interested about and add your own thoughts

1. Focus on the teacher

1a. Identify teaching practices

- | | | |
|---|---|---|
| <input type="checkbox"/> Coaching and A | <input type="checkbox"/> Providing Practice Opportunities | <input type="checkbox"/> Teacher-direct Q |
| <input type="checkbox"/> Discussion | <input type="checkbox"/> Presentation | <input type="checkbox"/> Testing |
| <input type="checkbox"/> Hands-on Exp. | <input type="checkbox"/> Providing Directions | <input type="checkbox"/> Lecture |

1b. Identify teaching strategies

- | | |
|--|--|
| <input type="checkbox"/> Identify similarities and differences summarizing/note taking | <input type="checkbox"/> Cooperative Learning |
| <input type="checkbox"/> Reinforcing effort/recognition | <input type="checkbox"/> Setting objectives/feedback |
| <input type="checkbox"/> homework/practice | <input type="checkbox"/> Generating/testing hypotheses |

2. Focus on the student

2a. Identify student actions

- | | | |
|------------------------------------|--|-----------------------------------|
| <input type="checkbox"/> Listening | <input type="checkbox"/> working with hands-on | <input type="checkbox"/> Speaking |
| <input type="checkbox"/> Reading | <input type="checkbox"/> Writing | |

2b. Identify instructional materials and tools of innovation

- | | | |
|--|--|---|
| <input type="checkbox"/> Computer Software | <input type="checkbox"/> smart boards/ TV screen | <input type="checkbox"/> Tablet or computer |
| <input type="checkbox"/> Oral | <input type="checkbox"/> Published print materials | <input type="checkbox"/> Websites |
| <input type="checkbox"/> Hand held tech | <input type="checkbox"/> Real-world objects | <input type="checkbox"/> Worksheets |
| <input type="checkbox"/> activity sheet | <input type="checkbox"/> Student created material | |
| <input type="checkbox"/> _____ | Oral | |

3. Determine levels of class engagement

- Highly engaged - Most students are authentically engaged
- Well managed - Students are willingly and compliant engaged
- Dysfunctional - Many students actively reject the assigned task or substitute another activity

4. Focus on Classroom Environment

- | | |
|--|---|
| <input type="checkbox"/> Materials are available in the classroom with classroom environment | <input type="checkbox"/> Students interact |
| <input type="checkbox"/> Models/exemplars of quality work posted | <input type="checkbox"/> Student work displayed |
| <input type="checkbox"/> Routines and procedures are evident displayed/provided | <input type="checkbox"/> Scoring rubrics are |

5. Team Teaching, organization of teachers preparation

- teachers support system
- teachers space and process for preparation
- school approach to integrated teaching (phenomena based education)
- new curriculum approach and application in school
- teachers skills development

Observer Reflection: In what ways has the lesson you've observed impacted your thinking and/or future classroom practices?

Use this form together with the Pre-course task called *Strength & Weakness* analysis of your school and complete the last 2 columns during the course and after observation, this exercise will be your "learning journal". It will help you conclude on your course experience and lessons learned in the last day exercise feed forward "what next?"