**CLASSROOM OBSERVATION CHECKLIST- ECUADOR “GO TEACHER”**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Teacher’s Name: | | | Cohort: | Observer’s Name: | | |
| School/Region: | | AMIE Code: | | Date: | Class Time/Timing: | |
| English Class Proficiency Level: | | | | Grade Level: | | Age Range: |
| Class Size: | Teacher Caseload (total): | | | No. of Cedula: | | Yrs. Teaching: |
| Lesson Topic/Objective (if clear): | | | | | | |

***While observing your class, I will be looking for how you successfully incorporated the traits listed below. This assessment will NOT be used to change your employment status. It is simply a chance for me to see how I can help you and your students throughout the upcoming months.***

**1 – Not at all 2 – Marginally 3 – Neutral/OK 4 – Quite well 5 – Completely**

**MOTIVATING AND ENGAGING STUDENTS: COMMENTS:**

1. All students were or appeared interested and engaged/involved in the lesson. 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Teacher presented ideas/topics in creative and interesting ways. 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. There were transitions/change and variety throughout the lesson. 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. *Teacher’s use of questioning and other techniques draw students into the lesson,* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*clarify key points, and allow ample opportunities for student questions/comments.*

1. *Teacher valued student diversity and used, modified, adapted, and presented* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*material that was \*meaningful and applicable to this particular group of students’ lives.*

1. *The pacing was appropriate for the activity, students’ level, and age; and teacher* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*gave frequent “time checks/directives” to allow students to pace themselves.*

**CLARITY OF LESSON DELIVERY:**

1. *The beginning of the class included a clear explanation of the lesson’s objectives.* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. The objectives of the lesson were clear at all points throughout the lesson. 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. The students understood what was expected of them at all times. 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Teacher presented lesson in a clear, comprehensible, and structured way with some 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

repetition and/or clarification as needed.

1. *Materials and learning activities chosen were appropriate to students’ English* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*proficiency level and age.*

1. *The teacher’s sequencing of activities was appropriate for the topic and encouraged* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*/incorporated \*scaffolding.*

**VALIDATING/ASSESSING LEARNING:**

1. The teacher briefly reviewed what was learned in previous lessons in order to 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

successfully connect to the current one.

1. Teacher adjusted lesson as necessary according to students’ response/demonstration 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

of learning.

1. Error correction and \*feedback was appropriate and helpful. 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. The teacher performed frequent \*comprehension checks via a variety of modalities 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(e.g. oral, written, etc.).

1. Teacher used \*rubrics to assess productive/performance-based skills. 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. *Teacher moved around the room frequently during independent/group work to*

*check for understanding and ensure students were on task.*

1. *The lesson concluded with \*formal or informal assessment of its learning objectives.* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TEACHER’S RELATIONSHIPS WITH AND KNOWLEDGE OF STUDENTS / \*PROFESSIONALISM:**

1. Teacher exhibited overall \*professionalism in dealing with students. 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. The class atmosphere was positive, happy and safe where most relevant ideas and 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

comments were accepted.

1. The teacher treated students with respect, kindness, and fairness and the teacher 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

appeared to have a good overall \*rapport with students.

1. *Teacher valued student diversity and used, modified, adapted, and presented* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*material that was \*meaningful and applicable to this particular group of students’ lives.*

1. *The lesson allowed for a variety of learning styles and variations in English* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*proficiency and the teacher \*differentiated when necessary.*

1. *Teacher demonstrated acute awareness of the delicate balance between firmness/* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*structure and empathy/kindness/adaptability.*

**STUDENT COMMUNICATION, INTERACTION, GROUPING, & PRACTICE:**

1. Student groupings were appropriate, frequent, and changed according to the activity. 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Teachers maximized student speaking/listening and communication practice. 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. There was opportunity for \*controlled as well as \*free practice. 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Grammar was taught using \*meaningful and \*communicative methods. \*Induction, 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

as opposed to the grammar-translation methods, was used more frequently.

1. *Teacher’s use of questioning and other techniques draw students into the lesson,* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*clarify key points, and allow ample opportunities for student questions/comments.*

1. *Student seating was arranged in a way that encouraged \*communicative learning.* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. *Teacher used all 4 English modalities (\*RWLS) as often as possible for all* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*classroom communications (directions, explanations, lesson content, etc.).*

**LESSON PLANNING SKILLS & EXECUTION:**

1. Teacher provided lesson plan that included objectives (skills and content), materials, 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

procedures, and assessment.

1. Teacher’s activities and overall conduct appeared purposeful, seamless, sequential, 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

and well-organized.

1. Teacher briefly reviewed what was learned in previous lessons in order to 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

successfully connect to the current one.

1. *The beginning of the class included a clear explanation of the lesson’s objectives.* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Teacher began class with a warm-up activity related to lesson. 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Teacher used the textbook in a way that maximized learning and also supplemented 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

with other relevant and helpful materials.

1. *The pacing was appropriate for the activity, students’ level, and age,; teacher* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*adjusted pace to students’ needs as necessary, and gave frequent “time checks/directives”*

*to allow students to pace themselves.*

1. *Teacher’s sequencing of activities was appropriate for the topic and encouraged* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*/incorporated \*scaffolding.*

1. *The lesson allowed for a variety of learning styles and variations in English* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*proficiency and the teacher \*differentiated when necessary.*

1. *Teacher used, modified, adapted, and presented material that was \*meaningful and* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*applicable to this particular group of students’ lives.*

1. *Materials and learning activities chosen were appropriate to students’ English* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*proficiency level and age.*

1. *Teacher’s lessons were designed in such a way that encouraged positive behavior.* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. *The lesson concluded with a \*formal/informal assessment of its learning objectives.* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CLASSROOM MANAGEMENT:**

1. Teacher’s classroom routines were structured and clear, and followed by most/all. 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Classroom transitions were smooth, swift, and understood by students. 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. Teacher’s behavioral expectations and consequences were clear. 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Disruptive or disrespectful students were not given the opportunity to interfere with 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

the lesson and were quickly managed.

1. *Teacher’s lessons were designed in such a way that encouraged positive behavior.* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. *Teacher moved around the room frequently during independent/group work to check* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*for understanding and ensure students were on task.*

1. *Student seating was arranged in a way that encouraged \*communicative learning* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*but didn’t cause distractions or classroom disruptions.*

1. *The pacing was appropriate for the activity, students’ level, and age,; teacher* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*adjusted pace to students’ needs as necessary, and gave frequent \*time checks/*

*directives to allow students to pace themselves.*

1. *Teacher demonstrated acute awareness of the delicate balance between firmness/* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*structure and empathy/kindness/adaptability.*

**TEACHER’S KNOWLEDGE OF CONTENT/ENGLISH LANGUAGE SKILLS:**

1. Teacher demonstrated overall strong command of English content across ALL 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

components of language proficiency (\*RWLS).

1. Teacher’s spoken English in his/her interaction with students was comprehensible, 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

with adequate pronunciation/enunciation to enhance student understanding.

1. Teacher used level-appropriate yet challenging lexicon as well as idioms/expressions 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

in interactions with students.

1. Teacher demonstrated strong written and grammar skills. 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. *Teacher used all 4 English modalities (\*RWLS) as often as possible for all* 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*classroom communication (directions, explanations, lesson content, etc.).*

**TECHNOLOGY IN THE CLASSROOM (OPTIONAL):**

1. Teacher incorporated technology in the classroom in ways that enhanced learning. 1 2 3 4 5 n/a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**OVERALL GENERAL IMPRESSION: 1 2 3 4 5 6 7 8 9 10**

**TOTAL: \_\_\_\_\_\_\_\_\_\_**

**GLOSSARY/KEY:**

|  |  |  |
| --- | --- | --- |
| \***Differentiation** = a way of teaching that involves providing different students with different ways to learn, often in the same classroom and at the same time, regardless of differences in ability or ethnic/cultural/ racial/socioeconomic differences. | \***RWLS** = Reading, Writing, Listening, and Speaking (the 4 components of language). | \***Scaffolding** = building upon prior knowledge toward increasing level of difficulty and student independence. |
| \***Communicative Method** = an approach to [language teaching](http://en.wikipedia.org/wiki/Language_teaching) that emphasizes interaction and communication as both the best way and the goal of learning the language. | \***CLT** = Communicative Language Teaching | \***CLL** = Communicative Language Learning |
| \***Professionalism** = the skill, good judgment, and polite behavior that is expected from a person who is trained to do a job well. | \***Comprehension Checks** *=* when a teacher checks for student understanding by asking questions, checking student work, and other modalities. Can be formal or informal. | \***Time Check/Directive** = a teacher’s use of time to move the lesson along, to gauge student’s pace, and to tell students the time limit of an activity. |
| \***Controlled Practice** *=* practice of a language that is controlled and guided by a teacher, using a more limited and structured form of the language (e.g. teacher-provided sentences with “fill in the blank”). | \***Free Practice***=* practice of a language that is open-ended and allows students to practice in a variety of ways, with a less limited and structured form of the language (e.g. students write their own sentences). | \***Rubric** = document used to measure people against a certain standard of performance with a detailed explanation of the characteristics of each score. |
| ***\*Comments Written in Italics*** = the topic is also listed under another observation category in this same document. | \***Induction Method** = method of teaching grammar where the teachers allow students to find patterns in grammar and determine/induce the rule independently. | \***Rapport** = a good relationship in which there is mutual kindness, understanding , and positive treatment of the other. |
| **\*Meaningful Teaching =** a student-centered approach that emphasizes the use of content and materials that have direct relevance to students’ daily lives and what is important to them. | **\*Feedback** = the information the teacher provides to the student about the student’s progress via a variety of modalities: conversation, written, etc. | **\*Formal vs. Informal Assessment** =  Formal: a graded test, quiz, or essay based on prior learning;  Informal: the teacher’s way of checking learning through a variety of ways (impromptu questions, \*comprehension checks, listening to a group, etc.) without giving official grades. |

**COMMENTS:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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