

# GUIDELINES FOR TEACHER OBSERVATIONS

## Pre-Observation Check

- 1) Is the lesson plan clear, detailed; includes review, list of resources, new learning, and follow-up? .....
- 2) Has a system of the five P's: Preview, Prepare, Presentation, Practice, Production been used, or an IRDP sequence: Input, Recognition, Discrimination, Production been used? .....
- 3) Is the aim of the lesson clear? .....
- 4) What new language is being introduced? .....
- 5) What follow-up is planned? .....
- 6) Is there a balance of the five skills: Listening, Speaking, Reading, Writing, And Thinking? .....

## Classroom Observation

- 1) Does the teacher write clearly, legibly and horizontally on the board?
- 2) Does the teacher speak naturally?
- 3) Does the teacher have clear pronunciation?
- 4) Does the teacher smile often?
- 5) Does the teacher use a variety of activities?
- 6) Is there a balance in the types of learning tasks?
- 7) Are the stages of the lesson clear?
- 8) What does the teacher do at each stage?
- 9) What do the students do at each stage?
- 10) Does the teacher seem interested in the lesson?
- 11) What are the teacher/learner relationships like?
- 12) Does the teacher encourage the students to ask questions?
- 13) Do students participate actively in the lesson?
- 14) What are the learner/learner relationships like?
- 15) Does the teacher deal with discipline problems as they arise?
- 16) Are seating arrangements varied during the lesson?
- 17) How does the teacher check on the students' understanding?
- 18) How does the teacher "manage" the class? (E.g., pace of lesson, use of voice, body language, instructions, variation of activity...)