

Observation Form (Advisor)

The purpose of this form is to prompt discussion and reflection on different aspects of (co-)teaching.

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| Site | Changhua | School | Zunliao Elementary | ETA/ LET | Teacher Annie and Eva |
| Date | April 6, 2023 | | Time | 2:20-3:00 | |
| Grade | 6 | | Topic/Units | Job Titles | |

| Aspects of Co-teaching and Standards | | Comments |
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| Lesson Design and Preparation Standard 1 & 3 | Teachers were able to give clear instructions. | <ul style="list-style-type: none"> - All English instructions: I noticed students were eventually able to understand the instructions. The instructions were given quite quickly in a big chunk, so it might be good to separate the steps a bit by pausing. I noticed you modeled how to do the activity, which helps. To assist students with lower-proficiency, you could have simple, written instructions on the PPT to help. |
| | Teachers prepared sufficiently for this lesson. | <ul style="list-style-type: none"> - Yes – lesson and activities were thoughtfully designed with good flow and levels of difficult which build on each other. |
| | The lesson content was appropriate and relevant for students' English level and age. | <ul style="list-style-type: none"> - Yes – the textbook topic of “job titles” is relevant for students, but you might consider an extension activity where students could learn the vocab for what they want to be (if it’s not on the list). - Saying goodbye: as this was the first time it was mentioned to students that Annie is not returning, I would encourage you to consider how to turn this into a teachable moment for students and how to appropriate say goodbye and bring closure. You might consider activities 1) to teach students how to keep in touch (via email), 2) where both you and your students can have a space to say/write goodbyes, etc. |
| | The activities were appropriate and engaging for students' English level and age. | <ul style="list-style-type: none"> - Interview activity: great for students to practice producing language with each other while also developing writing and listening skills. - It seems the students could benefit from having more repetitive practice with the vocab and grammar structure. I know time is hard to find, but I think there are ways to reduce our “teacher talk time” to give students more opportunities to practice using the language. For example, cutting down some time in translation, making intentional decisions on how long to lecture students with content, simple and short call and response games to get students to review, etc. |
| (Co)-Teaching Standards 2 & 5 | Teachers effectively communicated with other co-teacher(s) during the lesson. | <ul style="list-style-type: none"> - I could see both Annie and Eva briefly communicating where to go in the lesson next without it being too time consuming or distracting. - Annie: maybe it would be good to stand on the right side of the screen so you don’t have to block the screen while you switch the slide. |

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| | Teachers were able to co-teach effectively. | <ul style="list-style-type: none"> - Good use of both teachers for checking pronunciation. - Role for each teacher were clear. - Since it is a small class, you could consider a different co-teaching approach for some classes, like doing station teaching or activities where the two teachers are working with level-specific groups for more tailored help. |
| Classroom Management Standards 2 & 3 | Teachers effectively utilized classroom management strategies. | <ul style="list-style-type: none"> - No big issues with classroom management. - Moving forward, it may be good to have a system of marking participation to ensure that all students are being called on and not just the select few. |
| | Teachers created a comfortable, supportive learning environment. | <ul style="list-style-type: none"> - Student received a lot of positive feedback after their contributions. |
| Translation or Translanguaging Standards 1 & 2 | The use of Chinese during the lesson was appropriate. | <ul style="list-style-type: none"> - First half of class was L1/translation heavy: I see how the first half was more of the cultural meanings, but the vocabulary presentation took up majority of the class time. It may be good to consider having more of a balance between vocabulary/grammar presentation and practice. - One way to reduce translation is through using/teaching “classroom English” to the students. A sentence like “___ is a verb. ___ is a noun” could be another classroom English phrases to introduce. |
| Assessment Standards 3 & 4 | Teachers were able to effectively assess students’ ability to meet the lesson objectives. | <ul style="list-style-type: none"> - The improvisational “pronunciation” check was a good way to use extra class time while giving feedback to student who made errors. |
| Additional Comments | <p>Hi Annie,</p> <p>Thank you for inviting us for a class observation yesterday. I enjoyed being a part of the class and seeing the wonderful school you work at. Here is a more detailed, written version of what we discussed in yesterday’s post-observation consultation. Please feel free to share it and discuss it together with your co-teacher.</p> <p>Below is a summary of some main points moving forward:</p> <ol style="list-style-type: none"> (1) Continuing to incorporating student pair/group work activities (2) Considering how to decrease use of translation for the whole class (3) Providing written instructions in English (4) Considering a lesson/activity on saying goodbye. <p>If you have any follow up questions, please let me know. I’ll also be putting my mind around this concept of “saying goodbye”, and will be happy to discuss any ideas you have in mind. Have a good weekend!</p> <p>Best, Elayna</p> | |

Filled by Advisor (Name): Elayna Ah Puck Filled Date: April 7, 2023