

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 | Wende Elementary | ETA/ LET | Adenike and Jessie |
| Date | April 6, 2023 | | Time | 10:30 – 11:10 | |
| Grade | 2 nd grade | | Topic/Units | Easter | |

| 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"> - Yes – routines have helped students to participate in Q&A and all activities. |
| | Teachers prepared sufficiently for this lesson. | <ul style="list-style-type: none"> - Yes! Very enjoyable lesson to observe. Students also seemed to enjoy and respond well. |
| | The lesson content was appropriate and relevant for students' English level and age. | <ul style="list-style-type: none"> - Storybook selection was too difficult, though I understand the challenge in finding level-specific text and wanting to continue using a series students enjoy. A solution to consider is taking more class time to teach the story in stages (pre-reading, during reading, and post-reading). Scaffolding the material will help students to understand more of the story in English instead of depending on translation. |
| | The activities were appropriate and engaging for students' English level and age. | <ul style="list-style-type: none"> - 3-5 vocabulary words: since they are young, it would be good to give “sizable” loads for them to learn at a time. - Variety of activities: don't forget that your activities should overlap and “build on each other”. For example, the vocabulary you teach should also be highlighted on in the storybook activity as well as the song. Students need multiple exposure to vocabulary words to retain it. - Storybook: try to use books where the fonts are big enough for students to read along. The text size was too small. |
| (Co)-Teaching Standards 2 & 5 | Teachers effectively communicated with other co-teacher(s) during the lesson. | <ul style="list-style-type: none"> - Both teachers understood their main role and supporting roles. - Very smooth class. |
| | Teachers were able to co-teach effectively. | <ul style="list-style-type: none"> - Really solid model of both of you supporting each other. Again, I think it points to the success of your classroom management. |
| Classroom Management Standards 2 & 3 | Teachers effectively utilized classroom management strategies. | <ul style="list-style-type: none"> - Clear and enforced routines: good job reminding students at the beginning about the classroom rules and enforcing rules throughout the class. It's impressive how you were both able to handle 25 energetic, younger learners! - Consider engaging more of the class instead of the same students. You could adapt a name calling system or pair/group work to give more students an ability to contribute. |

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| | Teachers created a comfortable, supportive learning environment. | <ul style="list-style-type: none"> - Yes! As a whole, the students seemed to really enjoy the lesson you put together and were all quite engaged throughout the whole 45-mins. - Adenike: I like the peacefulness and calmness you have when speaking to students. You also do a good job controlling them gently before moving forward. |
| Translation or Translanguaging Standards 1 & 2 | The use of Chinese during the lesson was appropriate. | <ul style="list-style-type: none"> - LET translation support: I think this is appropriate for grade 2, especially since the content was a bit difficult for students. They seemed to like the story and the content, despite it being challenging. You can continue to supplement with visual aids, physical movement, and scaffolding activities— which I saw were all present. - Students responding in Chinese: you could consider writing Q&A sentence templates on the board to provide a starting point. |
| Assessment Standards 3 & 4 | Teachers were able to effectively assess students' ability to meet the lesson objectives. | <ul style="list-style-type: none"> - Outcome: SWB 1) introduced to the Easter holiday and 2) recognize things related to Easter — I think your lesson does fulfill those outcomes. In the future, I think it would be good if one of the outcomes could include a more level-appropriate, concrete English skill besides “recognize” or “introduce”: those words are too abstract to assess. Instead, it would be good to use verbs like, “defining” a vocabulary word, “reading” sentences aloud, etc. - Don't forget formative assessment/ comprehension checks after the story. You started to do this while Jessie was loading the next activity. It doesn't have to take long and you can get creative with this too, but it's a good way to check and re-enforce what was learned. |
| Additional Comments | <p>Dear Nike,</p> <p>Thanks to both you and Jessie for a wonderful classroom observation! As mentioned in our post-observation consultation, well done on this lesson! We observed strong classroom management for this big and energetic 2nd grade class. Students also seemed to enjoy the diverse lesson you prepared. In the sections you'll find more written details of what was talked about in our meeting. Feel free to debrief it together with your co-teacher.</p> <p>As always, please reach out if you want me to expand on any of these ideas. Wishing you a great rest of the semester with your school and students~</p> <p>Best, Elayna</p> | |

Filled by Advisor (Name): Elayna Ah Puck

Filled Date: April 7, 2023