

GENERAL LESSON OBSERVATION FORM (0)

Name of the trainee teacher _____ Course _____

School _____ Class _____

Subject _____ Topic _____

Observer _____ Date _____

Time	Teacher Activities	Learner Activities	Points for discussion

Time	Teacher Activities	Learner Activities	Points for discussion

Future commitments following the post-conference:

GIVING DIRECTION AND MONITORING STUDENT ACTIVITIES (01)

1. How did the teacher ensure that the pupils were listening before giving the direction(s)?
2. Write down the direction(s) exactly as the teacher gave.
3. How did the teacher check the understanding of the direction(s)?
4. How did the teacher monitor student activities?

CLASSROOM USE OF LANGUAGE (02)

1. List habitual use of words and phrases and indicate their frequency with ticks(✓).
2. List down any incorrect spelling or pronunciation.
3. Write down any awkward or wrong use of English.
4. Indicate with tick (✓) against the categories given below, whenever the teacher uses language to express them.

CATEGORY	FREQUENCY	EXAMPLES
Requests		
Suggestions		
Apologies		
Commands		
Warnings		
Oral reinforcements/ Encouragement		
Discouraging remarks		
Acknowledgements/ Thanking		

BASIC QUESTIONING (03)

1. **Pausing**

Less than 2 seconds	
2-5 seconds	
More than 5 seconds	

2. **Directing**

Directed to the whole class	
Not directed to whole class	

3. **Distribution:** Map out the classroom seating plan. Number the students and indicate with tick (✓) each time a student is given the opportunity to answer a question.

4. Describe any re-directing of questions.

5. Describe any prompting of responses done (verbatim).

Note:

1. *Pausing:*

Indicate with strokes (e.g. / for 1, # for 5, ### for 7) the time given for children to think after every question.

2. *Directing:*

As a general principle questions are addressed to the whole class before asking someone to answer, to induce maximum involvement. If this is followed, indicate with a tick against "directed to the whole class", each time the teacher asks a question. If this is not followed, indicate it with tick against "not directed to the whole class".

INTRODUCTORY PROCEDURES AND CLOSURE (05)

Describe how the teacher

1. Gained attention and aroused motivation at the beginning as well in introducing different sections of the lesson.
2. Made links with what has been taught or the learners' experiences.
3. Structured the lesson in exact words. (eg. establishing goals, outlining content, giving directions).
4. Closed the lesson or parts of the lesson (e.g. reviewing, summarizing key points, applying or demonstrating skills, evaluating, expressing opinions, making new connections, etc.)

TEACHING OF CONCEPTS AND GENERALIZATIONS (06)

1. Concept taught:

Examples and analogies used	Non-examples used

2. Critical attributes stressed:

3. Describe briefly the steps/procedure followed:

4. Concept definition/generalization arrived at:

TEACHING OF SKILLS & PROCEDURES (07)

1. Name of the skill taught:
2. Describe how the skill was presented/demonstrated.
3. Describe the students practised the skill.
4. Describe how the teacher gave feedback/guided the students during practice.
5. Describe how the students were asked to use the skill learnt as a follow-up activity.

TEACHING OF VALUES AND ATTITUDES (08)

1. **Topic**

Value:

2. Describe how the information/experience is provided step by step.

3. What did the students do with the information/experiences provided? (**Activity**)

4. Describe the responses students made as a result of the lesson. (Commitment/s).

5. Observer's personal understanding of the relevance of value in the lesson.

MANAGEMENT OF GROUPS FOR LEARNING (10)

1. Type(s) of grouping used:

Size(s) of groups:

2. Describe the task(s) set for various groups.

3. Describe how the teacher monitors the group(s) at work.

4. Describe what the students actually do in any one group.

35								
36								
37								
38								
Time	$T \rightarrow WC$	$T \leftarrow WC$	$P \rightarrow WC$	$P \leftarrow WC$	$P \leftarrow \rightarrow P$	$T \rightarrow SG$	$T \leftarrow \rightarrow P$	Independent work
39								
40								
41								
42								
43								
44								
45								

3. Map out the Teacher Movement.

INFORMATION ON TEACHING PRACTICE

Name of the associate teacher: Mr/Ms _____

Name of the school: _____ school

Name of trainee teacher under your guidance: Mr/Ms _____

(Class: PGCE/ BE.d I/ II/III/ PTC2 *(Please refer to the placement list enclosed)*)

1. You will teach:

a. Class/es: _____

b. Subject/s _____

2. Subject teachers who would assist you, are:

3. Coverage of syllabus/topics during six weeks:

(TP starts from 7th April to 11th May)

4. Resources:

a. we can supply from the school:

b. you need to bring along with you from NIE:

5. Approximate number of students in class/es.

6. Time table for you is attached.

(PGCE, BE.d3 and PTC2- 24-26 periods /week; BE.d2- 20-22 periods/week; Be.d1-18-20 periods/week)

Signature of AT

Dear AT,

Please fill up this form and hand over to our lecturer on pre-visit or send it by post/fax/E.mail to the co-ordinator, Teaching Practice, NIE within this week.

Our Fax no. 05-365363
E.mail dorjee@druknet.net.bt

2.5.'01									
3.5.'01									
4.5.'01									
5.5.'01									
7.5.'01									
8.5.'01									
9.5.'01									
10.5.'01									
11.5.'01	TRAINEE TEACHERS LEAVE TEACHING PRACTICE SCHOOLS								
13.5.'01	TRAINEE TEACHERS REPORT TO NIE								
14.5.'01	Normal Classes and other activities resumes								

Signature of Head teacher

Signature of Focal Person