

Teaching Analysis Form – revised 3-03

OBSERVER:

TEACHER:

PROGRAM:

CLASS TYPE:

NUMBER OF STUDENTS PRESENT:

DATE:

Observation Overview (environment, lesson objective, activities, etc.):

A large empty rectangular box with a black border, intended for writing the observation overview.

Indicators	Findings/Observations	Examples (teacher/learners)
<p><u>Curriculum:</u></p> <p>Teacher and learners work within a curriculum framework. The purpose and objectives of the framework are shared. The content is drawn from the real needs (goals and problems) of the learners. To support this content, the teacher has selected authentic real-life materials that are connected with what students need to do outside the classroom.</p>		
<p><u>Learning Experiences:</u></p> <p>The teacher makes lesson objectives explicit, and learners understand the purpose of lesson activities.</p> <p>The teacher provides clear directions and explanations.</p> <p>Lessons include a variety of methods and strategies, and multi-sensory activities. The teacher chooses strategies to match the learning objectives and situation: large or small-</p>		

<p>group work, tutoring, computer-assisted instruction, direct teaching or discovery learning, etc. as appropriate.</p> <p>The teacher introduces skills in appropriate sequence, teaching less difficult/prerequisites before more difficult skills and breaking complex tasks into smaller parts. Lesson activities are appropriately sequenced: introduction, background knowledge, modeling of skills, guided practice, independent practice.</p> <p>The teacher asks questions at different thinking levels and directly teaches thinking and problem-solving skills. The teacher models his/her own thinking: “think-alouds.”</p> <p>When appropriate, lessons are problem-based, involving group work to solve real problems in learners’ lives.</p>		
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<p><u>Assessment:</u></p> <p>Assessment is the basis of instruction. Assessment information is available for easy reference, and the teacher uses it to design group activities and individualize instruction. The teacher continuously monitors learning and understanding and adjusts instruction as needed. The learners receive feedback on their work and are encouraged to reflect on and evaluate their own efforts and achievements.</p>		
<p><u>Transfer:</u></p> <p>The teacher makes frequent connections between lesson activities and learners' real-life goals. The teacher introduces skills in meaningful contexts, selects authentic materials related to learners' goals, and suggests/teaches how to transfer to other contexts.</p>		

<p><u>Management:</u></p> <p><u>Systems and Resources</u> Learners know classroom routines, and learning continues with minimal interruptions when adults arrive late to class or attend sporadically. If the program has an open-entry policy, new enrollees are smoothly integrated into the class. The teacher manages time efficiently, maintains learning momentum and appropriate pacing. If applicable, the teacher makes good use of volunteers.</p>		
<p><u>Engaged Learners</u></p> <p>The teacher knows the learners, keeps their attention on learning activities, addresses all skill levels, and paces activities appropriately.</p> <p>She/he builds rapport with learners and interacts equitably with everyone in the class.</p>		

<p><u>Adult Learning Environment</u></p> <p>The teacher acts as facilitator of learning. Learners are free to ask questions and access classroom resources. Communication is multi-directional: Learners' voices are heard. Learners participate in classroom decision-making. The teacher addresses collaboration strategies when learners work together. She/he is sensitive to personal issues that may create barriers to learning.</p>		
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Questions:

Suggestions/recommendations (related to the indicators of good teaching):