

SAMPLE

Teaching Analysis Form – revised 3-03

OBSERVER: Bingman

TEACHER: Ms Teacher

PROGRAM: Riverport

CLASS TYPE: ABE/GED

NUMBER OF STUDENTS PRESENT: 8

DATE: Feb 22, 2003

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

A group of eight ABE/GED students in a welcoming attractive classroom.

At the beginning of the class the students were working in individual folders based on their individual work plans. Then they did a group lesson.

The teacher-led lesson seemed to have two objectives: to help students learn to write a business letter and to get actual information from their children's school counselors.

The activity involved brainstorming content for a letter to a school counselor, using a mind-map activity to organize the content, and actually writing a draft of the letter.

Indicators	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.</p> <p>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>The immediate objective was shared, but not tied to broader learning objectives.</p> <p>The content and materials were drawn from real-life materials.</p> <p>I could not determine the overall curriculum framework from observation. It may be that the GED test focuses the curriculum, i.e. learning activities are designed to prepare students for GED.</p>	<p>Teacher began the lesson by reminding class of work they had been doing on writing a business letter. The content was requesting a meeting with the school counselor.</p> <p>Students had brought in school handbooks from the school their children attended and class was using these for addresses, etc.</p> <p>In addition to work on business letter, students spent some time on individual work that varied from student to student to student and usually seemed to come from GED preparation texts.</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-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</p>	<p>The immediate lesson objectives were clear. The directions seemed to begin in mid-stream, but were clear.</p> <p>A variety of instructional strategies were used.</p> <p>Task broken down, not sure about sequence.</p> <p>Did not observe.</p> <p>Most questions were to</p>	<p>The teacher talked about the content of the letter, but she probably covered mechanics of letter structure in an earlier lesson.</p> <p>The teacher made a poster of business letter format and students had a copy. The actual lesson was a combination of directed group thinking about what should be in the content of the letter and individual letter-writing that will be edited in peer pairs.</p> <p>I did not see background knowledge presented but students seemed to have a good sense of role of school counselors.</p>
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<p>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>	<p>ask if students needed help or had understood directions.</p>	<p>Work was on an authentic problem. Several students had kids with school difficulties and all seemed to think that a meeting to review their children’s progress would be useful.</p>
<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>Did not see evidence of using assessment information. However, teacher made use of formative assessment in class.</p>	<p>Teacher asked general “do you understand” questions and checked in with individual students as they wrote.</p> <p>Peer editing planned.</p> <p>Reflection and evaluation planned for next lesson.</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>While goal and materials were authentic, I did not hear any references to how the business letter could be used in other contexts, e.g. on the job.</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>Students seemed to know classroom routine.</p> <p>I did not observe any new students or volunteers.</p>	<p>Students came into class, got their folders that had the business letter form and school handbooks, as well as individualized work. They seemed to know what was planned for the day.</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>Teacher did seem to know learners and had good rapport.</p> <p>Students work at various skill levels and get individualized support.</p>	<p>The teacher knew the students by name, by children’s names and schools. Students seemed comfortable asking questions and raising concerns in brainstorming activity. The oral content mapping engaged students regardless of skill level. During individual writing time, teacher worked more with those with limited writing skills, urging them to pay attention to content not spelling in a first draft and to use the mind map to help develop sentences.</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>	<p>The class had an adult environment. Learners asked questions and talked with each other, but most conversation was teacher to students.</p> <p>Did not observe collaborations strategies addressed.</p>	<p>Coffee pot Bulletin board meets students’ needs. Adult material – school budget—posted.</p> <p>Some students talked to each other while writing.</p>

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

1. Think about being more explicit about how a problem-based lesson like the letter is also helping students gain the skills they need for the GED and other areas of their lives. You might want to point out (or ask students to point out) examples and connections. And how a lesson fits into their (and your) broader goals for the class.
2. I was not clear about how you determine what you teach, i.e. your curriculum. What determines the individualized work the students do in their folders? How do you decide what group lessons to address? A clear curriculum framework could help your students see where they are in their learning process.