**ESL/EFL CLASSROOM OBSERVATION FORM**

**INSTRUCTOR DATE CLASS LEVEL (Beg./Int./ Adv.)**

**LOCATION OBSERVER**

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| INSTRUCTIONAL SKILLS | **no** | **YES** | **COMMENTS** |
| WARM-UP Teacher begins lesson with an engaging warm-up activity that relates to what students are about to learn. |  |  |  |
| CLASSROOM ATMOSPHERE Teacher creates a comfortable environment where learners are willing to take risks and use the target language. |  |  |  |
| CULTURAL AWARENESSTeacher demonstrates awareness of, and sensitivity to, cultural differences and how they inform the multiple roles and responsibilities of learners. |  |  |  |
| INSTRUCTIONAL EXAMPLES Teacher uses adequate instructional examples that are meaningful, clearly illustrated, and varied. |  |  |  |
| CLARITY OF VISUALS Teacher’s visual presentations are clear (boards, chart, flip charts, pictures, etc.) |  |  |  |
| VARIETY OF MODES Teacher uses a variety of learning modes (e.g. see it, hear it, say it, touch it, write it and read about it.) |  |  |  |
| VARIETY OF TECHNIQUES Teacher uses: print materials, audio-visual media, drilland practice, choral work, role plays, small group and individual work. |  |  |  |
| VOICE, BODY LANGUAGE, CUES Teacher uses effective voice, body language, gestures and cues. |  |  |  |

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| TEACHER TALK MINIMUM Teacher talk is minimized, and students are given ample opportunity to practice. |  |  |  |
| CORRECTION AND FEEDBACKTeacher provides feedback on students’ questions and errors. Teacher knows what to correct and what to ignore, gives effective encouragement and promotes self-correction. |  |  |  |
| EQUAL ATTENTIONTeacher gives attention to learners depending on individual need. |  |  |  |
| ADEQUATE TIMETeacher allows appropriate amount of time for each activity. |  |  |  |
| LEARNER-CENTERED INSTRUCTION Teacher engages students as a) learners and b) designers of their own learning. |  |  |  |
| TECHNOLOGY Teacher integrates diverse technologies to enhance language learning (from CDs/DVDs to computers). |  |  |  |
| CONTENT KNOWLEDGE Teacher shows an understanding of the subject matter being taught. |  |  |  | |
| ORGANIZATIONAL SKILLS | **no** | **YES** | **COMMENTS** | |
| PLANNED LESSON Teacher has a planned, organic lesson which shows evidence of a) sequence, b) connection to yesterday and tomorrow, c) a focus on goal and d) task analysis. |  |  |  | |
| INSTRUCTIONAL DESIGNTeacher has planned a lesson appropriate to the level (student population) of the class. |  |  |  | |
| MATERIALS CHOSEN Teacher has designed and/or adapted materials to address relevant themes and learner needs. |  |  |  | |

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| CLASSROOM MANAGEMENT SKILLS | **no** | **YES** | **COMMENTS** |
| STUDENT-TO-STUDENT INTERACTIONTeacher provides opportunities for a) peer teaching and b) peer correction. |  |  |  |
| FLEXIBILITY Teacher recognizes “teachable moments” and adapts to new situations that arise, and accepts correct alternative answers. |  |  |  |
| CHECKPOINTS FOR STUDENT LEARNING Teacher stops periodically during lesson to evaluate learning and adjusts material and pace accordingly. |  |  |  |
| STAYING ON THE TOPIC Teacher sticks to the subject at hand and doesn’t wander off topic. |  |  |  |
| WAIT TIME Teacher allows several seconds of quiet time for learners to respond. |  |  |  |
| MULTI-LEVEL CLASSROOMSTeacher recognizes and manages different levels in the classroom. |  |  |  |

1. What part(s) of the lesson worked particularly well?
2. What part(s) of the lesson worked less well?
3. What would be your recommendation to the teacher regarding the lesson?
4. As an educator yourself, what did you gain from this observation to take it to your own classroom?