**ESL/EFL CLASSROOM OBSERVATION FORM**

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

**LOCATION OBSERVER**

|  |  |  |  |
| --- | --- | --- | --- |
| INSTRUCTIONAL SKILLS | **no** | **YES** | **COMMENTS** |
| WARM-UPTeacher begins lesson with an engaging warm-up activity that relates to what students are about to learn. |  |  |  |
| CLASSROOM ATMOSPHERETeacher 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 EXAMPLESTeacher uses adequate instructional examples that are meaningful, clearly illustrated, and varied. |  |  |  |
| CLARITY OF VISUALSTeacher’s visual presentations are clear (boards, chart, flip charts, pictures, etc.) |  |  |  |
| VARIETY OF MODESTeacher uses a variety of learning modes (e.g. see it, hear it, say it, touch it, write it and read about it.) |  |  |  |
| VARIETY OF TECHNIQUESTeacher uses: print materials, audio-visual media, drilland practice, choral work, role plays, small group and individual work. |  |  |  |
| VOICE, BODY LANGUAGE, CUESTeacher uses effective voice, body language, gestures and cues. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| TEACHER TALK MINIMUMTeacher 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 INSTRUCTIONTeacher engages students as a) learners and b) designers of their own learning. |  |  |  |
| TECHNOLOGYTeacher integrates diverse technologies to enhance language learning (from CDs/DVDs to computers).  |  |  |  |
| CONTENT KNOWLEDGETeacher shows an understanding of the subject matter being taught. |  |  |  |
| ORGANIZATIONAL SKILLS | **no** | **YES** | **COMMENTS** |
| PLANNED LESSONTeacher 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 CHOSENTeacher has designed and/or adapted materials to address relevant themes and learner needs. |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| CLASSROOM MANAGEMENT SKILLS | **no** | **YES** | **COMMENTS** |
| STUDENT-TO-STUDENT INTERACTIONTeacher provides opportunities for a) peer teaching and b) peer correction. |  |  |  |
| FLEXIBILITYTeacher recognizes “teachable moments” and adapts to new situations that arise, and accepts correct alternative answers. |  |  |  |
| CHECKPOINTS FOR STUDENT LEARNINGTeacher stops periodically during lesson to evaluate learning and adjusts material and pace accordingly. |  |  |  |
| STAYING ON THE TOPICTeacher sticks to the subject at hand and doesn’t wander off topic. |  |  |  |
| WAIT TIMETeacher 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?