

# Lesson Observation Record for Classroom Observation Training Package

## 1: Background information

<b>A</b>	<b>Province</b>	
<b>B</b>	<b>Island</b>	
<b>C</b>	<b>Zone</b>	
<b>D</b>	<b>Village</b>	
<b>E</b>	<b>School Name</b>	
<b>F</b>	<b>Year Level</b>	<input type="radio"/> Y2 <input type="radio"/> Multigrade – Specify grades: _____
<b>G</b>	<b>Teacher First Name</b>	
<b>H</b>	<b>Teacher Surname</b>	
<b>I</b>	<b>Observation Date</b>	
<b>J</b>	<b>Observation Number</b>	
<b>K</b>	<b>Start Time</b>	
<b>L</b>	<b>End Time</b>	
<b>M</b>	<b>Class Attendance</b>	girls _____ boys _____
<b>N</b>	<b>Observer Name</b>	
<b>O</b>	<b>Observation status</b>	<input type="radio"/> Teacher absent <input type="radio"/> Observation complete <input type="radio"/> Observation incomplete – Reason: _____
<b>P</b>	<b>Consent obtained</b>	<input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> Withdrawn

## 2: Pre-lesson observation

<b>A</b>	<b>Record the lesson focus / number</b>	
<b>B</b>	<b>Photograph the teacher's lesson plan</b>	<input type="radio"/> Photographed with label: 'School_X_TeacherSurname_ObservationXX_YYYYMMDD' <input type="radio"/> No lesson plan
<b>C</b>	<b>Note here anything that would help our understanding of how the lesson was prepared or how it started</b>	

### 3: Lesson observation table

		Lesson Minutes	5	10	15	20	25	30	35	40	45	50	55	60
1A	Whole class activity													
1B	Pair or group activity													
1C	Individual activity													
2	Lots of student activity													
3	Refers to students' prior knowledge/skills													
4	Refers to students' culture/context													
5	Explicitly checks for student understanding													
6	Observes students practising/applying what they have learnt													
7A	Selects a girl to demonstrate an idea and/or skill													
7B	Selects a boy to demonstrate an idea and/or skill													
8	Explicitly supports student with disability													
9	Explicitly supports student(s) who do not speak the language of instruction													

#### 4: Post-lesson observation

<b>A</b>	<b>Resources <u>used</u> by teacher or students in this lesson</b>	<p>Resource types:</p> <table border="0"> <tr> <td><input type="radio"/> Teacher guide</td> <td><input type="radio"/> Dictionary</td> <td><input type="radio"/> Games</td> </tr> <tr> <td><input type="radio"/> Lesson plan</td> <td><input type="radio"/> Pictures</td> <td><input type="radio"/> Puzzles</td> </tr> <tr> <td><input type="radio"/> Student text books</td> <td><input type="radio"/> Big blackboard</td> <td><input type="radio"/> Songs</td> </tr> <tr> <td><input type="radio"/> Student note books</td> <td><input type="radio"/> Small blackboards</td> <td><input type="radio"/> Drama or role play</td> </tr> <tr> <td><input type="radio"/> Student worksheets</td> <td><input type="radio"/> Pointer/stick</td> <td><input type="radio"/> Physical actions</td> </tr> <tr> <td><input type="radio"/> Decodable readers</td> <td><input type="radio"/> Reference books</td> <td><input type="radio"/> Children's shows (TV, video, DVD)</td> </tr> <tr> <td><input type="radio"/> Story books</td> <td><input type="radio"/> Newspapers/magazines</td> <td><input type="radio"/> Computer</td> </tr> <tr> <td><input type="radio"/> Posters</td> <td><input type="radio"/> Local material (specify) _____</td> <td><input type="radio"/> Other (specify) _____</td> </tr> <tr> <td><input type="radio"/> Flash cards</td> <td>_____</td> <td></td> </tr> </table>	<input type="radio"/> Teacher guide	<input type="radio"/> Dictionary	<input type="radio"/> Games	<input type="radio"/> Lesson plan	<input type="radio"/> Pictures	<input type="radio"/> Puzzles	<input type="radio"/> Student text books	<input type="radio"/> Big blackboard	<input type="radio"/> Songs	<input type="radio"/> Student note books	<input type="radio"/> Small blackboards	<input type="radio"/> Drama or role play	<input type="radio"/> Student worksheets	<input type="radio"/> Pointer/stick	<input type="radio"/> Physical actions	<input type="radio"/> Decodable readers	<input type="radio"/> Reference books	<input type="radio"/> Children's shows (TV, video, DVD)	<input type="radio"/> Story books	<input type="radio"/> Newspapers/magazines	<input type="radio"/> Computer	<input type="radio"/> Posters	<input type="radio"/> Local material (specify) _____	<input type="radio"/> Other (specify) _____	<input type="radio"/> Flash cards	_____	
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<b>B</b>	<b>Languages <u>used</u> during lesson</b>	<table border="0"> <tr> <td><input type="radio"/> Bislama</td> <td><input type="radio"/> English</td> </tr> <tr> <td><input type="radio"/> French</td> <td><input type="radio"/> Vernacular (specify) _____</td> </tr> </table>	<input type="radio"/> Bislama	<input type="radio"/> English	<input type="radio"/> French	<input type="radio"/> Vernacular (specify) _____																							
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<b>C</b>	<b>Classroom set-up for Bislama or vernacular language learning</b>	<p>The classroom includes:</p> <table border="0"> <tr> <td><input type="radio"/> Blackboard</td> <td><input type="radio"/> Reading area</td> </tr> <tr> <td><input type="radio"/> Space for whole-class activities</td> <td><input type="radio"/> Student work display area</td> </tr> <tr> <td><input type="radio"/> Grouped tables and chairs for students</td> <td><input type="radio"/> Displays or items labelled in Bislama or vernacular language</td> </tr> <tr> <td><input type="radio"/> Individual or single lined tables and chairs for students</td> <td><input type="radio"/> Other (specify) _____</td> </tr> </table>	<input type="radio"/> Blackboard	<input type="radio"/> Reading area	<input type="radio"/> Space for whole-class activities	<input type="radio"/> Student work display area	<input type="radio"/> Grouped tables and chairs for students	<input type="radio"/> Displays or items labelled in Bislama or vernacular language	<input type="radio"/> Individual or single lined tables and chairs for students	<input type="radio"/> Other (specify) _____																			
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<b>D</b>	<b>Note anything additional that would help our understanding of:</b> <ul style="list-style-type: none"> <li>• languages used during the lesson</li> <li>• the classroom set up for Bislama or vernacular language teaching and learning</li> </ul>																												

E	<p>Note anything that the teacher did to support students who appear to have difficulty learning</p>	
F	<p><b>Class is:</b></p> <p><input type="radio"/> cooperative and supportive of one another</p>	<p>Evidence might include:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Teacher and students work together harmoniously</li> <li><input type="radio"/> The classroom atmosphere is joyful</li> <li><input type="radio"/> Interactions are respectful, kind and encouraging</li> <li><input type="radio"/> Most of the class activity is focused on learning (not managing student behaviour)</li> </ul>
	<p><b>OR</b></p> <p><input type="radio"/> compliant</p>	<p>Evidence might include:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Students do what the teacher says</li> <li><input type="radio"/> The classroom atmosphere is complacent</li> <li><input type="radio"/> Interactions are respectful but may not be kind or encouraging</li> <li><input type="radio"/> Most of the class activity is focused on procedures and completing learning tasks</li> </ul>
	<p><b>OR</b></p> <p><input type="radio"/> unruly</p>	<p>Evidence might include:</p> <ul style="list-style-type: none"> <li><input type="radio"/> Students <u>do not</u> do what the teacher says</li> <li><input type="radio"/> The classroom atmosphere is disrupted</li> <li><input type="radio"/> Interactions are disrespectful</li> <li><input type="radio"/> Most of the class activity is focused on managing student behaviour (not on learning tasks)</li> </ul>
G	<p>Note anything else that would help our understanding of how this lesson was taught</p>	