**University of Kentucky Department of Modern & Classical Languages, Literatures & Cultures**

**Teaching Observation Form: Language**

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| **Name of Instructor:** |  |
| **Name of Observer:** |  |
| **Semester:** |  |
| **Course Number and Section:** |  |
| **Date and Time:** |  |

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| **Discussion Prior to Observation** | **EE** | **ME** | **BE** | **NA** |
| 1.The course syllabus has well-defined, measurable learning objectives. |  |  |  |  |
| 2. The instructor’s expectations for student learning and performance during the class to be observed, as well as the context for the lesson within the larger scope of the course, are clear. |  |  |  |  |
| 3. Work assigned to students prior to class and teaching materials to be used during class (e.g. a written lesson plan, visuals, etc.) effectively support learning goals. |  |  |  |  |
| **Notes:** |

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| **Classroom Communication** | **EE** | **ME** | **BE** | **NA** |
| 1.At least 90% of what the instructor says and/or materials that are used in the classroom are in the target language. Neither the instructor nor the students translate the target language into English, except for purposes that could not be carried out in the target language. |  |  |  |  |
| 2. The instructor uses a variety of strategies (e.g., visuals, physical objects, gestures, rephrasing) to make language comprehensible.  |  |  |  |  |
| 3. The instructor frequently checks for understanding (yes/no questions, either/or questions, fill-in-the-blank statements, multiple choice questions, information gap exercises and other activities that require understanding) throughout the lesson.  |  |  |  |  |
| 4. Instructor engages students by facilitating discussion and providing multiple opportunities to ask questions and contribute to the class. |  |  |  |  |
| 5. The instructor offers useful feedback that allows students to improve their linguistic abilities without dampening their enthusiasm.  |  |  |  |  |
| **Notes:** |

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| **Learning Activities** | **EE** | **ME** | **BE** | **NA** |
| 1.Students are engaged in activities designed to meet learning objectives. |  |  |  |  |
| 2. The activities are appropriate for the level, not too easy and not too hard.  |  |  |  |  |
| 3. Students participate in a variety of activities, according to student attention spans, interest level, time needed for each task, and five skills: listening, reading, writing, speaking, and cultural competence. |  |  |  |  |
| 4. Listening/reading activities are properly scaffolded so that students know the cultural context from pre-listening/reading questions/intro, are guided through the listening/reading with questions (T/F, etc.), and have follow-up questions related to content and cultural comparison. |  |  |  |  |
| 5. The instructions for each activity are clear and all students understand what they need to do before they begin the activity.  |  |  |  |  |
| 6. Students engage in pair and/or small group activities. |  |  |  |  |
| 7. Activities allow for personalization.  |  |  |  |  |
| 8. Instructor follows up after each activity, allowing students to check their accuracy. |  |  |  |  |
| **Notes:** |

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| **Resources** | **EE** | **ME** | **BE** | **NA** |
| 1.The instructor uses a variety of materials (print, props, board, audio, video, etc.). Resources are culture-specific and authentic (created by members of target culture for members of target culture). |  |  |  |  |
| 2. Visuals are large enough to be seen from the back of the room. |  |  |  |  |
| **Notes:** |

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| **Learning Environment** | **EE** | **ME** | **BE** | **NA** |
| 1. The instructor establishes and maintains good rapport with the students. This could include use of enthusiasm, self-confidence, humor, body language, patience, positive feedback, etc. |  |  |  |  |
| 2. The students appear at ease in the classroom and with each other. Students are respectful of each other and instructor.  |  |  |  |  |
| **Notes:** |

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| **Discussion After Observation** | **EE** | **ME** | **BE** | **NA** |
| 1.Learning goals for the lesson were achieved. |  |  |  |  |
| 2. Instructor addresses how teaching has changed over time, including changes inspired by evidence of student learning and reflection on prior feedback if applicable. |  |  |  |  |
| **Notes:** |

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| **Commendations** | **Recommendations**  |
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| **Instructor’s Comments/Response (Optional)** |
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|  | **Signature**  | **Date** |
| **Observer:** |  |  |
| **Instructor:** |  |  |