

Observation Ideas/Quelques points pour l'observation d'une leçon

"What will I focus on during your lesson?"

1. **Question distribution: Boys vs Girls** (*La distribution des questions aux garçons et filles*): Do these students have hands up or not? Ratio of boys to girls, who doesn't participate, how are reluctant participants included?
2. **Patterns of interaction with students** (*Des modes d'interaction avec les élèves*): Do girls receive more questions? Do you ignore the right side of the room? Whom do you interact with? Whom do you ignore?
3. **Volunteered or solicited answers** (*Les réponses volontaires ou sollicitées*)
4. **Teacher responses or questions answered** (*Feed-back/réponses donné(e)s par l'enseignant(e)*)
5. **Types of teacher questions used** (*Types de questions posées*): e.g., open ended vs. yes/no, questions that incite calling out (to be avoided), questions invoking more thought, etc.
6. **Verbatim recording of questioning transactions** (*Liste des questions mot pour mot*)
7. **Bloom's Levels of questioning** (*Niveaux de questions selon la taxonomie de Bloom*)
8. **Wait time** (*Temps d'attente après chaque question*): How long does a teacher wait before/he calls on a student, time needed for attention, thinking, etc.
9. **On-task/off-task behaviour using a seating chart** (*Comportement des élèves durant les activités noté sur un plan de la salle de classe*): (hint - the quiet ones you don't usually worry about are actually staring off into space or reading something under their desk)
10. **Distribution of teacher talk/student talk/silence** (*Ce que l'enseignant dit/ce que les élèves disent*): student-centered vs teacher-centered
11. **Classroom management** (*La gestion de la classe*): Be specific. Record any verbal or non-verbal communication used to manage the class.
12. **Supervision of students during assigned work** (*La surveillance des élèves durant les activités en classe*)
13. **Movement patterns** (*Le mouvement de l'enseignant(e) durant la leçon*): What is the teacher's circulation pattern? Observer uses classroom map and draws teacher's path, indicating time spent in various places, where teacher spends most of his/her time, which areas are missed, etc.
14. **Teacher directions and clarity of instruction** (*Clarté des instructions/directives*): Record teacher instructions verbatim and note student responses to them.
15. **Verbal flow** (*Déroulement du dialogue en classe: Qui parle durant la classe?*)
16. **Verbatim transcripts of teacher talk** : (Transcription de ce que l'enseignant dit durant la leçon mot pour mot)
17. **Teacher feedback to students** (*Feed-back donné par l'enseignant(e)*) & **Praise vs Encouragement** (*Les éloges et le renforcement positif*): Record teacher statements and afterwards, together, determine which are praise, encouragement or other - reflect on nature and ratio of each; Types of praise, extrinsic (stickers, prizes) or intrinsic motivation encouraged, Boys praised vs. girls praised, - Praise vs. negative remarks
18. **Pacing of lessons** (*Le rythme/vitesse de la leçon*): Flow, realistic time frame, rushed, too slow, one activity logically follows another?
19. **Student involvement and participation** (*Participation des élèves. Comment sont-ils impliqués?*): Record time and note student activity; when activity changes, note time again - reflect on what students are doing throughout the lesson.
20. **Activity/time allocation** (*Le temps assigné*)
21. **Teacher assistance** (*L'aide donnée par l'enseignant(e)*)
22. **Student response to management policies** (*Réactions des élèves aux attentes de la gestion de la salle de classe*)
23. **Teacher reaction to management policies** (*Réactions de l'enseignant(e) aux attentes de la gestion de la salle de classe*)
24. **Habits and slang expressions** (*Langage/Habitudes de l'enseignant*) : e.g., « OK », « You guys » « Right? »
25. **Voice modulation** (*L'intonation de la voix*)
26. **Transitions**: How long do they take? strategies used, student response to transition time
27. **Proactive management procedures** (*Les procédures proactives vis-à-vis la gestion de la salle de classe*)
28. **Monitoring both instructional group and seatwork** (*Surveillance par l'enseignant(e) durant le travail en groupes*)
29. **Lesson introduction** (*L'introduction de la leçon*): How is lesson introduced? To what extent are students engaged? Does intro build on prior lessons? Is it active? Is it motivating?
30. **Lesson development** (*Le déroulement de la leçon*): Do activities flow naturally from one to the other? Do the students know what is expected of them? How does the lesson fit within the context of other lessons?
31. **Lesson conclusion/closure** (*La fermeture de la leçon*): Have the lesson objectives been addressed? Self-assessment? Learning reviewed? (e.g., learning log, orally as a whole class, 3-2-1 feedback, teacher feedback)
32. **Adherence to objectives** (*Réalisation de la leçon selon le plan prévu/établi, selon les objectifs*)
33. **Materials' availability and distribution** (*Disponibilité et distribution du matériel nécessaire pour faire marcher les activités*)
34. **Lesson Delivery**: Clarity of speech, enthusiasm, eye contact, humour, gestures (*Le débit de la leçon: clarté de la voix, l'enthousiasme, contacte avec les yeux, sens de l'humour, les gestes*)
35. **Use of video/audio /technological media** (*Emploi des médias*): Set up and use of media, integration into lesson
36. **Strategic learning techniques** (*Les techniques d'apprentissage*): e.g., Think Pair Share, Ask 3 Before Me, etc.
37. **Effective hook and conclusion** (*crochet et conclusion efficaces*): Direct the opening and ending of the class in a cohesive, timely manner; sum up a class and lead into the next with a good transition.
38. **Amount of teacher vs student talk** (*Pourcentage que l'enseignant(e) parle par rapport aux élèves*) : The aim is definitely to have your students practicing speaking or asking questions, especially for Core French.
39. **Improvements on previous constructive criticism** (*Amélioration depuis la dernière observation*): Did you specifically address last lesson's weak areas? Your FA/SA can see how well you adapt to suggestions.
40. **Getting students' attention** (*Attention des élèves*): Being patient, establishing presence, using wait time, having everyone's eyes on you...being heard, etc.
41. **Other:**