

# ACADEMIC SCHOOL VISITS POLICY

# INTRODUCTION

The aim of this document is to propose a policy and a list of procedures for the ELT Council (henceforth ELTC) to support the maintenance and development of academic standards of teaching in English Language Teaching institutions (henceforth 'schools') licensed by the Council.

The principal concept underpinning this proposed policy and set of procedures is to motivate ELT schools to introduce and/or develop monitoring and developmental mechanisms and processes of their own, supported by ELTC Academic School Visits (henceforth ASVs).

Hitherto the role of ELTC ASVs has been to base school 'inspections' on random, unannounced classroom observations by external 'inspectors' of one or two live lessons, once or twice a year. Most stakeholders in the industry agree that this is not a satisfactory or effective means of monitoring standards and therefore, while such Classroom Observations are not abandoned in this proposal, the main aim of ASVs will be to assess whether schools themselves have a satisfactory and effective mechanism in place to assure that academic teaching standards are being maintained and that teachers are being supported in their own continuing professional development (CPD).

## 1. OVERVIEW OF ACADEMIC SCHOOL VISITS

An Academic School Visit will be conducted by (a) selected Academic School Visitor(s). For the purposes of the Academic School Visit, 'school' will be understood as either the main school or a school annex, or both.

The role will be to carry out the following duties:

- 1.1. read the previous Academic School Visit report and take note of any recommendations
- 1.2. read teacher portfolios
- 1.3. read a selection of the institution's learner feedback reports
- 1.4. meet and interview a learner focus group
- 1.5. meet and interview a teacher focus group
- 1.6. observe either one or two lessons, or parts of lessons
- 1.7. meet the institution's Director of Studies (or their official representative) and discuss the main issues that will appear in the ASV Report
- 1.8. write the ASV Report

## 2. TEACHER PORTFOLIOS

- 2.1. The Visitor(s) will read approximately 25% of Teacher Portfolios of teachers who teach at the school throughout the year (i.e. not only in July and/or August and/or September) and approximately 25% of portfolios of teachers who are employed on a seasonal basis (i.e. 'summer teachers' who work at the school during July and/or August and/or September).
- 2.2. Schools will keep a Teacher Portfolio for each teacher who has worked with the school for a minimum total of 100 hours, irrespective of whether the teacher is full-time, part-time, casual, or freelance.
- 2.3. The Teacher Portfolio consists of:
  - 2.3.1. an updated CV including relevant teaching experience
  - 2.3.2. a summary of teacher development interviews (at least one per year), including:
    - 2.3.2.1. any development self-evaluations (see **Appendix 2** for a sample Development Self-Evaluation)
    - 2.3.2.2. any development targets set and agreed by the Director of Studies (or their assigned representative) and the teacher

See **Appendix 1** for a possible description of a teacher development interview

- 2.3.3. a summary of any classroom observations carried out for development or appraisal purposes, including
  - 2.3.3.1. a lesson plan for each observed lesson
  - 2.3.3.2. a lesson self-evaluation for each observed lesson (see Appendix 3 for a sample Lesson Self-Evaluation)
  - 2.3.3.3. written feedback on each observed lesson by the Director of Studies (or their assigned representative)
- 2.3.4. a selection of course or weekly timetables provided by the teacher containing a programme of learning for a selection of classes taught by the teacher (see Appendix 4 for sample week timetables)
- 2.3.5. any other relevant material which the teacher or Director of Studies wishes to include in the portfolio, e.g.:
  - 2.3.5.1. lesson plans
  - 2.3.5.2. copies of marked work
  - 2.3.5.3. evaluations of learner progress

### 3. LEARNER FEEDBACK REPORTS

- 3.1. The Visitor(s) will read a selection of learner satisfaction reports. They will choose a month at random from the months between the last and the current ASV.

### 4. LEARNER FOCUS GROUP

- 4.1. The Visitor(s) will meet a focus group of learners currently attending courses at the school. It is recommended that the group should consist of at least six learners drawn from a variety of levels, backgrounds and ages.
- 4.2. The group will be selected by the school.
- 4.4. The Visitor(s) will use the Learner Focus Group Interview Form (see **Appendix 5**) and will record majority opinions. They will also take note of any strongly-felt differences to the majority opinions and any other relevant and/or helpful comments.
- 4.5. Whenever appropriate, the Visitor(s) will paraphrase, translate or use any other strategies at their disposal to ensure comprehension of the questions in the Learner Focus Group Interview Form whilst striving at all times to ensure that the meaning and spirit of the question(s) is/are maintained.
- 4.6. The interview should be conducted without any school representative being present unless specifically requested by the Visitor(s).

### 5. TEACHER FOCUS GROUP

- 5.1. The Visitor(s) will meet a group of teachers. It is recommended that the group should consist of a minimum of six teachers with a variety of levels of experience.
- 5.2. The group will be selected by the school.
- 5.3. Any teacher will have the right to attend and participate in the interview.

- 5.4. It is the school's responsibility to inform all teachers whose names appear on the list of teachers currently teaching at the school that they can meet the Visitor(s) privately while they are in the school. For this purpose, the whereabouts and availability of the Visitor(s) should be made known to teachers by means of a notice on the Teachers' Room Notice Board (or equivalent) and via email once the date of the ASV has been announced.
- 5.5. The Visitor(s) will use the Teacher Focus Group Interview Form (see **Appendix 6**) and will record majority opinions. They will also take note of any strongly-felt differences to the majority opinions and any other relevant and/or helpful comments.
- 5.6. The interview should be conducted without any other school representative being present unless specifically requested by the Visitor(s).

## 6. CLASSROOM LESSON OBSERVATIONS

- 6.1. The Visitor(s) will attend (a) lesson(s) or part of (a) lesson(s).
- 6.2. The number of (parts of) lessons will be decided by the Visitor(s).
- 6.3. The level of the class(es) observed will be decided by the Visitor.
- 6.4. No later than two working days before the Visit, the school will provide the ELTC with a list of:
  - 6.4.1. the number of classes running on the day of the Visit
  - 6.4.2. the name and surname of each teacher working on the day of the inspection
  - 6.4.3. the level of each class
  - 6.4.4. the number of students in each class
  - 6.4.5. the room number where the class is taking place
- 6.5. The Visitor(s) will be notified of any changes to the list described in 6.4 immediately upon their arrival, or earlier if possible.
- 6.6. The Classroom Lesson Observation(s) will be held in accordance with the procedures detailed in the Classroom Lesson Observation Protocol provided in Appendix 7.
- 6.7. Salient points from the Classroom Lesson Observation Protocol include the following:
  - 6.7.1. Visitors may only observe teachers who possess more than 60 hours of experience (following the receipt of an EFL Teacher's Permit),
  - 6.7.2. Before the lesson, the teacher(s) will have the opportunity to discuss with the Visitor any points which they believe to be pertinent to the lesson.
  - 6.7.3. During the lesson the visitor will observe and take notes using the standard Classroom Lesson Observation Form provided (**see Appendix 8**)
  - 6.7.4. The Visitor will thank the teacher and the learners and will leave the room. They will not discuss the lesson with the teacher or anybody else and will make no judgemental comments.
  - 6.7.5. The Visitor will not discuss the lesson with any school representative. However, they are required to raise with the Director of Studies (or their assigned representative) any salient issues that will appear in the Report and which may arise from the lesson observation.
- 6.8. At all points the name of the teacher will remain confidential and will not appear in any official Report

## 7. DISCUSSION OF THE REPORT

- 7.1. The Visitor(s) will discuss the Provisional Report with the Director of Studies (or their official representative) and in particular will discuss any commendations, recommendations, suggestions and/or issues of concern that they intend to include in the Report. The Director of Studies (or

their official representative) will have the right to comment and if they so wish, may insist that their comments be recorded in the Final Report.

## 8. AFTER THE ACADEMIC SCHOOL VISIT

- 8.1. The Visitors will write and send the Final Report to the ELTC no later than 10 working days after the Academic School Visit. (See Appendix 9 Academic School Visit Report)
- 8.2. The school will be sent a copy of the Final Report no later than 15 days after the Academic School Visit.

## 9. ACADEMIC QUALIFICATIONS OF ACADEMIC SCHOOL VISITORS

It is recommended that Academic School Visitors possess the following minimum qualifications:

- 9.1.1. 3000 hours of classroom teaching to learners for whom English is a foreign language.
- 9.1.2. an English Language Teaching certificate to learners for whom English is a foreign language, at a minimum NQF Level 5, such as the Cambridge ESOL CELTA and the Trinity Cert.TESOL (or a comparable ELT teaching qualification) and which includes a minimum of six hours of assessed teaching practice with bona fide learners.
- 9.1.3. any Continuing Professional Development requirements applicable to teachers who apply for a renewal of their EFL Teacher's permit.

## APPENDIX 1: FORMAL OR INFORMAL TEACHER APPRAISAL AND DEVELOPMENT INTERVIEWS AND DISCUSSIONS

An appraisal and development interview provides an opportunity for genuine dialogue between the Director of Studies (or their representative) and the teacher. It involves a genuine exchange of information concerning the teacher's performance during the period of appraisal and development.

It also offers opportunities for discussion of issues within the school that might affect the teacher's performance (for example, constraints) and result in suggestions that can be followed up regarding, for example:

- improvement of teacher support systems
- organisation of work
- development of syllabi
- development of the teacher's role(s)
- and contribution to the school and areas for continuing professional development (both for the individual teacher and the teaching body as a whole).

Schools can decide whether to structure this interview formally or informally. The Teacher Self-Evaluation Form (see **Appendix 2**) may serve as a framework for the interview. A summary of salient points and any targets agreed upon should be signed by both the teacher and the Director of Studies (or their representative) and filed.

# APPENDIX 2:

## TEACHER SELF-EVALUATION OF CONTINUING PROFESSIONAL SELF- DEVELOPMENT

### Teacher Self-Evaluation of Continuing Professional Self-Development

If this is not your first evaluation, identify any key development(s) you have made since your last CPD Self-Evaluation and Action Plan

1. A. What would you identify as your key teaching strengths?  
B. What effects do these strengths have on your learners?
2. A. What would you identify as your key teaching weaknesses?  
B. What effects do these weaknesses have on your learners?

For questions 1 and 2, you may want to refer to some or all of the following:

- Previous feedback on your teaching (from your institution, colleagues or learners)
- Your own awareness of previous strengths and weaknesses
- Previous teacher training courses and in-service teacher training (INSETT)
- Your own observations

3. Identify possible reasons for these strengths and weaknesses.

You may want to refer to some or all of the following:

- Your preferred teaching styles, techniques and procedures
- Your beliefs about learning and teaching
- A pervading view of teaching present in your context (eg institution) that may or may not be best suited to all learners in that context
- The needs and teaching preferences of institutions you have worked for
- 'Over-application' of favourite teaching techniques and procedures
- Coursebook methodologies and content (not) suited to specific learners and their needs/contexts
- (In)ability to adapt methods, techniques and procedures to specific teaching contexts (eg. Adults, teenagers, one-to-one, exam classes, long-term learners)
- Lack of knowledge in particular linguistic or methodological areas
- Any initial teacher training and developmental training you have experienced in your teaching career

4. Produce an action plan for your development in the light of significant weaknesses you have identified and also in areas that are not weaknesses but which you would like to develop further.

Prioritise those areas which most affect your students' ability to learn and your own practices as a teacher.

The action plan should:

- include 2-5 points to work on
- indicate the time frame in which you intend to work on each point
- outline clearly how each point is to be addressed

5. Are there any further issues you would like to raise with your Director of Studies?

# APPENDIX 3: TEACHER LESSON SELF-EVALUATION FORM

TEACHER : \_\_\_\_\_

DATE: \_\_\_\_\_

Class Level: \_\_\_\_\_

Student Profile:  
Adult/Teens/Juniors/Exam course/General English/Business English/ESP/  
Other (please specify)

\_\_\_\_\_

Roll-on-Roll off/Closed group/Individual/Other (please specify Lesson Topic(s):

Overall Lesson Aim (s):  
1 \_\_\_\_\_

2 \_\_\_\_\_

Area	Satisfactory	Needs improvement	Comments
Did I achieve the overall AIM of my lesson?			
Was my lesson relevant to my students' interests and needs?			
Did I establish/maintain rapport with my students?			
Did I teach my students anything new today?			
What worked well in my lesson today?			

What didn't? Why?			
Did my lesson materials work? How do I know?			
How was my class 'control'?			
Were my instructions clear? Did they work?			
Were all my learners involved and engaged throughout the lesson?			
Are there any issues I would like to discuss with the Observer?  Other comments:			
I'd like to give myself one Action Point for next week:			



# APPENDIX 4:

## SAMPLE WEEKLY TIMETABLES

Please note that all references to commercial resources/materials have been removed from both samples.

### SAMPLE 1

<b>Vacation: 20 Juniors: B1/B2 (Int+) Week 1</b>	<b>Lesson 1</b>	<b>Lesson 2</b>
<b>Day 1</b>	<ul style="list-style-type: none"> <li>• Placement Test</li> <li>• Introduction to school and area</li> <li>• General Information,</li> <li>• Do's &amp; Don'ts</li> <li>• Group Formation: Ice-breakers</li> <li>• Some useful words and phrases to use with your host family</li> </ul>	<ul style="list-style-type: none"> <li>• Getting to Know on another</li> <li>• Group Needs Analysis</li> <li>• Reading: 'Malta &amp; the Maltese'</li> <li>• What do you know about Malta?</li> <li>• Quiz (Find out the answers by asking host family)</li> </ul>
<b>Day 2</b>	<p>Topic: School &amp; free time</p> <ul style="list-style-type: none"> <li>• Speaking: Daily routines - sts' daily habits</li> <li>• Task-based Graded Reading Text</li> <li>• Vocabulary enrichment</li> <li>• Task-based Graded Listening</li> </ul>	<p>Focus on lexis and grammar arising out of the text: Communicative Language Practice Activities</p> <p>Speaking: School subjects: Likes &amp; Dislikes?</p> <p>Project: make up an ideal week's timetable back at school</p>
<b>Day 3</b>	<p>Topic: Travelling &amp; Holidays</p> <ul style="list-style-type: none"> <li>• Sts' own experiences</li> <li>• Task-based Graded Reading Text</li> <li>• Vocabulary enrichment</li> <li>• Task-based Graded Listening</li> </ul>	<p>Focus on lexis and grammar arising out of the text: Communicative Language Practice Activities</p> <p>Speaking: Ranking activity most important ingredients of a holiday abroad</p> <p>Project: Make up an ideal week's holiday</p> <p>Roleplay: Choose a destination and persuade others to come with you</p>
<b>Day 4</b>	<p>Topic: Me and my music</p> <ul style="list-style-type: none"> <li>• Task-based Graded Reading Text</li> <li>• Vocabulary enrichment</li> <li>• Speaking: 'Music makes the world go round'. Discussion &amp; Error Analysis</li> </ul>	<p>Focus on lexis and grammar arising out of the text: Communicative Language Practice Activities</p> <p>Task-based Graded Listening:</p> <p>Group project: Write a song: Roleplay: Interview (Lady Gaga)</p>

<b>Day 5</b>	<p>Topic: Me, my computer &amp; the Media</p> <ul style="list-style-type: none"> <li>• Task-based Graded Reading Text</li> <li>• Vocabulary enrichment</li> <li>• Song: Facebook Girl</li> </ul>	<p>Focus on lexis and grammar arising out of the text: Communicative Language Practice Activities</p> <p>Vocabulary Quiz: review of the week</p> <p>Plans for the weekend</p>
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## ELEMENTARY LEVEL (A1-A2)

Elementary level (Common European Framework levels A1-A2). Adults

### WEEK 2

WEEK 2	MON	TUE	WED	THUR	FRI
<b>09.00 - 10.30</b>	<p><b>Overview of the week</b></p> <p><b>Speaking:</b> highlights of my weekend</p> <p><b>Readings:</b> Adapted magazine article: My unusual home...</p> <p><b>Listening:</b> People describing their homes</p> <p><b>Speaking:</b> Describing your home</p> <p><b>Speaking:</b> preparing for integration of new students</p>	<p><b>Grammar:</b> Can + bare infinitive for ability.</p> <p><b>Listening:</b> Talking about abilities</p> <p><b>Speaking:</b> interview your partner about their abilities; tell them about yours</p> <p><b>Speaking:</b> Discussion: what can/ can't computers do?</p> <p><b>Grammar:</b> Simple Past: was/were; can/could Affirmative, negative, questions</p>	<p><b>Speaking</b> and <b>Vocab:</b> Making a phone call</p> <p><b>Listening:</b> taking down details from a phone message</p> <p><b>Grammar:</b> Simple Past, regular verbs; Affirmative, negative, question forms</p> <p><b>Speaking:</b> Interview your partner about their past life</p> <p><b>Phon</b> 'ed' endings</p>	<p><b>Vocab:</b> Stages of a relationship (fall in love, get engaged, etc)</p> <p><b>Listening:</b> people talk about how they met</p> <p><b>Speaking:</b> Pretending to be people in recording</p> <p><b>Speaking:</b> How I met my partner</p> <p><b>Vocab:</b> Days, months, dates</p>	<p><b>Grammar:</b> Comparison of adjectives</p> <p><b>Vocab:</b> Antonym of adjectives (expanded)</p> <p><b>Speaking:</b> Comparing two towns/ cities that you know Reading and</p> <p><b>Speaking:</b> Jigsaw reading - Three cities Tell your partners about your text and compare all 3 cities</p>
<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>	<b>BREAK</b>

<p><b>11.00 - 12.30</b></p>	<p><b>Speaking:</b> Welcoming new students. Giving advice about shops, transport, restaurants, beaches, sights, etc</p> <p><b>Vocab:</b> Shops and facilities in a town</p> <p><b>Review:</b> Present of [BE]; there is/ are Prepositions of place</p>	<p><b>Speaking and Grammar</b></p> <p><b>Practice:</b> Interview your partner about yesterday</p> <p><b>Vocab:</b> Years (1989/ 2019 etc) + I was born/ were you born?</p> <p><b>Reading:</b> Articles about famous people in the past</p> <p><b>Speaking:</b> Telling partner about your text</p> <p><b>Vocab:</b> homophones (hear/here etc)</p> <p><b>Phon:</b> Phonetic Symbols</p>	<p><b>Grammar:</b> Irregular verbs and question form practice</p> <p><b>Writing:</b> Words with silent letters</p> <p><b>Social English:</b> Phrases to use on special occasions (birthdays, weddings etc)</p> <p><b>Speaking:</b> Special occasions in my country</p> <p><b>HW:</b> <b>Writing:</b> A special occasion in my country</p>	<p><b>Vocab:</b> Food and drink</p> <p><b>Listening:</b> People talking about what they (don't) like</p> <p><b>Social English:</b> Offering, accepting, refusing food and drink</p> <p><b>Grammar:</b> some/any / much/many</p> <p><b>Listening:</b> Buying in a supermarket</p> <p><b>Speaking:</b> Meals in my country</p>	<p><b>Grammar:</b> Future Plans – 'Be going to'</p> <p><b>Speaking:</b> My plans for the weekend;</p> <p>Role play: Planning a party</p> <p><b>Review of the week's Grammar and Vocab</b></p> <p>Looking ahead to next week</p>
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# APPENDIX 5: LEARNER FOCUS GROUP QUESTIONS

SCHOOL : \_\_\_\_\_

DATE: \_\_\_\_\_

INTERVIEWER: \_\_\_\_\_

Please record majority opinions e.g. by using a tick system, and record any strongly-felt disagreements. Whenever possible, please ask for evidence, clarifications and explanations and keep a note of these.

1. Overall, are you satisfied with your language course?

EXTREMELY SATISFIED	VERY SATISFIED	SATISFIED	NOT SATISFIED

Notes: \_\_\_\_\_

2. Do you feel that:

*You have been put in the right level?*

YES	NO	I DON'T KNOW

Notes: \_\_\_\_\_

*You are learning what you want and need to learn?*

YES	NO	I DON'T KNOW

Notes: \_\_\_\_\_

*You have improved your English?*

YES	NO	I DON'T KNOW

Notes: \_\_\_\_\_

3. Are you satisfied with your teacher(s)?

<b>EXTREMELY SATISFIED</b>	<b>VERY SATISFIED</b>	<b>SATISFIED</b>	<b>NOT SATISFIED</b>

Notes: \_\_\_\_\_  
\_\_\_\_\_

4. Do you feel that your teachers:

- Are professional and prepared in their work?

Yes      No

Notes:

- Know their subject well?

Yes      No

Notes:

- Use methods and techniques which help you learn?

Yes      No

Notes:

- Make the lessons interesting?

Yes      No

Notes:

- Try to help you as much as they can?

Yes      No

Notes:

- Care about your progress?

Yes      No

Notes:

- Plan the course in a way which makes sense?

Yes      No

Notes:

- Use learning materials that are interesting and well-presented?

Yes      No

Notes:

- Use resources (e.g. technology) that help you learn?

Yes      No

Notes:

5. Are you satisfied with your classroom?

- Is it big enough?

Yes      No

Notes:

- Do you feel comfortable in your classroom?

Yes      No

Notes:

- Is the furniture adequate?

Yes      No

Notes:

- Is there enough light?

Yes      No

Notes:

- Is the temperature in the room comfortable?

Yes      No

Notes:

- Is the number of students in your class the same as what was advertised?

Yes      No

Notes:

Does the school have rooms where you can study and learn when you are not in class?

Yes      No

Notes:

6. What do you think are the school's main strong points, from a learning and teaching point of view?

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7. What suggestions can you make to help the school improve?

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8. Do you have any further comments?

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# APPENDIX 6: TEACHER FOCUS GROUP QUESTIONS

SCHOOL : \_\_\_\_\_

DATE: \_\_\_\_\_

INTERVIEWER: \_\_\_\_\_

Please record majority opinions e.g. by using a tick system, and record any strongly-felt disagreements. Whenever possible, please ask for evidence, clarifications and explanations and keep a note of these.

1. Do you feel that you are adequately supported by your school in academic areas?

EXTREMELY SATISFIED	VERY SATISFIED	SATISFIED	NOT SATISFIED

2. Do you feel that your school has a professional approach to:

- Assigning learners to appropriate levels?

Yes      Adequate      No

Notes:

- Assigning teachers to classes (eg with adequate notice and time for preparation)

Yes      Adequate      No

Notes:

- Providing adequate classrooms and learning environments?

Yes      Adequate      No

Notes:

- Providing adequate teaching/learning materials?

Yes      Adequate      No

Notes:

- Yes      Adequate      No

Notes:



- Monitoring and evaluating learners' progress?

Yes      Adequate      No

Notes:

- Providing academic support to teachers?

Yes      Adequate      No

Notes:

- Providing opportunities for training and development?

Yes      Adequate      No

Notes:

- Do you feel that you have opportunities to make suggestions and contribute ideas to the school?

Yes      Adequate      No

Notes:

- Do you feel that the school offers you a career path, should you want one?

Yes      Adequate      No

Notes:

- Is there a Teachers' Room?

Yes      No

Notes:

Are Teachers' Meetings held on a regular basis to discuss academic issues?

Yes      No      Irregularly

Notes:

3. Do you have opportunities to interact with other teachers?

Yes      No      Limited

Notes:

As a teacher, do you feel valued by your school?

Yes      No      Yes, but not much

Notes:

4. Are there any suggestions or comments you would like to make?

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# APPENDIX 7: PROTOCOL FOR CLASSROOM LESSON OBSERVATIONS

## 1. Before the lesson

- 1.1. The teacher will be informed of the lesson observation by the Director of Studies or a delegate and the Visitor will be introduced to the teachers.
- 1.2. The teacher(s) will have the opportunity to discuss with the Visitor any points which they believe to be pertinent to the lesson. These may include, for example:
  - 1.2.1. the type of course
  - 1.2.2. the class profile
  - 1.2.3. the aim(s) of the lesson
  - 1.2.4. how the lesson fits with preceding and subsequent lessons
  - 1.2.5. the teacher's familiarity with the class
- 1.3. The observers will ask the teacher where s/he would like them to sit in the classroom.

## 2. During the lesson

- 2.1. The Visitor will not intervene in the lesson unless asked by the teacher to participate.
- 2.2. The Visitor will be as unobtrusive as possible and will not discuss any part of the lesson while the observation is going on.

## 3. After the lesson

- 3.1. The Visitor will thank the teacher and the learners and will leave the room. They will not discuss the lesson with the teacher or anybody else and will make no judgemental comments.
- 3.2. The Visitor will not discuss the lesson with any school representative. However, they are required to raise with the Director of Studies (or their assigned representative) any salient issues that will appear in the Report and which may arise from the lesson observation.
- 3.3. At all points the name of the teacher will remain confidential and will not appear in any official Report

# APPENDIX 8: CLASSROOM OBSERVATION FORM

## Classroom Observation

<b>OBSERVER:</b>		
Director of Studies/Annex Manager:	Present/Absent	School/Annex:
Room Number	Lesson Focus/Main (Aims):	Level:
Number of students:	Length of observation:	Date & Time:
Brief description of what happened in the (part of the) lesson		
Issues arising from the lesson that may appear in the Final Report e.g:  The (part of the) lesson observed was excellent in terms of .... The (part of the) lesson observed was competently taught .... The (part of the) lesson observed showed evidence of the following areas of concern: .....		
<b>Checklist:</b> 1 - No evidence 2 - Limited evidence 3 - Some evidence 4 - Clear evidence		

	The teacher...				
	<i>Aspects of classroom management</i>				
1.	appeared to have a good rapport with students.	1	2	3	4
2.	appeared to have created an atmosphere conducive to learning in the classroom.	1	2	3	4
3.	organised the room in such a way as to promote learning.	1	2	3	4
4.	set up effective interactions - pair work, group work and whole class.	1	2	3	4
5.	gave clear instructions and checking of instructions.	1	2	3	4
6.	voice (clarity of diction, audibility, ability to project, speed).	1	2	3	4

7.	promoted learning from peers and involved students.	1	2	3	4
8.	made use of board and other hardware.	1	2	3	4
9.	avoided unnecessary teacher talk.	1	2	3	4
10.	dealt with errors effectively.	1	2	3	4
	<b><i>Teacher techniques</i></b>				
11.	used different ways of clarifying meaning.	1	2	3	4
12.	graded language appropriately.	1	2	3	4
13.	made use of effective questioning techniques.	1	2	3	4
14.	modelled correct use of English.	1	2	3	4
15.	appeared to have strong subject knowledge.	1	2	3	4
16.	appeared to have effective presentation skills.	1	2	3	4
17.	gave feedback effectively.	1	2	3	4
18.	used a variety of materials/aids.	1	2	3	4
19.	engaged in concept checking.	1	2	3	4
20.	handled the teaching of skills effectively.	1	2	3	4
21.	handled the teaching of language (grammar, vocabulary, pronunciation) effectively.	1	2	3	4
	<b><i>The lesson...</i></b>				
22.	was based on a carefully devised lesson plan.	1	2	3	4
23.	appeared to have clear and achievable aims.	1	2	3	4
24.	appeared to be clearly staged.	1	2	3	4
25.	catered for a variety of interaction.	1	2	3	4
26.	was paced appropriately.	1	2	3	4
27.	was varied.	1	2	3	4
28.	included an appropriate degree of challenge for the class/group.	1	2	3	4
29.	appeared to be pitched at the right level for students.	1	2	3	4
30.	allowed the teacher to achieve his/her aims.	1	2	3	4

# APPENDIX 9: PROVISIONAL AND FINAL REPORT

## SECTION 1

Yes No

- 1 Were you provided with a list of teachers/classes/levels/student numbers in the classes and room numbers at least two working days before the start of the Visit?
- 2 Were you able to read the last ASV Report for this school/annex?
- 3 Was a school representative waiting to meet you and was all the necessary documentation ready and prepared?
- 4 Were you provided with an adequate location in which to carry out your reading of the documentation required?
- 5 Were you able to read approximately 25% of Teacher Portfolios of teachers who teach at the school throughout the year and who had worked for at least 100 hours?
- 6 Were you able to read approximately 25% of portfolios of Teachers who are employed on a seasonal basis (i.e. 'summer teachers'), and who had worked for at least 100 hours?
- 7 Did all portfolios contain:
  - a. an updated CV including relevant teaching experience
  - b. a summary of teacher development interviews (at least one per year), including:
    - i. any development self-evaluations
    - ii. any development targets set and agreed by the Director of Studies (or their assigned representative) and the teacher
  - c. a summary of any classroom observations carried out for development or appraisal purposes, including
    - i. a lesson plan for each observed lesson
    - ii. a lesson self-evaluation for each observed lesson
    - iii. written feedback on each observed lesson by the Director of Studies (or their assigned representative)
  - d. a selection of course or weekly timetables provided by the teacher containing a programme of learning for a selection of classes taught by the teacher
  - e. any other relevant material which the teacher or

# APPENDIX 9: PROVISIONAL AND FINAL REPORT

Yes No

- d. Director of Studies wishes to include in the portfolio, ..... e.g.:
- i. lesson plans .....
- ii. copies of marked work .....
- iii. evaluations of learner progress .....
- iv. other (please specify)

## SECTION 2

- 1 Were you able to meet a teacher focus group?
- 2 How many teachers were present?
- 3 In general, did teachers feel that the school has a professional approach to:
  - i. Assigning learners to appropriate levels?
  - ii. Assigning teachers to classes (eg with adequate notice and time for preparation)?
  - iii. Providing adequate classrooms and learning environments?
  - iv. Providing adequate teaching/learning materials?
  - v. Providing adequate teaching/learning resources?
  - vi. Monitoring and evaluating learners' progress?
  - vii. Providing academic support to teachers?
  - viii. Providing opportunities for training and development?
- 4 In general, did teachers feel that they had opportunities to make suggestions and contribute ideas to the school?
- 5 In general, did teachers feel that the school offers them a career path, should they want one?
- 6 Is there a Teachers' Room?
- 7 Are Teachers' Meetings held on a regular basis to discuss academic issues?
- 8 In general, did teachers feel that they have opportunities to interact with other teachers?

# APPENDIX 9: PROVISIONAL AND FINAL REPORT

Yes No

- 9 In general, did teachers feel that they are valued by the school?
- 10 Did teachers have any specific comments, suggestions or concerns?  
If so, please include them here.

Do you have any comments and/or suggestions relating to Section 4?

## SECTION 5

- 1 Were you able to observe any lessons, or parts of lessons?
- 2 How many lessons, or parts of lessons, did you observe, and what was/were the level(s) of the learner(s)?
- 3 Were you able to meet the teacher(s) before the lesson and discuss any related issues with them?
- 4 For each of the lessons or parts of lessons that you observed, were you satisfied that learning was taking place?
- 5 For each of the lessons or parts of lessons that you observed, were you satisfied that learners were interested and engaged?
- 6 Do you have any specific comments and/or suggestions relating to the lesson(s)? If so, please include them here.



# APPENDIX 9: PROVISIONAL AND FINAL REPORT

Yes    No

## SECTION 6

- 1 Were you able to discuss the main points of your report with the Director of Studies or their officially designated representative?
- 2 Did you discuss the main points of the Report, including any comments, suggestions or recommendations which you have included?
- 3 Did the Director of Studies or their officially designated representative wish to make any specific comments?

If so, please include them here.

Do you have any comments and/or suggestions relating to Section 6?

# SUMMARY OF COMMENTS, SUGGESTIONS AND RECOMMENDATIONS

Please include any comments, suggestions and recommendations that you wish to make. Please note that these comments, suggestions and recommendations need to have been included in the boxes at the end of each section above.

I confirm that I have discussed these issues with the Director of Studies (or their officially designated representative).

Signature \_\_\_\_\_

Date \_\_\_\_\_