



REFLECTIVE PRACTICUM: FOCUSED OBSERVATION

OBSERVATION PROTOCOL

Finally, you are in the field! Your primary goal as an observer is to gain a greater appreciation and a better understanding of the school context within which you have been placed. The following are some guidelines that will assist you in the data gathering aspects of this process. Be sure to record relevant information in your journal for easy accessibility and future use.

1. THE SCHOOL ENVIRONMENT

Observation Date:		Start Time:		End:	
Name of Observer:		Male	Female		
ID. Number:					
Name of School:					
Location of School:		Type of School			
Population Size:		Student-teacher ratio			
Entry requirements:					
Major external examinations for which students are prepared (e.g.: GOLIP, Grade 3 Diagnostic, Grade 4 Literacy & Numeracy, PEP, GNAT, City & Guilds, CSEC, CAPE)					
Description of community in which the school is located (commercial, residential, industrial, rural, etc.)					
Elements of school culture (as evident in involvement in sports; school challenge; clubs and societies; active/ vibrant past students association/PTA; music and the arts; achievements at the national level etc. Daily manifestations such as class attendance, punctuality, loitering on the school grounds, noise levels, nature of interactions - student-student, student-teacher, teacher-teacher, student-admin, teacher-admin – disciplinary measures, accountability, care for others, etc.)					
History and structure of school (Structure – whole day vs shift; streaming; grades accommodated; administrative structure etc.)					
Characteristics of persons who make up the community (school and its environs) and problems/ concerns of those persons					
Any other relevant observation					

PROVIDE A BRIEF DESCRIPTION OF THE LEARNING MANAGEMENT SYSTEM BEING USED

2. THE CLASSROOM EXPERIENCE

Use the observation instrument provided to collect data about various aspects of the teaching/learning environment. Be sure to record any other observations in your journal. Also be sure to make careful note of the following – grade, class size, time of day, ratio of boys to girls, charts, class rules, any other instructional resources, etc.

INSTRUCTION:

Please tick (✓) the column which most adequately describes the teaching/learning environment observed.

Score:	0	No opportunity to observe
	1	Rarely observed
	2	Occasionally observed
	3	Frequently observed

CRITERION		0	1	2	3	TOTAL																														
A. Learning Climate	Teacher:																																			
	1. Encourages and values active participation of all students																																			
	2. Accepts and uses students ideas																																			
	3. Accommodates contrasting views of students																																			
	4. Encourages collaborative working relationships in the learning environment																																			
	5. Facilitates a climate of respect for students' ideas, questions, and contributions.																																			
Sub-Total																																				
B. Lesson Clarity	1. States objectives clearly and shares with students. (e.g. SMART, low and high order objectives)																																			
	2. Aligns objectives, content, activities and assessment																																			
	3. Sequences content appropriately from simple to complex																																			
	4. Demonstrates appropriate use of different language forms to build student understanding. (effective use of standard Jamaican English and Patois)																																			
	5. Utilizes a variety of instructional approaches to explain concepts e.g., illustrations, explanations, use of photos, animation, videos, graphs, charts etc.																																			
	(Use table below to determine the average grade for this criteria)																																			
	6. Utilizes appropriate methods/activities for the content (attitude, skills etc.) being taught																																			
<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>0</th> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td>5E Lesson Plan</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4Cs</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>STEAM</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Differentiation</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Student-Centred Models</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			0	1	2	3	5E Lesson Plan					4Cs					STEAM					Differentiation					Student-Centred Models									
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C. Classroom Management	1. Uses virtual control cues to limit disruptions (mute, disable chat, put in waiting room, nods, smiles, high fives, etc.)																																			
	2. Uses verbal control cues (corrects, scolds, criticizes, warns)																																			
	3. Reminds students of expected conduct in the virtual space																																			
	4. Uses incentives to promote appropriate behaviour (praises, rewards e.g. badges, leader boards, stars etc.)																																			
	5. Enforces classroom management practices through the use of routine activities																																			
	6. Ensures that students are actively engaged in the lesson (for example turning cameras on, calling on individual students)																																			

	7. Personalizes his/her exchanges with students by using names and salutations					
	8. Interruptions of classroom activity by external forces (<i>visitors, noise from adjoining rooms that stops work, etc.</i>)					
	9. Demonstrates effective time management skills (<i>completion of key elements of lesson</i>)					
Sub-Total						
D. Instructional Variety	1. Sets up and guides students through meaningful real-world problems					
	2. Encourages students to consider multiple ways to solve problems/test solutions					
	3. Promotes students use of critical thinking, inquiry/creativity through the use of higher order questioning/ collaboration					
	4. Uses textbooks and other materials					
	5. Manipulates technology seamlessly to facilitate a smooth flow of the lesson - using tools such as PowerPoint, online tools, audio/videos					
	6. Modulates voice to signal change in emphasis					
	7. Facilitates individual and group interactions (for example demonstration, student presentations, role play etc.					
	8. Uses attention-getting resources (pictures, challenge questions, short stories, short skits, etc.)					
	9. Facilitates differentiated learning for understanding of content					
	10. Facilitates the connection of prior knowledge					
	11. Models expected behaviour					
	12. Fosters collaborative grouping					
	13. Provides opportunities for students to justify solutions					
Sub-Total						
E. Student Engagement	1. Provides opportunity for students to generate questions of their own in relation to material presented					
	2. Encourages application of information learnt to a new context (<i>identifies relationships; demonstrates problem-solving capacity; uses examples from own context – demonstrating understanding of content</i>)					
	3. Promotes creativity and/or manipulation of instructional tools/resources (such as ruler, model, etc.)					
	4. Ensures students remain on task during teaching/learning activities					
	5. Ensures that the content is within scope and manageable					
	6. Provides activities to keep students focused (There are no unexplainable lulls in classroom activity)					
	7. Fosters a learning climate that allows students to adhere to expected classroom routines without excessive coaxing / reminders					
Sub-Total						
F. Assessment and Evaluation	1. Provides evidence of continuous assessment (<i>teacher gives activities and appropriate feedback</i>)					
	2. Utilizes a variety of assessment activities					
	3. Differentiates assessment tasks.					
Sub-Total						

Virtual/Online Presence

Teacher-Student Interaction (Synchronous)	1. Practices social presence (Teacher's camera is on and countenance seems pleasant (smile, enthusiasm etc.)					
	2. Provides adequate opportunities during the session for student interaction in various ways (orals responses, chat postings, writing, sharing screen)					

	3. Encourages students' participation and prompts engagement (via posts in the chat/oral responses, assigned tasks in LMS).					
	4. Facilitates effective threaded discussions (chat) and respond appropriately to student questions within the discussion area					
	5. Provides adequate opportunities for students to engage in collaborative activities with their peers (e.g. breakout rooms)					
	6. Displays sensitivity to students physical or virtual environment					
Sub-Total						
Integration of LMS (Asynchronous)	1. Practices social presence(Welcome note, teacher introductory message)					
	2. Applies appropriate layout for ease of use					
	3. Ensures that content includes web resources such as links to relevant website, online tools and videos					
	4. Includes self-assessment activities for students to check their own progress (e.g. Quiz with immediate feedback)					
Sub-Total						
GRAND TOTAL:						

General Comments:

<i>Name</i>	<i>Signature</i>	<i>Date</i>

Signed by: (Principal, Vice Principal, Practicum Supervisor, Cooperating Teacher)

School/Official Stamp