

202603026

Observer: \_\_\_\_\_ Time: : ~ :

Date: \_\_\_\_\_

## Bilingual School

### Feedback on Bilingual Classroom Observation

School		Subject				
Grade & Class			Number of Students			
FT's Name			LT's Name			
Section	Indicators	Observation				
		Poor	Requires improvement	Average	Good	Outstanding
<b>I. Teaching Objectives</b>	1. Subject competency oriented; not language oriented. Language is acquired incidentally and accidentally.					
	2. Teaching Objectives reached (Students are able to _____)					
	3. Teacher's control of the teaching topic (Topic: _____)					
	4. Student-centered instead of teacher-centered					
	Comments:					
Section	Indicators	Observation				
		Poor	Requires improvement	Average	Good	Outstanding
	1. Interactions: Strategies like echoing, yes/no questions, giving students choices to involve students in lots of oral interactions.					
	2. Learning by doing: Turning competencies into activities that utilize students' multiple intelligences.					
	3. Engaging students with the topic: Motivate interest and enjoyment.					
	4. Scaffolded activity procedure: "I do, we do, you do" strategy.					
	5. Scaffolded procedure from easy to hard levels: Stacking up new skills.					
	6. Breaking up tasks or competencies into small ones: baby steps.					
	7. One command, one action and one check strategy: for easy following.					
	8. Controlled language: Using the language students understand. E.g., 3-5-word instructions, slowing down, using elementary school vocabs for elementary school students.					
	9. Giving students words or sentences they would frequently use in class: the ultimate goal is for students to speak English.					
	10. Using visual aids to support understanding: pictures, videos, props, tables, posters, worksheet, etc.					
	11. Using English as a Medium of Instruction (EMI) and no translation: Giving keywords in Chinese, but not complete Chinese sentences. Don't let Chinese overwhelm the class; Do create the English environment necessary for students' output.					

	12. Classroom management: Building up routines, little rituals, rules, and introducing class objectives and procedures					
	13. Differentiated teaching process: assisting weaker students.					

		Comments:			
Section	Indicators	Observation			
		IP	AL	AG	AO
1. 2. 3. 4. 5. 6. 7.	1. Every student, no matter weak or strong in English and/or subject matter, is willing to respond to teachers and classmates in either English or Chinese.				
	2. Every student, no matter weak or strong in English and/or subject matter, is willing to participate in classroom activities.				
	3. Every student, no matter weak or strong in English and/or subject matter, is able to follow through class procedures and steps				
	4. Every student, no matter weak or strong in English and/or subject matter, is able to roughly understand or guess how to do tasks or activities.				
	5. Every student, no matter weak or strong in English and/or subject matter, is able to participate in group work and practice with group members.				
	6. Every student, no matter weak or strong in English and/or subject matter, is able to take notes or write worksheets under teachers' instructions.				
	7. Every student, no matter weak or strong in English and/or subject matter, is willing to ask for help when having questions or difficulties.				
	Comments:				
Section	Indicators	Observation			
		IP	AL	AG	AO
1. 2. 3. 4. 5. 6. 7.	1. Students reach the objectives of this class.				
	2. Students are able to respond to teachers in either Chinese or English.				
	3. Students are able to complete the learning tasks in class.				
	4. Students are able to use what's taught in the class.				
	5. Students are able to complete notes and/or worksheets in class.				
	6. Weaker students are still able to achieve the objectives of this class.				
	7. NO English ability assessment				
	in class. Comments:				
1. 2. 3. 4. 5. 6. 7.					