賽馬會「校本多元」計劃
Jockey Club "Diversity at Schools" Project

L&T Support Observation Form

Main study
No. _____

此欄不需填寫

Group: _____ Date: _____ Time: _____

Observee: _____ Subject: _____

Topic: _____ Observer: _____

No. of students:____ Class: _____ School: _____

Instructions: Please use a dark-coloured pencil or pen to fill in. Please fill up the whole circle: ● , if changes should be made, please erase the answer completely. (1: Inappropriate; 5: Appropriate; N/A: Not Applicable)							Remarks
Items	N/A	1	2	3	4	5	
Teacher factor							
1. Establish differentiated teaching[1] activities.	○	○	○	○	○	○	
2. Lesson objectives and activities are clearly specified.	○	○	○	○	○	○	
3. Teaching materials (e.g. worksheets or activity instruction sheets) are relevant to the teaching content.	○	○	○	○	○	○	
4. Teaching content is connected to students' prior knowledge.	○	○	○	○	○	○	
5. Understand students' difficulties in understanding the teaching content.	○	○	○	○	○	○	
6. Understand the special needs of individual students.	○	○	○	○	○	○	
7. Can identify the types of students' special educational needs.	○	○	○	○	○	○	
8. Respect students.	○	○	○	○	○	○	
9. Divide new content into small parts and introduce them step by step to cater learning diversity.	○	○	○	○	○	○	
10. Arouse students' interest in group activities.	○	○	○	○	○	○	
11. Apply grouping (e.g. homogeneous, heterogeneous) effectively.	○	○	○	○	○	○	
12. Enhance positive behavior effectively.	○	○	○	○	○	○	
13. Apply multi-sensory teaching strategies effectively.	○	○	○	○	○	○	
14. Apply differentiated teaching materials effectively.	○	○	○	○	○	○	
15. Apply Task analysis effectively.	○	○	○	○	○	○	
16. Apply graphic organizers (e.g. flow chart) effectively.	○	○	○	○	○	○	
17. Apply contextualization as teaching strategy effectively.	○	○	○	○	○	○	
18. Apply peer support strategy effectively.	○	○	○	○	○	○	
19. Teach students how to use differentiated learning strategy effectively.	○	○	○	○	○	○	
20. Apply questioning techniques effectively.	○	○	○	○	○	○	
21. Teach with clear voice.	○	○	○	○	○	○	

[1] Differentiated teaching: Assess students' individual learning needs, and provide suitable learning activities/ experience.

合辦機構 Co-organised by

Faculty of Education, The University of Hong Kong
The Hong Kong Polytechnic University 香港理工大學, Faculty of Engineering, Department of Computing
香港教育大學 The Education University of Hong Kong

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Items	N/A	1	2	3	4	5	Remarks
Student factor							
1. Students respect each other.	○	○	○	○	○	○	
2. Students support each other in learning.	○	○	○	○	○	○	
3. Students pay attention to their learning.	○	○	○	○	○	○	
4. Students participate actively.	○	○	○	○	○	○	
5. Students meet teacher's expectation.	○	○	○	○	○	○	
6. Students apply metacognition[2] to solve problems.	○	○	○	○	○	○	
7. Able students help less able students.	○	○	○	○	○	○	
Course and resource factor							
1. The course is connected with students' authentic experience.	○	○	○	○	○	○	
2. The course includes the teaching of interpersonal skills (e.g. social skills).	○	○	○	○	○	○	
3. The course content is based on students' experience, interests and ability.	○	○	○	○	○	○	
4. The course can be adjusted flexibly.	○	○	○	○	○	○	
5. Apply differentiated curriculum in teaching.	○	○	○	○	○	○	
6. Apply different media (e.g. multi-media tools, words with graphics, movies with subtitle) to teach content.	○	○	○	○	○	○	
7. Integrate IT to facilitate teaching (e.g. flip classroom[3]).	○	○	○	○	○	○	
8. Facilitate learning through guide practice.	○	○	○	○	○	○	
9. Provide key words for clear instructions.	○	○	○	○	○	○	
On-site environment factor							
1. Seating arrangement is beneficial to interactions.	○	○	○	○	○	○	
2. Make good use of classroom space.	○	○	○	○	○	○	
3. Apply Augmentative and Alternative Communication[4] to facilitate the learning and communication of students.	○	○	○	○	○	○	
4. Make good use of spare equipment for individual needs.	○	○	○	○	○	○	
5. Make good use of lighting and sound equipment.	○	○	○	○	○	○	

[2] Metacognition: The ability of students to re-think their cognition processes (including memory, perception, calculation, association of ideas).
[3] Flip classroom: Adjust to student-centered learning mode, in which the sequence of learning will become: pre-lesson self-study, class interaction, after-class social activities or extended learning.
[4] Augmentative and Alternative Communication: Use assistive and alternative communication methods such as sign language, images and computer to help students with communication problems to communicate.

Reference

Chim, H., Lai, T.T.F, & Ho, F.C. (2023). *Developing a multi-faceted Chinese Teacher Evaluation Form (C-TEF) for an in-service inclusive education training program*. *Hong Kong Journal of Special Education*, *24*, 21-39

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