



FPLX-03A

					FPLX-
Observee's Name	x				
Date:		Site:		Room Number:	
Level:		Schedule:		Number of Ss:	•••••
Teacher Style:	facilitative controlling sense of humor other		Appearance:	correct uniform wearing ID correctly well-groomed other	
TIME	PROCEDU	RE		OBSERVATION	





FPLX-03A

STRENGTHS OF THE LESSON

AREAS FOR FURTHER IMPROVEMENT				

Observer's Name:





FPI X-03A

					LA US
Observee's Name:					
Date:	Site:	. Room Nu	mber:		****
Level:	Schedule:	. Number o	f Ss:		***
Observer: Place check marks in the	appropriate columns on the checklist after you o	bserve the tea	cher. C	Check o	nly
	Excellent, 3 = Good, 2 = Average, 1 = Poor/needs i				
	PERSONAL QUALITIES	4	3	2	1
Punctuality (before class and af	ter break)				\sqcup
2. Teacher Presence					\sqcup
3. Voice Projection (volume, tone, p					igdash
4. Command of the target language	and ability to adapt input to students' level				<u> </u>
STUD	ENT-TEACHER RELATIONSHIP	4	3	2	1
5. Receptivity (does s/he really liste	en to the students)				$\sqcup \sqcup$
6. Awareness of Problems					
7. Maintenance of Motivation and I					
8. Use of Praise and Encouragemen	t				
9. Ability to Involve all Learners					
	PLANNING	4	3	2	1
10. Follows General Principles of Le	esson Planning				
11. Appropriate Use of Time (Pacing	g and rhythm)				
12. Variety of Interaction Modes (In	12. Variety of Interaction Modes (Individual, pair work, group work)				
13. Handling of Support Material					
14 Board Organization					
	IMPLEMENTATION	4	3	2	1
	eral Classroom Management				
15. Appropriate use of mother tong 16. Balance between STT and TTT	ue				\vdash
17. Dealing with disruptive behavio	.		-		\vdash
-			-		\vdash
19. Monitoring	es (gestures, body language, mimicry)				\vdash
20. Variety in seating arrangement (If conditions permit)					\vdash
21. Eye contact					\vdash
					\vdash
22. Teacher explanations were clear (vocabulary, pronunciation, grammar, etc.) 23. Awareness and Treatment of Errors					$\vdash \vdash \vdash$
24. Elicitation / Questioning Technic					\vdash
25. Instruction-Giving / Comprehen	•				\vdash
26. Ability to Adapt or Improvise (recognizing and responding to options)				+	
27. Achievement of Aims and Object					+-+

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Observee: Immediately following the class during which you were observed, AND BEFORE RECEIVING FEEDBACK, fill in the grid with what you consider to have been the strengths and weaknesses of your performance. This is meant to develop in you an increased awareness of what you do in the classroom.

	STRENGTHS	WEAKNESSES		
Observee: Then, once you have received fee you are going to take to improve weak area yourself.	Observee: Then, once you have received feedback from your observer, fill in the Plan of Action below with actions that you are going to take to improve weak areas. Then sign at the bottom of the page and ask for a copy of this page for yourself.			
	PLAN DE	ACCIONES		
	EVALUA	TION		
Ability to Evaluate own Performance				
Ability to Respond Constructively to Evaluation Given by Observer				
Observee's signature:		Observer's signature:		
Date of Feedback:	······	Date of Observation:		