**Administrator Checklist for Observing a TPRS Classroom**

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| **1. The teacher demonstrates enthusiasm:** | **Yes** | **NO** | **Somewhat** |
| - for the language and its culture |  |  |  |
| - for the students as a group and individually |  |  |  |
| - for teaching |  |  |  |

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| **2. The teacher checks for comprehension:** | **Yes** | **NO** | **Somewhat** |
| - by asking individuals |  |  |  |
| - by carefully observing all students in class |  |  |  |
| - by listening for responses from the whole class |  |  |  |
| - by asking for translation |  |  |  |

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| **3. The teacher offers opportunity for sophisticated language use:** | **Yes** | **NO** | **Somewhat** |
| - by embellishing the basic statements |  |  |  |
| - by asking a variety of questions in a variety of formats |  |  |  |

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| **4. The teachers raises the level of student’s attention:** | **Yes** | **NO** | **Somewhat** |
| - by involving students in the narration |  |  |  |
| - by allowing student input to direct a portion of the lesson |  |  |  |
| - by talking to one or two individual students |  |  |  |
| - by talking about one or two specific students |  |  |  |
| - by referring to places/locations/people of interests to the students |  |  |  |

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| **5. The teacher models pro-active classroom management:** | **Yes** | **NO** | **Somewhat** |
| - by remaining calm and in control |  |  |  |
| - by showing genuine interest in the students |  |  |  |
| - by taking time to listen to student suggestions |  |  |  |
| - by looking at individual students with a calm demeanor |  |  |  |
| - by moving close to possible disruptions |  |  |  |
| - by offering choices to students who fail to co-operate |  |  |  |
| - by using facial expressions that are appropriate to the situation (smiling,  not angry, blank expression) |  |  |  |

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| **6. The teacher speaks the target language (dependent upon the activities of the day.) Choose one to answer:** | **Yes** | **NO** | **Somewhat** |
| - 50% of the time |  |  |  |
| - 75% of the time |  |  |  |
| - 90% of the time |  |  |  |

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| **7. Students are actively engaged in the lesson:** | **Yes** | **NO** | **Somewhat** |
| - by acting |  |  |  |
| - by responding to questions |  |  |  |
| - by contributing ideas to the lesson |  |  |  |

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| **8. The students are held accountable for the lesson:** | **Yes** | **NO** | **Somewhat** |
| - by speaking the language when asked |  |  |  |
| - by helping each other |  |  |  |
| - by unannounced quizzes |  |  |  |
| - by retelling the story line in own words |  |  |  |
| - by translated when asked |  |  |  |

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| **9. The teacher promotes grammatical accuracy:** | **Yes** | **NO** | **Somewhat** |
| - by explaining the meaning of unfamiliar or new items |  |  |  |
| - by using the unfamiliar or new items multiple times, in different contexts |  |  |  |
| - by asking students to predict correct grammatical usage |  |  |  |
| - by requiring increased accuracy throughout the year |  |  |  |

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| **10. The teacher demonstrates appropriate correction techniques:** | **Yes** | **NO** | **Somewhat** |
| - by modeling accuracy: rewording the student’s attempt while  acknowledging the content of the student’s statement |  |  |  |
| - by demonstrating the value of accuracy: stating the meaning of the  inaccurate construction |  |  |  |
| - by inviting the student to correct him/herself |  |  |  |

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| **11. The teacher promotes higher-level thinking skills:** | **Yes** | **NO** | **Somewhat** |
| - by asking students to synthesize the language in a story retell |  |  |  |
| - by asking students to create imaginative situations |  |  |  |
| - by asking students to supply motivation for actions in the story |  |  |  |

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| **12. The teacher tailors the tasks to individual student abilities:** | **Yes** | **NO** | **Somewhat** |
| - by asking many types of questions |  |  |  |
| - by expecting multiple levels of answers to questions (one-word, phrase,  sentence) |  |  |  |
| - by requiring longer, more detailed, and more accurate narration from  the most able students. |  |  |  |