Sample 1 (Classroom Visit Form)

Aspects of Proficiency in Performance:

T. XXX has prepared a well-organized lesson tied to the lesson outcomes like students' abilities to give a short description of clothes. She started her lesson with TPR activity, followed by activating their prior knowledge of clothes using flash cards, then she revised pronouns like "They're, you're.." . Then she moved gradually to forming sentences using the target structure. She is keen on implementing 3 Ps in her lesson and a chance was given for students to produce sentences as a group and they have been asked to compose sentences as homework later. Teacher has implemented variety of strategies including collaborative learning, inductive exploration (matching verbs with right pronouns) and problem solving (using word cards to order sentences). Teacher … has used variety of materials including words cards (pronouns, verbs, names of clothes), flash cards (names of clothes), screen, realia, and envelope with word cards so that they order sentences. Teacher has connected learning to students' realities using personalization when they differentiated between nouns. She showed awareness of subject matter and she provided a safe and supportive environment that motivated students to take active roles in the learning process. Teacher has applied effective formative assessment tools using observation, students' responses to students to different tasks and questions using group and peer feedback. The teacher has applied variety of projects including spelling of core vocabulary(weekly) and little teacher (almost daily by which students were asked to present an activity based on previous lesion.

Aspects that need development:

Teacher is adequately committed to appropriate professional engagements that takes into consideration her needs by attending group discussion with her colleagues and attending peer visits with teachers (…, ,…. And ….). Yet, she needs to present a workshop or moderate a group discussion in her own. Teacher could also introduce upper case letters to the class indirect way so that they commit no mistakes while writing sentences. She also needs to follow up with students' formation of letters in the notebooks.

Recommendations:

It is recommended that the teacher present a workshop or a group discussion for her colleagues. Teacher needs to introduce strategies related to capital letters with grade 3 to help students in recognizing differences between upper and lower cases.

LIVEWORKSHEETS