

Administrator Checklist for Observing a TPRS Classroom [Credit: Susan Gross]

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

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			

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			

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			

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)			

6. When the activity of the day is not reading, the teacher speaks the target language in class. Choose one to answer:	Yes	NO	Somewhat
- 90% of the time			

7. Students are actively engaged in the lesson:	Yes	NO	Somewhat
- by acting			

Lesson Topic: _____ Date: _____

- by responding to questions			
- by contributing ideas to the lesson			

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			

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			

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			

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			

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.			

[Format Credit: Erica McCurry]