

St. Charles College of Education

Exercise 1: Observation Record Introduction

Introduction:

An observation record for B. Ed students is a document used to assess and track their teaching skills and practices during their student teaching or internship. It helps evaluate their ability to plan, deliver, and manage lessons, as well as their interaction with students and colleagues.

Regular observation and feedback help B. Ed students refine their teaching skills and become effective educators.

Principles to be followed in recording the observation lessons are:

1. **Specificity:** Clearly state what was observed, avoiding general comments.
2. **Objectivity:** Focus on behavior and actions, rather than personal traits or biases.
3. **Accuracy:** Ensure that the record accurately reflects what was observed.
4. **Consistency:** Use consistent criteria and standards for evaluation.
5. **Regular feedback:** Provide regular feedback to the student teacher, not just at the end of the observation period.
6. **Student teacher reflection:** Encourage the student teacher to reflect on their own practice and set goals for improvement.
7. **Focusing on teaching skills:** Emphasize the development of teaching skills, rather than just evaluating the student teacher's personality or style.
8. **Using clear criteria:** Establish clear criteria for evaluation, such as lesson planning, classroom management, and assessment techniques.
9. **Maintaining confidentiality:** Keep the observation record confidential and only share it with authorized personnel.
10. **Professional tone:** Use a professional tone and language in the observation record, avoiding jargon or technical terms that may be unfamiliar to the student teacher.
11. **Focusing on improvement:** Emphasize areas for improvement and provide constructive suggestions for growth and development.

12. **Student teacher involvement:** Involve the student teacher in the observation process, encouraging them to take ownership of their professional development.

The observation record can become a valuable tool for supporting the growth and development of B. Ed students as they become effective educators.

Exercise 2: Guidelines for Observation

Guidelines are essential for observing teachers' classes, particularly when writing observation records for B. Ed students, as they provide a structured and objective framework for evaluation. These guidelines ensure that observations are consistent, comprehensive, and focused on key educational aspects, such as instructional strategies, classroom management, student engagement, and learning outcomes. They help observers remain unbiased and systematic, enabling them to identify best practices and areas for improvement accurately. Additionally, clear guidelines facilitate effective communication of observations, ensuring that B. Ed students receive constructive feedback that is aligned with educational standards and goals, ultimately enhancing their professional development and teaching proficiency.

a) Aim of the lesson

What are the specific aims of the lesson?

b) Introduction

How was the lesson introduced?

c) Presentation

- i. Was the subject matter suitable, sufficient and well arranged?
- ii. How far did teacher succeed in developing thinking power, imagination , appreciation or practical skill/
- iii. Were necessary experiments performed and apparatus used?
Was children's' cooperation sought or utilized?
- iv. What means were used to secure and maintain the interest of the pupil?
 - 1) Visual representation (Picture, maps, diagrams etc...)
 - 2) Oral illustration (Relevant examples, stories, parallel quotations or instances etc...)
- v. What were the techniques used to ensure pupils participation?

d) Application:

- i. Did the teacher review the lesson? How?
- ii. Was any home work given/ what type?

e) Black board

- i. Was the black board used judiciously?
- ii. Was the black board used enough?
- iii. Was the black board well arranged and legible?
- iv. Did pupils write in their note books/ If so, What did they write?

f) Questioning:

- i. Were the questions correctly framed/
- ii. Was sufficient time given to pupils to think out their answers?
- iii. Were the questions simple or complicated, direct or elliptical, clear or vague?
- iv. Were stimulating and leading questions asked?
- v. Did the teacher break up a question when necessary?
- vi. Were the question well distributed?
- vii. Did the pupils ask any questions? How did the teacher deal with them?

g) Class Management:

- i. Was the class room neat and tidy?
- ii. Was the class management and control effective?
- iii. Was the teacher pupil relationship conducive for learning?
- iv. Were the pupils free to express themselves?
- v. Was the whole class involved in the lesson?

h) The Teachers:

- i. Personality
- ii. Voice
- iii. Manners
- iv. Pronunciation
- v. Mannerism
- vi. Power of control over the class

i) Remarks and Suggestions:

- i. How far in your opinion, the lesson was successful?
- ii. Any suggestions for improving the lesson?
- iii. Was there any novelty about the lesson for which the teacher deserves extra credit? Describe.

j) Learning Experience:

- i. What are some of your learning experiences of observing the class?

Date

Signature of the Student Teacher

Format for observation and recording

Exercise 3: Observation 1

Name of the student teacher :
Name of the guide the guide teacher :
Name of the School :
Subject :
Class :
Unit :
Topic :
Date :
Duration :

1. Motivation:

2. Presentation

3. Review

4. Follow up:

5. Criticism:

- a. Black board usage
- b. Questioning Skill:
- c. Class room management:
- d. Teacher's personality:
- e. Remarks and suggestions:
- f. Learning Experience.

Exercise 4: Observation 2

Exercise 5: Observation 3

Exercise 6: Observation 4

Exercise 7: Observation 5