



## Lesson Observation – Basic Checklist

	List	Yes	No	Comments
1	Have I identified a teacher's group/level I can be of help when observing a lesson?			
2	Have I negotiated the group/level and its respective date with the teacher?			
3	Have I set a free slot (or two) to have a first discussion about the lesson I will observe?			
4	Have I collected an LP of the intended lesson and given feedback to the teacher?			
5	Have I made myself available for possible questions prior to the lesson?			
6	Have I observed the lesson and taken notes or filled a report?			
7	Have I had a post-lesson feedback session with the teacher?			
8	Have I helped the teacher develop with questions, ideas, and/or suggestions?			

### Checklist-based Food for Thought

(developmental questions related to the full lesson-observation cycle)

1. How do I choose the group/level to be observed?
2. How do I conduct a negotiation of lesson observation? How much to take and how much to give?
3. What techniques can I use to guide teachers in the pre-observation meeting?
4. What can I consider a complete lesson plan and how deep should I go in terms of the feedback I give?
5. When trying to be helpful, what kind of support can I give (other than Q&As) in order to help the teacher develop further?
6. What kind of lesson-observation mechanics should I adopt? How do I behave when observing a lesson? Is it level-sensitive?
7. What kind of post-lesson feedback should I adopt? How do I conduct one that fosters development?
8. To which extend should I offer help?