Observer name: _____

Date: _____

School name: _____

Location: _____

Teacher name: _____

Grade: _____ Number of learners/pupils: _____ Age range: _____

Boys: _____ Girls: _____ Length of lesson: _____ (minutes)   ABRA class ☐

    Control class ☐

I. General Classroom Environment (tick what applies)

Physical Context
Classroom ☐   Computer Lab ☐   Computer Station/Center ☐   Mobile Lab(tablets) ☐

Technology
Learner/pupil-computer ratio: _____learners per computer

Technology works properly: Yes ☐   No ☐
Comment on what works/ does not work :

_____
_____
_____

Choose the statement describing the teachers' level of comfort with technology. The teacher:
   ☐ is avoiding technology and is anxious about using computers;
   ☐ knows the basics but is sometimes frustrated using computers and lacks confidence
      when using them;
   ☐ is confident in using the computer for a specific task;
   ☐ uses different computer applications; the computer is an instructional tool that she
      integrates smoothly in her teaching.

Choose the level of learners' comfort with technology:
Very comfortable ☐   Somewhat comfortable ☐   Not at all ☐

Teaching
Instructions are clear: Yes ☐   No ☐ _____
Activities are logically sequenced: Yes ☐   No ☐ _____
Learners are given timely feedback: Yes ☐   No ☐ _____
Learners interact with each other: Yes ☐   No ☐ _____

II. English Language Activities Structure

Word Level Activities (all alphabetic or phonics based activities)

a. How much time is spent on word level activities?

___Less than 5 min
___5 - 15 min
___More than 15 min

b. What type of word level activities did you see?

_____ Blending sounds into words

_____ Sounding out words such as c-a-t (i.e. segmenting)
_____ Pronouncing written words (i.e. decoding)
_____ Rhyming

Technology used: ☐ Yes ☐ No
Computers/tablets ☐ How many? ____
Projector ☐
Please name <u>ABRA activities used</u> (e.g., Blending Train, Rhyme Matching)
_____
_____
_____
_____

Other **Word Level Activities** (please describe)

_____

_____

c. Do learners/pupils work in pairs/small groups?   Yes ☐   No ☐
d. How many learners are there per small group? _____

Text Level Activities (all fluency/comprehension types of activities)

a. How much time is spent on text level activities?
___Less than 5 min
___5-15 min
___More than 15 min

b. What type of text level activities did you see?
_____ Pupil is reading aloud
_____ Whole class is reading in a choir
_____ Flash card work
_____ Listening to the text the teacher is reading loud
_____ Summarizing a story orally
_____ Answering teachers' questions orally
_____ Reading in pairs and small groups
_____ Reading with expression
_____ Making predictions to anticipate what the class is about to read
_____ Identifying the beginning, middle and end of the story
_____ Defining or explaining the meaning of words

Technology used: ☐ Yes   ☐ No

Computers/tablets ☐ How many? _____

Projector   ☐

Please name ABRA activities used

(e.g., High Frequency Words, Story

Elements)

_____

_____

_____

_____

_____

_____

_____

Other **Text Level Activities** (please describe)

_____

c. Do learners/pupils work in pairs/small groups?   Yes ☐   No ☐
d. How many learners are there per small group? _____

Writing Activities

a. How much time is spent on writing activities?
___Less than 5 min
___5-15 min
___More than 15 min

b. What type of writing activities did you see?
___ Answering teachers' questions in writing
___ Copying
___ Filling in worksheets
___ Retelling a story in writing
___ Dictation

Technology used: ☐ Yes   ☐ No

Computers/tablets ☐ How many? _____

Projector   ☐

Please name ABRA activities used

(e.g., Spelling Sentences)

_____

_____

_____

Other **Writing Activities** (please describe)

_____

c. Do learners/pupils work in pairs/small groups?   Yes ☐ No ☐

3

d. How many learners are there per small group? _____

Extension Activities (activities that relate to or expand from a reading activity)

    a. Was it an ABRA extension activity?
        Yes ☐ (please name) _____ No ☐

    b. What type of extension activities did you see?
        _____Retelling (Retell a story read in class, etc)
        _____Additional writing (Write your own story/ending, etc)
        _____Creative arts (Drawing a story, etc)
        _____Dramatic play (Skit, etc)

        Other (please describe) _____

    c. What type of homework did the teacher assigned?
            ___Word Level
            ___Text Reading
            ___Writing
            ___Worksheets

        Other (please describe) _____

III. Learners' Interactions with ABRA (_for ABRA classes only_, tick one that applies)

    a. The learners are enthusiastic about doing ABRA activities.
        Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree ☐

    b. The learners effectively navigate ABRA.
        Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree ☐

    c. The learners are engaged in ABRA activities.
        Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree ☐

    d. When using ABRA, the learners attend to the given task.
        Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree ☐

    e. When in ABRA, the learners do the task on their own with little or no prompting from the teacher.
        Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree ☐

    f. When facing a technology problem, the learners help/support each other.
        Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly agree ☐

        Other manifestations of learners' engagement with ABRA (please describe)

_____

_____

IV. Learner-Teacher interactions (*for mixed-gender classes only*)

a. In this class who asked more questions? (tick one that applies)   Male learners ☐   Female learners ☐   No Difference ☐

b. How often did the teacher call upon the learners? (tick one that applies)
Female learners: Very Frequently ☐   Frequently ☐ Occasionally ☐ Rarely ☐ Never ☐

Male learners: Very Frequently ☐   Frequently ☐   Occasionally ☐   Rarely ☐ Never ☐

c. How did the teacher divide the learners in groups during the lesson? (tick one that applies)
By ability ☐   By gender ☐   By age ☐   Randomly ☐   No groups ☐

d. When explaining and providing examples, the language the teacher tended to use was (check one that applies)
Masculine ☐   Gender neutral ☐   Feminine ☐

e. Please use the following scale to rate your impressions about the **female learners** in this class (tick one that applies*):*

	Outstanding	*Good*	*Satisfactory*	*Poor*
Performance				
Behaviour				

f. Please use the following scale to rate your impressions about the **male learners** in this class (tick one that applies*):*

	Outstanding	*Good*	*Satisfactory*	*Poor*
Performance				
Behaviour				

V. "When observing this classroom, I mostly see the following happening…" (tick one description that applies)

1.
> - *Students are not attending to the task at hand. They are distracted and off-task.*
> - *There is a lot of disruption and movement not related to the activity.*
> - *The teacher cannot get the children to remain on task.*

2.
> - *Students occasionally attend to the given task.*
> - *There is occasional disruption and movement not related to the activity.*
> - *Occasionally, when the students are off task the teacher is able to refocus the group with some effort.*

3.
> - *Some students are attending to the given task.*
> - *There is little off task behaviour.*
> - *The teacher is able to guide students through the lesson with minimal diversions from the task.*

4.
> - *Most students are attending to the given task.*
> - *There is minimal or no off-task behaviour*
> - *The teacher is able to guide students through activities effectively.*

5.
> - *All students are involved in the given task.*
> - *There is no off-task behavior.*
> - *The children are discussing the task on their own with little or no   prompting from the teacher.*
> - *The students are providing the teacher with new directions in which to go by actively participating in the discussions and are providing the teacher with feedback.*

Notes: