

APPENDICES

Appendix A:

Teacher's Questionnaire

Demographic details

The questions below refer to the basic information that might be useful to the researcher in interpreting the result. Please tick one appropriate box.

Gender: Male Female

Age: Below 25 25-29 30-39 40-49 50 and above

Highest Educational Achievement: Bachelor degree Master's degree

PhD holder Other qualification Please specify:

Length of Service: First year 1-5 years 6-10 years More than 10 years

Level Taught: Level one Level two Level three Level four

Section B. Perceptions on the Conduct of Observation

Directions: Please read each of the statements below and tick (√) the appropriate box that fits your judgement using the following scale.

| | | | | |
|----------------|-------|---------|----------|-------------------|
| Strongly agree | Agree | Natural | Disagree | Strongly Disagree |
| 1 | 2 | 3 | 4 | 5 |

Pre- observation

| Item No. | Statements | | | | | |
|----------|--|--|--|--|--|--|
| 1 | The observer met or discussed the lesson with me before he visited my class. | | | | | |
| 2 | He obtained information concerning my class goals, type of students and the teaching style I used. | | | | | |
| 3 | He also provided a brief and structured way to obtain this information especially the criteria to be used. | | | | | |
| 4 | I was informed that a formal observation or an informal observation would be used to measure my performance. | | | | | |
| 5 | The observer asked my teaching concerns and incorporated them into the observation. | | | | | |

While Observation

| Item No. | Statements | | | | | |
|----------|--|--|--|--|--|--|
| 1 | I was nervous when I was observed by any administrators. | | | | | |
| 2 | I lost my self-confidence when someone observed me. | | | | | |
| 3 | I felt nervous when I saw the observer writing during the observation process. | | | | | |
| 4 | Classroom observation was a threatening task for me. | | | | | |
| 5 | I was observed once. | | | | | |
| 6 | I was observed only by one observer. | | | | | |
| 7 | I was visited by more than one observer in the same class. | | | | | |
| 8 | I saw the observer writing notes frequently. | | | | | |
| 9 | The observer checked the students' work while I was teaching. | | | | | |
| 10 | The observer did not interfere in my lesson. | | | | | |

Post-observation

| Item No. | Statements | | | | | |
|----------|---|--|--|--|--|--|
| 1 | Post conference was conducted immediately after the lesson. | | | | | |
| 2 | I felt very worried when post observation was conducted. | | | | | |
| 3 | I believe that post conference was conducted mainly for the purpose of my appraisal. | | | | | |
| 4 | The observer gave me the chance to reflect on my performance. | | | | | |
| 5 | The observer imposed his ideas on me in the post conference. | | | | | |
| 6 | I think it was too difficult to meet the evaluation criteria. | | | | | |
| 7 | Not all advice I got from the observer regarding my performance was applicable. | | | | | |
| 8 | I gained nothing from the post conference. | | | | | |
| 9 | I was asked to write the observation report. | | | | | |
| 10 | I believe that the observer/s need to be trained because of lack of observational skills. | | | | | |

Appendix B:

Observer' Questionnaire

Demographic details

The questions below refer to the basic information that might be useful to the researcher in interpreting the result. Please tick one appropriate box.

Gender: Male Female

Age: Below 25 25-29 30-39 40-49
 50 and above

Highest Educational Achievement: Bachelor degree Master's degree
 PhD holder Other qualification Please specify below:

Length of Service as Administrator:

First year 1-5years 6-10 years More than 10 years

Length of Service in the College:

First year 1-5years 6-10 years More than 10 years

Section B. Perceptions on the Conduct of Observation

Directions: Please read each of the statements below and tick (✓) the appropriate box that fits your judgement using the following scale.

| Strongly agree | Agree | Natural | Disagree | Strongly Disagree |
|----------------|-------|---------|----------|-------------------|
| 1 | 2 | 3 | 4 | 5 |

Pre- observation skills

| Item No. | Statements | | | | | |
|----------|---|--|--|--|--|--|
| 1 | Classroom observations are conducted formally in ELC. | | | | | |
| 2 | I observe teachers because it is one of my responsibilities to do so. | | | | | |
| 3 | I notify the teacher that the main purpose of class observation is to evaluate their performance. | | | | | |
| 4 | I inform the teachers of the type of observation to be used. | | | | | |
| 5 | I believe that surprise visits are important to find out if teachers are always ready. | | | | | |
| 6 | I always inform the teacher before I visit him/her. | | | | | |
| 7 | I discuss the lesson with the teacher before I visit him/her. | | | | | |
| 8 | I draw information about the class goals, the type of students and the teaching method he/she will use. | | | | | |
| 9 | I always ask all the concerns of the teacher before starting the actual observation. | | | | | |
| 10 | I explain the criteria of observation. | | | | | |

While Observation skills

| Item No. | Statements | | | | |
|----------|--|--|--|--|--|
| 1 | I observe together with my fellow administrator. | | | | |
| 2 | I show an authoritative personality during the actual observation. | | | | |
| 3 | I manifest a friendly attitude when I am observing. | | | | |
| 4 | I choose a place in the classroom that allows me to observe the teacher properly and students to not feel my presence. | | | | |
| 5 | I notice that every teacher does his/her best because they are afraid of termination. | | | | |
| 6 | I write every single proof about the behaviour of the teacher. | | | | |
| 7 | I interfere in the lesson whenever the teacher makes a crucial mistake | | | | |
| 8 | I check students' work while I am observing. | | | | |
| 9 | I depend on the evaluation criteria to evaluate teachers' performance. | | | | |
| 10 | A single observation represents the overall teaching practice of the teacher. | | | | |

Post-observation skills

| Item No. | Statements | | | | |
|----------|---|--|--|--|--|
| 1 | I am confident to conduct the post-conference. | | | | |
| 2 | I conduct the classroom post-conference right after the actual observation. | | | | |
| 3 | I sometimes postpone or do not conduct post conference due to the timetable clash and other administration duties. | | | | |
| 4 | I hold a post conference to discuss the teacher's performance and his/her performance rating. | | | | |
| 5 | I involve more than one administrator in the post conference to convince teachers especially in providing the performance rating. | | | | |
| 6 | I choose a place that is conducive for discussion. | | | | |
| 7 | I show the criteria of evaluation to the teacher only in the post lesson conference. | | | | |
| 8 | I give the teacher a chance to narrate his/her own observations based on my questions. | | | | |
| 9 | I allow the teacher to express and justify his/her performance. | | | | |
| 10 | I observe that some teachers are argumentative and it is difficult to convince them to change their teaching techniques or style. | | | | |
| 11 | I show my notes to explain his/her behavior in the actual teaching process. | | | | |

| | | | | | |
|----|---|--|--|--|--|
| 12 | There are instances when I cannot recall events that occurred in the lesson I observed. | | | | |
| 13 | I believe it is fundamental to tell the teacher about his weakness areas and how to deal with them. | | | | |
| 14 | I generally provide the teacher with constructive feedback. | | | | |
| 15 | I do not write the observation report. | | | | |
| 16 | I allow the teacher to write the observation report and include all my objective observations. | | | | |
| 17 | I am objective in giving his/her performance rating based on the criteria and evidence derived. | | | | |
| 18 | I always succeed to justify the performance rating I give the teachers. | | | | |
| 19 | I always learn from the teachers during the post conference. | | | | |
| 20 | The post conference is always conducted satisfactorily. | | | | |

Section C. Other Perceptions

| Item No | Statements | | | | |
|---------|---|--|--|--|--|
| 1 | Conducting classroom observations is a new and challenging task for me. | | | | |
| 2 | I will perform better if I gain more skills and knowledge in classroom observation. | | | | |
| 3 | I need to learn more about the of class observation procedure. | | | | |
| 4 | The class observation system needs to be improved in order for it to be more effective. | | | | |
| 5 | Classroom observation negatively affects my relationship with teachers. | | | | |
| 6 | I mostly observe teachers when there is a complaint from students. | | | | |
| 7 | More classroom observations would allow for more accurate and useful teacher appraisal. | | | | |
| 8 | One visit is not enough to know about the teacher's level of performance. | | | | |
| 9 | Some of the evaluation criteria are not applicable to all lessons. | | | | |
| 10 | The observation policy needs to be changed. | | | | |
| 11 | We, administrators, renew or cancel teachers' contract based on class observation result. | | | | |
| 12 | I do my best to evaluate teachers fairly based on evaluation criteria. | | | | |

Appendix C:

Lesson Observation Form

| | | | |
|-------------------|--------|-------------------|-------|
| Teacher's Name | | Course: | AY: |
| Department/Centre | Level: | Section/Group no. | Sem.: |
| Date: | Time: | Room: | |

Please read each of the statements below and tick (/) the appropriate box to the right that best fits your judgment using the following evaluation scale:

- 1 – Strongly Disagree 2 –Disagree 3- Neutral 4- Agree 5- Strongly Agree
6- N/A

| Item No. | Criteria | | | | | | |
|---------------------------|--|--|--|--|--|--|--|
| Organization | | | | | | | |
| 1 | The lesson preparation and planning is evident. | | | | | | |
| 2 | The lesson stages are clear and timed efficiently. | | | | | | |
| 3 | The activities within the lesson are sequenced logically. | | | | | | |
| 4 | The course outline is followed. | | | | | | |
| Lesson Preparation | | | | | | | |
| 5 | Reviews previous lesson effectively. | | | | | | |
| 6 | States the lesson objectives at the beginning of the lesson | | | | | | |
| 7 | Gives an overview of the lesson. | | | | | | |
| 8 | Explains important terms and concepts effectively | | | | | | |
| 9 | Gives clear instructions for the activities given in class. | | | | | | |
| 10 | Checks students' comprehension effectively | | | | | | |
| 11 | Provides students with constructive feedback | | | | | | |
| 12 | Gives sufficient time for practicing new content | | | | | | |
| 13 | Observes individual differences. | | | | | | |
| 14 | Achieves the prescribed learning outcomes | | | | | | |
| 15 | Demonstrates command of the subject matter | | | | | | |
| 16 | Uses suitable language level when interacting with students. | | | | | | |
| 17 | Shows confidence when speaking with students | | | | | | |

| Student Centered Approach | | | | | | |
|---------------------------|--|-----|--|--|--|--|
| 18 | Keeps the students actively involved throughout the class. | | | | | |
| 19 | Uses a variety of techniques to encourage full class participations. | | | | | |
| 20 | Ensures that class discussions and sharing of ideas are equitably distributed. | | | | | |
| 21 | Interacts with students equally. | | | | | |
| 22 | Encourages students to ask and express their opinions. | | | | | |
| 23 | Sets a positive and motivating classroom atmosphere. | | | | | |
| 24 | Demonstrates good rapport with students. | | | | | |
| 25 | Observes mutual respect. | | | | | |
| Item No. | Criteria | | | | | |
| Classroom Management | | | | | | |
| 26 | Begins and finishes class on time | | | | | |
| 27 | Takes attendance at the beginning of the class. | | | | | |
| 28 | Maintains effective seating arrangement. | | | | | |
| 29 | Deals with interruptions effectively. | | | | | |
| Utilisation of Resources | | | | | | |
| 30 | Uses the white board effectively | | | | | |
| 31 | Prepares clear and understandable instructional materials for the class (handouts, worksheets, etc.) | | | | | |
| 32 | Uses educational technology effectively to enhance students learning | | | | | |
| 33 | Customizes his/her teaching methods to suit the learning styles preferences of students. | | | | | |
| Overall Score: | | | | | | |
| | | /33 | | | | |
| Overall Rating: | | | | | | |

Appendix D:

Modified Senior Teachers Training Course

Modified C. Ronald and C. Roland Christensen, Maryellen Weimer and Ministry of Education's Senior Teachers Training Course (MESTTC) on Effective Classroom Observation

| Stages | Christensen and MESTTC Effective Observation Guidelines | Weimer and MESTTC Effective Observation Guidelines |
|------------------|---|--|
| Pre-Observation | <p>Meet with the instructor and discuss the class to be observed as well as any other issues relevant to the course or section.</p> <p>Asks the instructor if there are concerns in teaching, he or she wishes to address and incorporate these into the observation.</p> | <p>Obtains information from the instructor concerning his or her class goals, students, and particular teaching style.</p> <p>Provides a brief and structured way of obtaining information.</p> |
| While | <p>Observes both small details and the "big picture."</p> <p>Uses class notes that vary widely, from detailed, minute-by-minute transcripts to brief remarks on various aspects of the class.</p> <p>Produces notes that contain specific examples as well as broader impressions.</p> <p>Considers capturing elements related to the instructor's questions and statements, call patterns, student responses, transitions, and board plans.</p> | <p>Identifies particular skills or techniques teacher implement in the classroom.</p> <p>Gathers the necessary evidences about the instructor's teaching performance.</p> <p>Pinpoints the teacher's behaviours objectively.</p> |
| Post-Observation | <p>Provides an opportunity for both observer and observe to participate in productive exchanges about teaching and course content.</p> <p>Debriefs?? need not be overly directive as the conversations unfold.</p> <p>Remains constructive throughout the discussion.</p> <p>Address the two questions:</p> <ul style="list-style-type: none"> - What are the instructor's principal strengths, and are there ways these strengths could be leveraged more extensively in the classroom? - What opportunities for growth, if addressed, would yield the greatest improvement in teaching effectiveness? | <p>Conducts the post-observation conference within a few days of the classroom observation not later than two days.</p> <p>Discusses the classroom observation in depth with the teacher.</p> |

Appendix E:

Semi-Structured Interview Guide Interviews Questionnaires

| Stage | Guide Questions for Teachers | Guide Questions for Administrators |
|--|---|--|
| Pre- Observation Conference | <p>Is it proper for you to be informed that an observation will be conducted in your class? Why or why not?</p> <p>Is it important for you to be briefed on the criteria? Why or why not?</p> <p>Will it help you if the observer gets information about your goal, teaching style, and your students before observing? Why or why not so?</p> <p>Is it necessary that you know the type of observation the observer will use? What is its effect to your teaching?</p> | <p>Is it proper for you to inform the teacher that an observation will be conducted in his/her class? Why or why not?</p> <p>What must be done during the pre-observation conference?</p> <p>Does it make sense if there is a re-observation conference? Why or why not?</p> |
| While Observation | <p>What are your feelings when you are observed? Why do you feel such?</p> <p>Is it fine that you see the observer take down notes while you are teaching? Why or why not?</p> | <p>Does it make sense if you'll manifest an authoritative personality during the observation process?</p> <p>How did you go through the note-taking process?</p> |
| Post- Observation Conference | <p>Is it vital to have a post conference? Why or why not?</p> <p>How do you feel when you yourself discover your own limitation in the teaching process?</p> <p>Do you accept the comments of the observer? Why or why not?</p> <p>Are you affected when your mistakes are pointed out by the observer? Why or why not?</p> <p>What will you do if you don't agree with the comment? The rating?</p> <p>Is it proper that you should write the observation report and not the observer?</p> <p>Were you contented with the observation process?</p> | <p>Is it vital to have a post conference? Why or why not?</p> <p>How do you facilitate the questioning process to discover the limitations in the teaching process?</p> <p>How do you give your comment? Was it effective? Why or why not?</p> <p>What will you do if you don't agree with the answer of the teacher? The expected rating of the teacher?</p> <p>Is it proper that you should write the observation report and not the teacher?</p> <p>How do you rate yourself as an observer? What's your basis?</p> |
| Other questions not asked which are relevant | <p>Do you have other questions related to classroom observation practiced in ICT?</p> | |
| Suggestions | <p>What are your suggestions to improve the classroom observation process?</p> | |

Appendix F:

Permission Letter



Dr. Thuraya Khalifa Salim Al-Riyami
Head of Center
English Language Center
Ibra College of Technology

Re: Permission to Conduct Research Study

Dear Dr. Thuraya,

I am writing to request permission to conduct a research study in ELC at Ibra College of Technology. I am currently enrolled in the PhD in Education programme at Universiti Sains Islam Malaysia, and am in the process of writing my PhD thesis. The study is entitled "Developing a Professional Classroom Observation Program for General Foundation Program Administrators of the Colleges of Technology".

The study aims to develop the observation process at ELC and will benefit staff development at your centre.

Due to the nature of the study, I hope to recruit teachers and administrators from your center. Participation to this study is on a voluntary basis and this will be clearly explained to the participants to receive their consent.

The survey and interview results will remain absolutely confidential and anonymous. Should this study be published, only pooled results will be documented. No costs will be incurred by either your Center or the individual participants.

In order to proceed with my research at ELC, I will need a signed letter of permission on your institution's letterhead acknowledging your consent.

I would be happy to answer any questions or concerns that you may have at that time. You may contact me at my email address hms3501@gmail.com.

Sincerely,

Haroun Al-Balushi
PhD Researcher

Enclosures: Questionnaire Forms and Interview Guide



No objection
for/

UNM

Appendix G:

Letter of Consent

TO WHOM IT MAY CONCERN:

I, _____ hereby certify that I am willing to participate in the research conducted by Mr. Haroun Mohammed Al-Balushi entitled: **Teachers Perceptions on Classroom Observation Practices in ICT** which will be conducted on _____, 2018.

The following conditions shall be highly observed.

1. That I will attend the orientation for me to know my involvement.
2. That I will attend a training course for the sole purpose of research.
3. That I will objectively answer the questions based on facts.
4. That I will observe confidentiality of any specific reply based on the questionnaire.
5. That I can express my freedom of speech without harming people.
6. That I have the right not to answer any sensitive questions.
7. That I can ask for a copy of the recorded interview before I agree with its publication.

Signed on _____ at ICT, Ibra, Sultanate of Oman.

Respondent's Name and Signature

Appendix H

Pre-Post Nodes Comparison

| Nodes Observed | Pre-test interviews | | Post-test interviews | | Difference post-pre | | |
|--------------------------------------|---------------------|------------|----------------------|------------|---------------------|------------|---------------------|
| | Sources | References | Sources | References | Numbers | Percentage | Absolute percentage |
| T1. Observation notification | 0 | 0 | 0 | 0 | 0 | 0% | 0% |
| No | 0 | 0 | 0 | 0 | 0 | 0% | 0% |
| Not sure | 0 | 0 | 1 | 1 | 1 | 100% | 100% |
| Yes | 13 | 13 | 12 | 12 | -1 | -8% | 8% |
| T2. Observation criteria briefing | 0 | 0 | 0 | 0 | 0 | 0% | 0% |
| No | 0 | 0 | 1 | 1 | 1 | 100% | 100% |
| Not sure | 0 | 0 | 0 | 0 | 0 | 0% | 0% |
| Yes | 10 | 10 | 7 | 7 | -3 | -30% | 30% |
| T3. Pre-observation procedure | 3 | 3 | 3 | 3 | 0 | 0% | 0% |
| Briefing about lesson | 0 | 0 | 0 | 0 | 0 | 0% | 0% |
| No | 1 | 1 | 1 | 1 | 0 | 0% | 0% |
| Not sure | 0 | 0 | 0 | 0 | 0 | 0% | 0% |
| Yes | 9 | 9 | 8 | 8 | -1 | -11% | 11% |
| T4. Observation type notification | 0 | 0 | 0 | 0 | 0 | 0% | 0% |
| Doesn't matter-undecided | 0 | 0 | 0 | 0 | 0 | 0% | 0% |
| Important | 10 | 10 | 9 | 9 | -1 | -10% | 10% |
| Not important | 0 | 0 | 0 | 0 | 0 | 0% | 0% |
| TP1. Importance of Post conference | 0 | 0 | 0 | 0 | 0 | 0% | 0% |
| Important | 12 | 12 | 12 | 12 | 0 | 0% | 0% |
| Not important | 1 | 1 | 0 | 0 | -1 | -100% | 100% |
| Not sure | 0 | 0 | 0 | 0 | 0 | 0% | 0% |
| TP2. Emotions about weaknesses | 10 | 10 | 9 | 9 | -1 | -10% | 10% |
| TP3. Agreement with feedback | 0 | 0 | 0 | 0 | 0 | 0% | 0% |
| No | 2 | 2 | 0 | 0 | -2 | -100% | 100% |
| Reactions | 13 | 13 | 11 | 12 | -1 | -8% | 8% |
| Yes | 8 | 8 | 9 | 9 | 1 | 13% | 13% |
| TP4. Effects of feedback on weaknes: | 0 | 0 | 0 | 0 | 0 | 0% | 0% |
| No | 4 | 4 | 4 | 4 | 0 | 0% | 0% |
| Not sure | 0 | 0 | 1 | 1 | 1 | 100% | 100% |
| Yes | 6 | 6 | 3 | 3 | -3 | -50% | 50% |
| TP6. Observation report | 0 | 0 | 0 | 0 | 0 | 0% | 0% |
| Both | 2 | 2 | 5 | 5 | 3 | 150% | 150% |
| By observer | 3 | 3 | 2 | 2 | -1 | -33% | 33% |
| By teacher | 7 | 7 | 5 | 5 | -2 | -29% | 29% |
| Not sure | 1 | 1 | 0 | 0 | -1 | -100% | 100% |
| TP7. Observation satisfaction | 0 | 0 | 0 | 0 | 0 | 0% | 0% |
| Doesn't matter | 0 | 0 | 1 | 1 | 1 | 100% | 100% |
| Not satisfied | 7 | 7 | 0 | 0 | -7 | -100% | 100% |
| satisfied | 3 | 3 | 7 | 7 | 4 | 133% | 133% |
| TW1. Emotions during observation | 10 | 10 | 9 | 9 | -1 | -10% | 10% |
| TW2. Emotions about note taking | 0 | 0 | 0 | 0 | 0 | 0% | 0% |
| No | 7 | 7 | 0 | 0 | -7 | -100% | 100% |
| Yes | 3 | 3 | 9 | 9 | 6 | 200% | 200% |
| XT1. Other questions | 10 | 10 | 9 | 9 | -1 | -10% | 10% |
| XT2. Suggestions | 10 | 10 | 9 | 9 | -1 | -10% | 10% |
| Z1. Pre observation conference impor | 0 | 0 | 0 | 0 | 0 | 0% | 0% |
| No | 0 | 0 | 0 | 0 | 0 | 0% | 0% |
| Not sure | 0 | 0 | 0 | 0 | 0 | 0% | 0% |
| Yes | 3 | 3 | 3 | 3 | 0 | 0% | 0% |
| Z2. Authority manifestation | 0 | 0 | 0 | 0 | 0 | 0% | 0% |
| No | 3 | 3 | 3 | 3 | 0 | 0% | 0% |
| Not sure | 0 | 0 | 0 | 0 | 0 | 0% | 0% |
| Yes | 0 | 0 | 0 | 0 | 0 | 0% | 0% |
| Z3. Note taking procedure | 3 | 3 | 3 | 3 | 0 | 0% | 0% |
| Z4. Post lesson conference procedur | 3 | 3 | 3 | 3 | 0 | 0% | 0% |
| Z5. Feedback procedure | 3 | 3 | 3 | 3 | 0 | 0% | 0% |
| Z6. Observer self-evaluation | 3 | 3 | 3 | 3 | 0 | 0% | 0% |

Appendix I:

Biodata

1- Osman works at Dhofar University in the Sultanate of Oman as an assistant professor. He has long experience in teaching English to non-native speakers. He holds a PhD in Education. He has several published research papers in the field of education and teaching. He has long experience in the field of data analysis and dealing with analytical programmes , SPSS programme, and now NVivo. Participated in many conferences and seminars inside and outside the Sultanate of Oman.

2- Ashraf works as an English Language Supervisor at the Ministry of Education in the Sultanate of Oman. He holds a master's degree in English Language Teaching from Ohio University in the United States. He has long experience in the field of classroom observation, training, and preparation of novice English language teachers. He worked for seven years as a supervisor and head of English language supervisors in his hometown of Cairo in the Republic of Egypt before moving to work in the Sultanate of Oman. He conducted a lot of workshops for English language teachers regarding improving teaching methods and writing exams. He also contributed to writing and preparing for high school exams in Cairo as well as in the Sultanate of Oman. He also has more than four years of experience in auditing and translating documents from Arabic into English and vice versa.

3- Basim Ali is specialised in the field of educational supervision, specifically in the field of classroom observation. He holds a PhD in education. he completed his undergraduate studies and obtained a master's degree from the University of Leeds, UK. he is currently working as the head of the English language department at a private university in the sultanate of Oman. he has long experience in the field of teaching and educational supervision. he worked in various educational positions during his time in the ministry of education. he worked as a teacher and senior teacher of English for nearly 10 years. he also worked as an English language supervisor in the Muscat governorate for three years. in addition, he has good experience in the field of preparing English language teachers, where he worked as a trainer for English language teachers in the Sharqiyah North Region for four years. he participated in many conferences related to English language teaching, supervision, and classroom observation inside and outside the sultanate of Oman. Classroom observation inside and outside the sultanate of Oman.

Appendix J:

Researcher's Certificate as a Trainer

سَلْطَنَة عُومَان
وَزَارَة التَّرْبِيَة وَالتَّعْلِيم
الْمَدَارِسِ الْعَامَّةِ لِلتَّرْبِيَة وَالتَّعْلِيم
مِحَاظَة شِمَالِ الشَّرْقِيَة



الرقم:
التاريخ:
الموقع:

TO WHOM IT MAY CONCERN

*This is to certify that **Haroun Mohammed Abdullah Al Balushi** (File No. 1645353), has been working as an **English teacher** in the Sultanate Of Oman since 1/9/1990 .He has been promoted as an **English supervisor** 11/3/2003.He also acted as a **senior supervisor** from 2006 to2010 . He worked as a **teacher trainer** from 2010to 2011.*

During this period ,he tried work hard to improve himself professionally as well as others working with him.

N.B: This certificate was issued upon his/her request without any legal responsibility on the department of educational supervision.


Dr. Ali bin Mohammed Al Amri
Director- HR Department

ص.ب: ١ ، الرمز البريدي: ٤٠٠ - هاتف: ٢٥٥٧٠٢٠٢ ، فاكس: ٢٥٥٧٠٨٢١

Appendix K:**Proposed Admin Training Course**

| Session No. | Activities |
|--------------------|--|
| Session 1 | <ul style="list-style-type: none">• Introduction and Course Administration• Observation Competencies for HoC & HoSs• Course Assessment• Session Outcome Summary |
| Session 2 | <ul style="list-style-type: none">• HOS& HOSs as Mentors• adopt a professional attitude to personal relationships.• Supportive Listening Skills• |
| Session 3 | <ul style="list-style-type: none">• How to Establish a Supportive Healthy Working Atmosphere• Classroom Observation Process• Kinds of Observation |
| Session 4 | <ul style="list-style-type: none">• Language Used in Giving Feedback to Teachers (Directive and Non-Directive approach)• Peer Observation• Observation Tools |
| Session 5 | <ul style="list-style-type: none">• Report Writing• Feedback on the Course• Course evaluation |
| Practical sessions | <ul style="list-style-type: none">• Actual Classroom Observation for the three stages (Pre, While and Post) |

Session One

Outcomes:

- To develop their understanding of the roles as Head of Centre and Head of Sections.
- To create a positive attitude to being a Centre and Head of Section.
- To develop positive group dynamic and a cooperative working environment.

Materials:

1. *The Jigsaw activity*
2. *Course Outline*
3. *HoC & HOSSs' Competencies & course outcomes*
4. *Reflection Activity*

Procedures:

1. Welcome the participants to the course and let them briefly introduce themselves.
2. Present the outline of the training programme.
3. Discuss the competencies of HoC and HoSs
4. Explain the Course Assessment components.
5. Conduct the closing and reflection session.

1. HoC & HoSs Jigsaw!

Answer the following questions individually.

1. How many years of teaching experience do you have?

2. How many English teachers have you got in your ELC?

3. Have been promoted in the college?

4. What's your present position?

5. How many teachers have you observed this semester?

2. Competencies for HoC & HoSs

General Competencies.

HoC&HoSs will be able to:

- improve the quality of teaching and learning in their college.
- develop and support the needs of individual teachers in their college.
- develop their own professional skills as HoC&HoSs.

Competencies in Observation

HoC & HoSs will be able to:

- Implement the observation cycle in a professional and supportive manner.
- Focus on learners and learning in the classroom as well as teaching.
- Take effective field notes.
- Use descriptive evidence from classroom-based observation to support reflective discussion.
- Help teachers to identify and articulate their decision-making processes.
- Adopt a questioning approach to support reflective discussion.
- Adopt a non-judgmental approach.
- Guide teachers to find-out their weakness areas.
- Help teachers to come up with appropriate solutions.
- Support teachers in identifying and committing to an action plan.
- Differentiate between informal and formal observation reports and adopt appropriate procedures for using them accordingly.

Competencies in Report Writing

HoC & HoSs will be able to:

- Produce clear, concise, accurate and constructive reports (*this will include teacher, semester and yearly reports*).
- Ensure the confidentiality of all reports.

Competencies in Assessment and Evaluation

HoC & HoSs will be able to:

- Develop and produce appropriate and good quality lesson observation according to policy specifications.
- Analyse samples of lessons and give appropriate feedback.
- Develop teachers' ability to assess their own teaching effectively.
- Provide teachers with constructive feedback.

4. Course Assessment

A theoretical Assessment Checklist

| Criteria | Session No. | Result | | Remark |
|--|-------------|--------|---------|--------|
| | | Met | Not met | |
| Participation in discussion and analysis | 1 | | | |
| | 2 | | | |
| | 3 | | | |
| | 4 | | | |
| | 5 | | | |
| | | | | |

| Criteria | Session No. | Result | | Remark |
|--------------------------------|------------------|--------|---------|--------|
| | | Met | Not met | |
| Participation in presentations | 1 | | | |
| | 2 | | | |
| | 3 | | | |
| | 4 | | | |
| | 5 | | | |
| | | | | |
| Actual observation procedure | Pre-Conference | | | |
| | While-conference | | | |
| | Post-conference | | | |

5. Reflection Activity

Session Outcomes:

- To develop good understanding of their role as HoC&HoSs.
- To create a positive attitude to being HoC&HoSs.

Summary Of Learning

Session Two

Outcomes:

- To adopt a professional attitude to personal relationships.
- To develop supportive listening skills.

Materials:

1. Teddy bears & owls
2. “How would you react if...?”
3. Egan’s Model
4. Supportive Listening Cards
5. Reflection Activity

Steps

1. Conduct a recall activity on the previous session.
2. Discuss the topic on mentorship. Start the activity by using the scenario in the activity sheet. Brainstorm the idea on maintaining good relationship with teachers. Then explain the Egan Model.
3. Distribute cards where different classroom observation issues are provided. Elicit questions such as what problem is projected, what solution should be taken.
4. Explain the concept of supportive listening. Link this topic to what you have done in activity 3. Then, give them the topic card to one of the participants and let him work on for 3 minutes to prepare his short talk. Meanwhile, distribute the listeners’ activity cards to the other participants. Let the speaker start his talk.
5. **Finally, conduct a feedback session and ask the following questions:**
 - a. Were all the listeners paying attention to the speakers?
 - b. How did you know that they weren't?
 - c. How did you feel during the speaking?

6. In conclusion, write on the board the impressions you get from participants.

Teddy Bear and Owl

| | |
|---|---|
| <p><u>Teddy Bear</u> (“give in”)</p> <p>You value relationships so much that you do not try to achieve your goals at all and let teachers please themselves!</p> | <p><u>Owl</u> (“confront”)</p> <p>Both relationship and goals are important for you, so you negotiate and discuss the issues and problems with the teacher and ultimately share a solution.</p> |
| <p><u>Turtle</u> (“withdraw”)</p> <p>You do not particularly value relationships or care much about achieving your goals! You therefore do not take responsibility for solving problems.</p> | <p><u>Shark</u> (“force”)</p> <p>You do not value your relationship with teachers very much, so you push and force others into action in order to achieve your goals. Your teachers will not benefit from a cooperative team-spirit!</p> |

The importance of your goal

Adapted from: Malderez, A. and Bodocsky, C. (1999) Mentor Courses CUP.

How would you react if ...?

Scenario 1:

One of your teachers complains about the timetable he / she doesn't want to teach in level two. However, it isn't really possible to shift her to another level because of increase of students' intake in this semester.

The Egan Model

Egan (1994) developed a model for helping others which is based on two central themes:

- Helping is a problem-solving process
- The teacher (in our case) is the centre of the process

| | |
|-------------------------------|--|
| Exploration | Finding out what the teacher sees as problematic. |
| ↓ New Understanding | Helping the teacher explore options and goals |
| ↓ Action | Help teacher draw up an action plan for achieving the goals |

It is then necessary to follow up the effectiveness of the solution and confirm that the teacher is satisfied with this solution and is aware of their role in solving the problem.

| | |
|--|--|
| <p>Speaker</p> <p>Think of a teacher who taught you that you have strong feelings about.</p> <p>Talk about this teacher to your colleagues outlining why you remember him/her and some of your memories of being taught by him/her</p> | <p>Listener 1</p> <p>Listen to the speaker with: Eyes: in contact Head: still\ face: no smiles Arms and legs: crossed comfortably Body: leaning back</p> |
| <p>Listener 2</p> <p>Listen to the speaker with: Eyes: in contact Head: nodding\ face: smiling Arms and legs: uncrossed Body: leaning slightly forward</p> | <p>Listener 3</p> <p>Listen to the speaker with: Eyes: no contact Head: still\ face: no smiles Arms and legs: crossed Body: sitting well back in chair</p> |
| <p>Listener 4</p> <p>Listen to the speaker with: Eyes: looking at the speaker without direct eye contact Head: in one hand\ face: smiling Arms and legs: crossed legs Body: slouched (lazy dropping from the chair)</p> | <p>Listener 5</p> <p>Listen to the speaker with: Eyes: no contact Head: still\ face: no smiles Arms and legs: uncrossed Body: leaning slightly forward</p> |

Supportive Listening Cards

| | |
|---|--|
| <p>One of your teachers keeps giving other teachers advice about their work. She thinks she is being helpful but the other teachers are feeling upset and resentful.</p> | <p>One of your teachers is retiring at the end of the year and doesn't care what happens in her classroom anymore.</p> |
| <p>One of your teachers has received a letter saying that she is a "weak" teacher. She is now upset and demotivated.</p> | <p>Three of your teachers have day release courses and feel that it is unfair to have the same teaching load as the other teachers.</p> |
| <p>One of your teachers has recently had a baby and is not focussing on her job. She arrives late to college and classes and she does not prepare her lessons because she spends her free lessons sleeping.</p> | <p>One of your teachers is very negative. He complains about the number of lessons he teaches, the students, the curriculum, the administration, the other teachers... In fact, he has nothing good to say about anything!</p> |
| <p>Think of a problem from your own experience...</p> | <p>Think of a problem from your own experience...</p> |

Session Outcomes:

- To adopt a professional attitude to personal relationships.
- To develop, produce and identify effective annual plans.
- To develop supportive listening skills.

Summary of Learning

Session Three

Outcomes:

- To utilise a range of strategies that will create a supportive and healthy working atmosphere.
- To implement the observation cycle in a professional and supportive manner.

Materials:

- Worksheet: "Ways towards a healthy working atmosphere"
- Observation Cycle
- Snakes and Rabbits
- Mind Map About Observation
- Theories about the classroom observation process
- Peer Observation
- Reading an article #1: "Watching and Being Watched"
- Reflection Activity

Steps

1. The trainer reviews with the participants the concepts discussed in the previous session.
 2. Discussion of points of view on creating a healthy and supportive working atmosphere. The trainer uses the activity sheet provided about the soldiers, their sergeants, and the officers to explain the concept.
 3. The trainer distributes the activity "Snakes and Rabbits" to explain and confirm the following theories:
 - 1- We often see what we are looking for,
 - 2- We don't see other important things very often.Then the trainer starts by highlighting the concept of Focused Observation, emphasizing its importance and the role of HoC and HoS.
 - 4- The trainer distributes the activity sheet related to the mind map. The trainees write their ideas.
 - 5- The trainer distributes the handout and focuses on the different stages of class observation. The participants exchange ideas and opinions according to the topic.
 - 6- The trainer plays a video for the trainees and asks them to answer the questions in the "Watch and Watch" activity.
- Finally, trainer allows participants to write their thoughts about the session. (Soldiers, their sergeants and officer)



Working towards a supportive and healthy

1. What do you understand by a "healthy" working environment?

2. What do you understand by an "unhealthy" working environment?

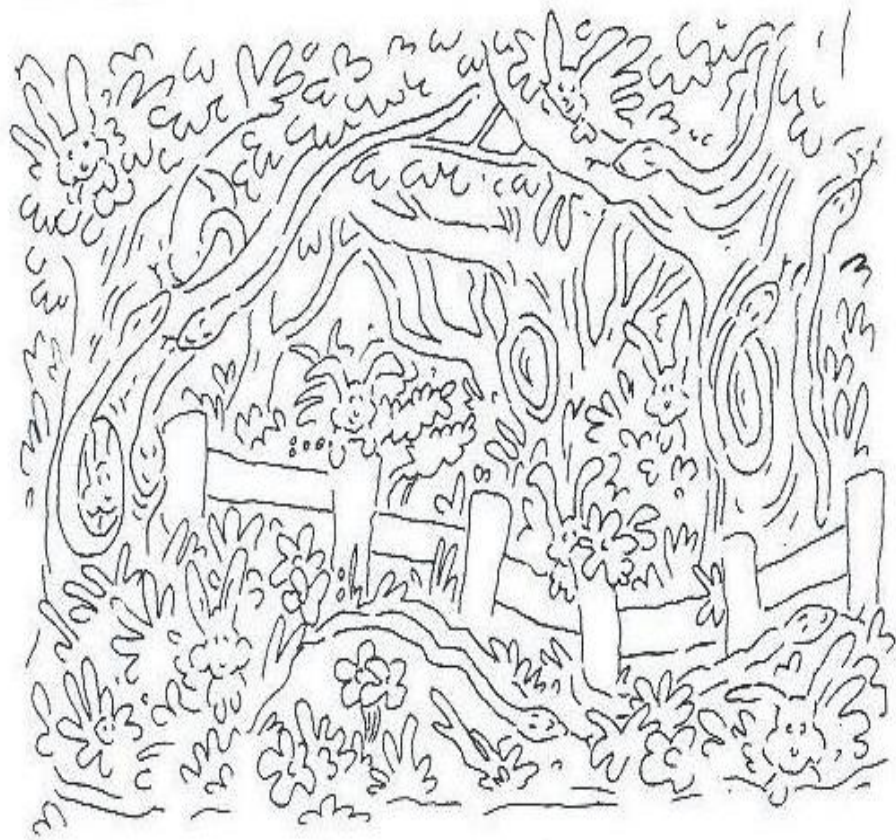
3. What things make you happy at work?

4. Talk about people you like. Why do you like them?

5. Talk about people you respect. Why do you respect them?

6. As a HOC&HOSS which is more important to you: being liked or being respected by your teachers? Why?

Find the Rabbits!



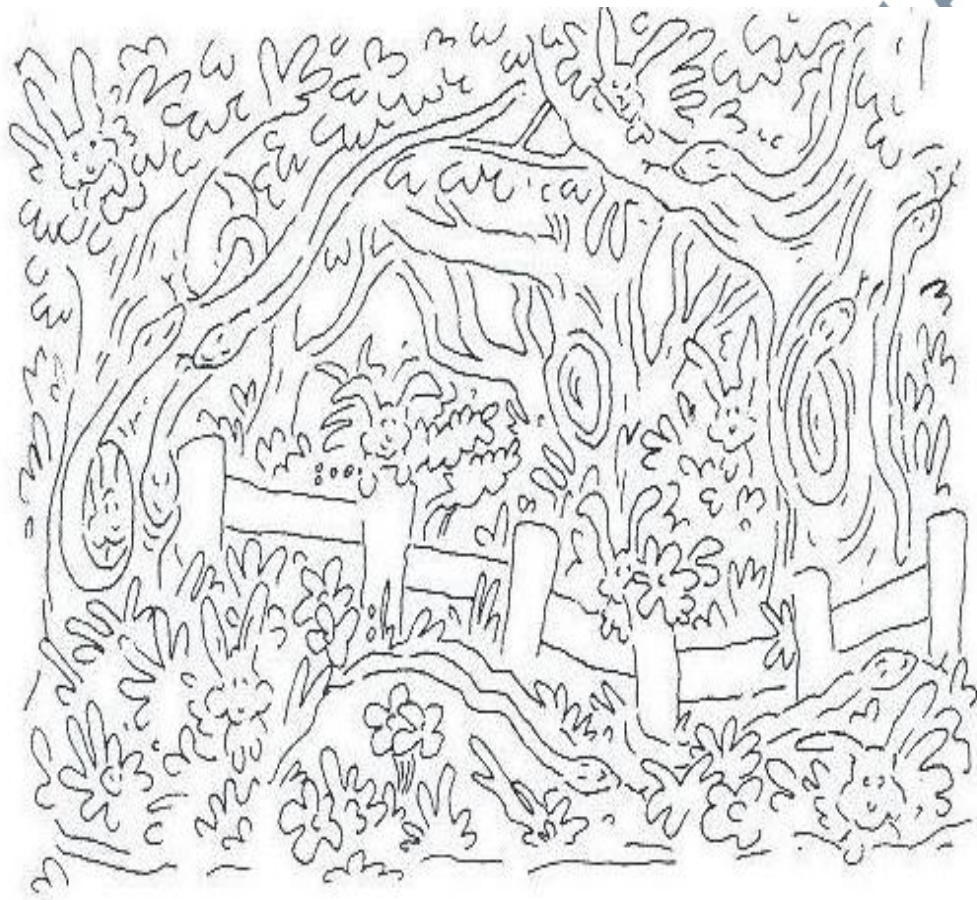
TASK

There are 8 rabbits hidden in this picture. You have 30 seconds to find them all.

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Find the Snakes!



TASK

There are 8 snakes hidden in this picture. You have 30 seconds to find them all.

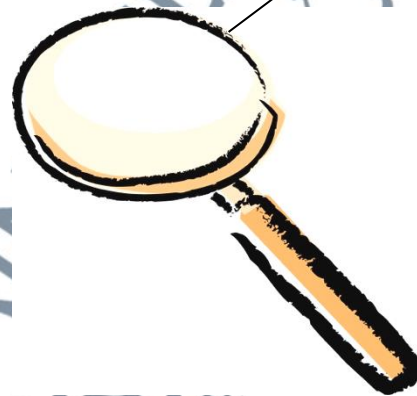
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Observation Task

In your group, brainstorm ideas about "observation" and complete the mind map.

Observation



formal/ informal

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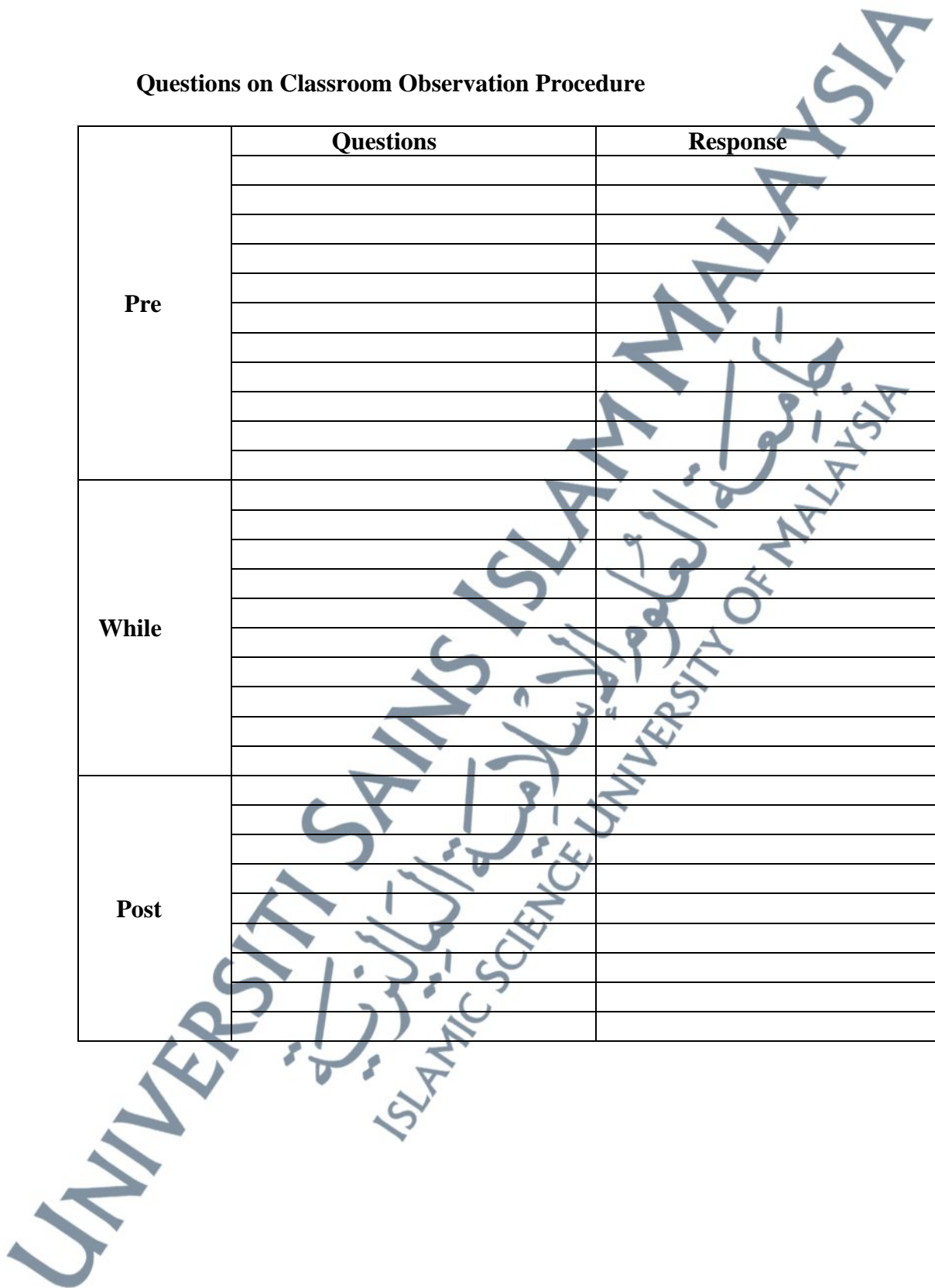
Observation Cycle

Brainstorm what happens in one stage of classroom observation and write down your ideas.

| | |
|---------------|--|
| <u>Before</u> | |
| <u>While</u> | |
| <u>After</u> | |

Questions on Classroom Observation Procedure

| | Questions | Response |
|--------------|------------------|-----------------|
| Pre | | |
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Peer Observation

1. What is the aim of peer observation taking place in your college?
2. Do you think the peer observations achieve these aims?
3. How do your teachers feel about peer observation?
4. What reasons can you think of that might make teachers feel uncomfortable about conducting peer observation?
5. How do you think the practice of peer observation can be improved in your ELC and made more effective?
6. What factors lead to effective peer observation?

Peer Observation Workshop

- Exploring teachers' own understanding of Peer observation
- The main purpose of Peer Observation
- Procedures of Peer Observation
 - Negotiating a focus for Observation
 - Who writes the report?
 - Stages of Peer Observation
- *Pre-observation/ lesson discussion
- *The Observation
- *Discussion
- *Report writing
- Action Plan

Reflection Activity

Session Outcomes:

- To utilise a range of strategies that will create a supportive and healthy working atmosphere.
- To implement the observation cycle in a professional and supportive manner.
- To give some theories of peer observation.

Summary of learning

Session Four

Outcomes:

- To take effective field notes.
- To implement the observation cycle in a professional and supportive manner.
- To adopt non directive approach by applying reflective discussion.
- To adopt a non-judgmental approach when providing feedback.

Materials:

1. Worksheet: Positive Manager Vs. Negative Manager
2. Transcript of POD
3. Reading Activity: Head & Taylor's article on "Giving feedback to teachers"
4. Reading Activity on Williams, M's "A Developmental View of Classroom"
5. A Lesson (3-5 minutes)
6. Post Lesson Discussion (3-5 minutes)
7. Reflection Activity

Steps

1. The trainer starts with a review for the previous sessions learning.
2. The trainer discuss about Note Taking procedure.
The Trainer plays a video as if they are doing class observation. After the observation, the participants will reflect on the following:
Procedure of the notes taking and how the information was gathered. (learning/teaching) and language used.
3. Distribute the transcript for a role-playing activity. Process the outcome by using the questions provided.
4. Trainer Plays a video and discuss with the participants evaluative vs non-evaluative feedback.
5. The Trainer distribute the articles of Head & Taylor's which is about "Giving feedback to Teachers" and Williams' Classroom Observations Views for further reading.
6. The Trainer asks the participants to write their learning about the session.

Note Taking Activity

After watching the video, reflect on the following aspects.

| Aspects to Consider | Evaluation | | Reason of Variance |
|--|------------|----|--------------------|
| | Yes | No | |
| Organisation of the Notes | | | |
| Information Gathered | | | |
| Focus of the Notes (learning/teaching) | | | |
| Language Used | | | |

aspects could be developed? Justify your opinion.

Activity on Directive Vs. Non-Directive Post Discussion

| | |
|---|--|
| <p>Directive (Authoritative)</p> <p>The HOC / HOS identifies and points out the problems in the lesson</p> <p>The HOC / HOS tells the teacher what they should do and how to improve their teaching</p> | <p>Non-Directive (Facilitative)</p> <p>The HOC / HOS supports and encourages the teacher to reflect on their practice and identify problems</p> <p>The HOC / HOS asks thinking questions to help the teacher to understand their practice and explore possible solutions</p> |
| <p>Evaluative</p> <p>The HOC / HOS evaluates the lesson (“I liked this” “This needs to be changed” etc)</p> <p>The teacher accepts this evaluation and follows the HOC / HOS’s action plan</p> <p>The HOC / HOS takes responsibility for the teacher’s development</p> | <p>Non-evaluative</p> <p>The HOC / HOS describes the lesson based on this ‘data’, the teacher evaluates their own lesson</p> <p>The teacher thinks of possible alternatives and develops their own action plans</p> <p>The teacher takes responsibility for their own development</p> |

Transcript of Post Observation Discussion

1. **HOC/HOS:** we have seen you teaching grade 4 today and it was an excellent lesson, I liked it. I like the way you are calm in the class and I think by this way you're making your students calm as well in the class, I like your voice I like your way of giving examples.
2. **T:** thank you for these good points.
3. **HOC/HOS:** (laughs) ok, now talk about your lesson
4. **T:** Umm actually, the students were good, most of them thanks God, clever students and the lesson of today was a bit new about saving the planet, so they had new words today
5. **HOC/HOS:** yes, I agree students were active although it was lesson two in this unit, so the beginning of the unit
6. **T:** Yes, they haven't met these words before.
7. **HOC/HOS:** ok
8. **T:** new words
9. **HOC/HOS:** and new topic
10. **T:** new topic yes but they will revise these words and learn how to use these scientific words.
11. **HOC/HOS:** Yes, they will, because they are going to meet these words within the unit in each lesson so they will be going to revise and recycling them daily.
12. **T:** yeah
13. **HOC/HOS:** Ok what about the aims of the lesson? What were they?
14. **T:** the aim of the lesson today is identifying and saying the names of the planets
15. **HOC/HOS:** umm ok and do you think you achieved your aim?
16. **T:** yes, thanks God they got familiar with the words and they could mention the names of the planets, thanks God
17. **HOC/HOS:** ok, now let us talk about the steps of the lesson, how did you start the lesson?
18. **T:** ok, umm I started the lesson I started the lesson by introducing the topic of this unit
19. **HOC/HOS:** ok, by talking about the topic you mean?
20. **T:** not talking, we started with a guessing game. I brought toys for them that are related to this topic, and made students guess the names and one of the students was very very good she could get many of the guesses right
21. **HOC/HOS:** ok good, and what did you use in the introduction L1 or L2?
22. **T:** English of course but umm when the students name the words, I mean the planets I used Arabic because I had to introduce the planets in L1 until they get familiar with the planets.
23. **HOC/HOS:** ok, then you moved to step two?
24. **T:** yes, step two they had to listen to the tape-recorder and identify the things that were mentioned.
25. **HOC/HOS:** Ok, and what about when you asked them about walking in space?

26. **T:** yes, this was a continue of what mentioned in the book because it said there that we fly and we couldn't walk because no gravity in the space and umm students mentioned that in L1.
27. **HOC/HOS:** and you asked them to work in groups for this?
28. **T:** yes, it was like miming of the actions
29. **HOC/HOS:** and were they able to mime?
30. **T:** some of them did but some of them have difficulties with doing the miming. They did the miming but I think they don't understand completely what they are doing
31. **HOC/HOS:** what might have you done to make this clear next time for them?
32. **T:** give more examples maybe, or getting some students from their groups do the miming first or mime the actions different actions in front of the whole class so they get the idea more.
33. **HOC/HOS:** oh yeah but remember it is preparing task and you need specific time for each task, I think you need to be careful about the timing next time, because your timing was insufficient in this step and you were unable to complete the task because I think you spent more time to do this one thing.
34. **T:** yes, I think I did that because the unit is new and the topic is new, they need time to identify the words
35. **HOC/HOS:** yeah, you did both you did the miming the acting and you make students do that in groups. How about choosing one of these?
36. **T:** yeah.
37. **HOC/HOS:** Ok, or what about doing both of them more quickly?
38. **T:** ok maybe it could be the miming.
39. **HOC/HOS:** ok great, now let us move to the next step, what was it?
40. **T:** umm the next step is listening and say the number of the picture this is to get them identify which picture is being described.
- 41.: I like the way you did this section it was clear and simple and they understood what you want.
42. **T:** yeah, they were supposed to say the number of the picture and they did it.
- 43.: ok, what about the next step?
44. **T:** the next step is listening and umm point to the picture.
- 45.: yeah ok.
46. **T:** umm actually they are supposed to point to the words not to the pictures.
- 47.: but what is mentioned in the teachers' book?
48. **T:** umm point to the words.
- 49.: words.
50. **T:** yeah.
- 51.: listen and point to the words?
52. **T:** yeah, in each picture, actually, there is a word and this is confusing, and students get to point to the pictures they pointed to the pictures already this time, even they supposed to point to the words but I think the problem there was because of the reading.
- 53.: reading the words?
54. **T:** yeah, most of the students were not able to read the words as the words were new.
- 55.: but they were listening and following.
56. **T:** Yes, I know they were listening and following and were co-operating I was really happy about that.

- 57.:** ok, what can you do next time to make the students concentrate in reading the words? I mean those words; how can you make them pay more attention?
- 58. T:** using flashcards and getting students identify the words before reading the cards so they get familiar with the words, and then make them read the words.
- 59.:** you mean matching?
- 60. T:** yes, can be flashcards with word cards this is not mentioned in the teacher's book but I can do it next time.
- 61.:** you did this step well you did it well but perhaps you would also ask the students to read the words or spell the words with you before.
- 62. T:** Yes, it will be a good idea.
- 63.:** ok, now let us move to the next step.
- 64. T:** the next step was listening and repeat; they hear the words from the tape and they were supposed to say and repeat the words, and the next part again it was listen and repeat task at the same time and students could do it
- 65.:** ok so two listen and repeat tasks, what do you think the benefits from providing listening two times?
- 66. T:** umm to get students familiar with hearing the words and identifying what these words mean.
- 67.:** and you decided to do it differently?
- 68. T:** yes, and revising the words helped them also in identifying the picture not just the word.
- 69.:** ok
- 70. T:** so, they did well thanks for God.
- 71.:** ok, shall we move to the next step?
- 72. T:** the next step was the part of counting down, umm they know the idea of counting down, they know this idea. They have seen it already in TV maybe, this when space shuttle lifting of, they start counting down from ten to zero. Umm, here in this activity of their book they are counting from sixty to zero and then from ten to zero. Umm, most of the students were able to identify what they are supposed to do but some of them got confused umm they started counting from forty but I noticed that one student lost wrote after thirty.
- 73.:** so, this activity is teaching students sequencing the numbers?
- 74. T:** yes
- 75.:** you helped the student?
- 76. T:** yes, I thought that maybe students are confused about how to write numbers. I mean yes, I decided to stop the students and draw their attention and make sure that they are able to do it starting with the right number. And they could do it with the help from me and the good help also from them as well in their groups they could help each other and they could read and write the numbers in figures they know the numbers but most of them were not really good at reading words the number words.
- 77.:** figures?
- 78. T:** No, they know the figures, they know one two twenty etc they know how to write the numbers in figures, but in words they have difficulties in reading words. so that's why I gave them examples I started with three numbers which were zero, ten, twenty and also to check whether they know the next number which is coming.
- 79:** Ok great then this was all I think about your lesson, again it was interesting lesson I can see that your students have achieved the aims for this lesson, which

was identifying words related to space. What do you think what are the points that you want to carry from this discussion for the next time?

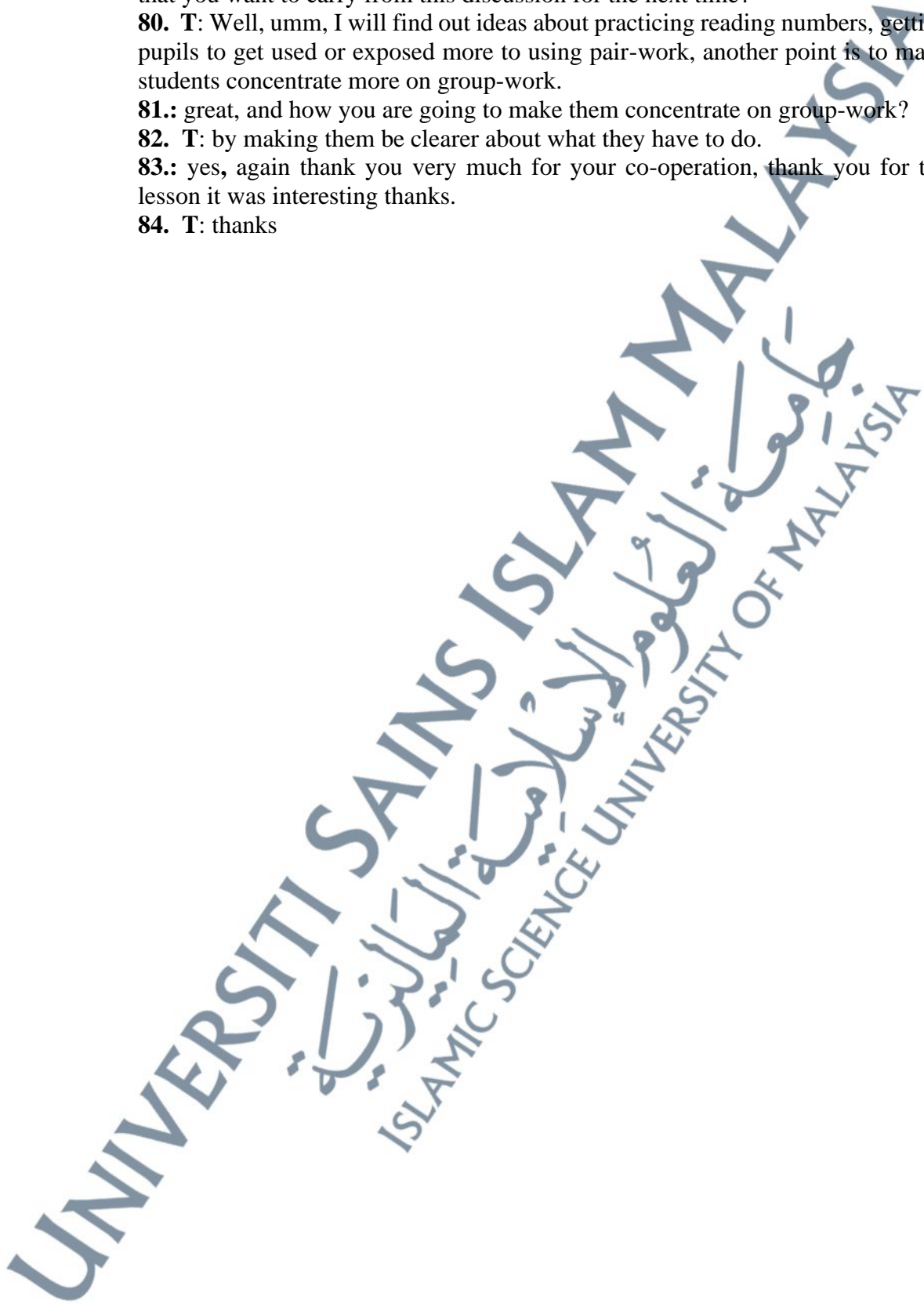
80. T: Well, umm, I will find out ideas about practicing reading numbers, getting pupils to get used or exposed more to using pair-work, another point is to make students concentrate more on group-work.

81.: great, and how you are going to make them concentrate on group-work?

82. T: by making them be clearer about what they have to do.

83.: yes, again thank you very much for your co-operation, thank you for the lesson it was interesting thanks.

84. T: thanks



Reflection Activity

Session Outcomes:

- **To take effective field notes.**
- To adopt a questioning approach to support reflective discussion.
- To adopt a non-judgmental approach to feedback.

Summary of learning

Steps

1. The Trainer starts the session with a revision activity on the theories learned in previous session.
2. The Trainer gives an activity where they share their experiences and reflections about report writing.
3. The Trainer discusses the theories of report writing with the participants.
4. The Trainer ask the participants to walk around the room and look through the reports for the purpose of answering the questions.
5. The Trainer asks the participants to discuss their observations through a plenary discussion.
6. Provide a copy of the HoC and HoSs Post Observation Word Bank.
7. Let the participants write their reflections about the activity.

Looking at Advisory Book Reports

Look at the reports on the walls around the room and answer the following questions. Then share your ideas with your group.

1. Which report do you think is clear and will be understood by the teacher easily?
2. Which report do you think is the most difficult to understand?
3. Which report has commented on every step and does not describe the post lesson discussion?
4. Which report has concluded with an action plan?
5. Which report has a clear layout?
6. Which report has used positive/supportive language?
7. Have you noticed any judgmental comments in any of the reports?
8. Which report you like the most? Why?

Focus on and analysing One Report

The Trainer asks the participants to look at one of the reports and answer the following questions.

1. Have you noticed any grammatical, spelling or punctuation mistakes?
2. What words are used to get the teacher reflect on the lesson?
3. What words are used to give advice?
4. Has the report mentioned any examples of things happened during the lesson?
5. What approach is used in writing the report?
6. How do you think the teacher would feel when reading the report?
7. How could you improve this report?

At this stage, the trainer opens the discussion with the trainees about using the appropriate words to write the report .Then the trainer distributes the following Word Bank to the trainees .

HOC/HOSS 's Wordbank

We/ you noticed that.....

We discussed another way of.....

We considered...

We remembered how you...

We talked about alternative approaches to ...

We concluded that you would try to support the students more by...

We referred back to your training and we discussed...

We planned to try and...

We worked out a possible strategy for...

We agreed that ...

You explained that...

You clarified...

You analysed...

You reflected on the interaction patterns/ participation/ organisation.....

You highlighted step x as a time when the students needed more support.

You decided to try and

You thought that you would ...

You suggested that....

Finally, the trainer reviews with the participants how to write the report, what it should contain and what it should not, and reviews with them one of the ideal reports.

The content

- Language must be accurate. HOC/HOSS should use computer spelling and grammar check to remove errors.

Write to the teacher - using the first person "you", "we" and "I" - the first person, not the first person.

- Use the HOC/HOSS word bank when writing reports because it suggests tactful, non-judgmental terms.

Your report:

- **SHOULD NOT** just be a description of the lesson.

- **SHOULD** focus on the discussion and show how reflective the teacher was – whether they were analysing activities, noticing problems, able to give reasons for their actions, suggest future changes...

- **SHOULD NOT** be evaluative and include phrases like, “*It is good that you...*” or “*Next time, try to...*” or “*I liked...*” or “*You should...*”

- **SHOULD** include phrases like, “*We discussed...*” and “*You suggested that...*” and “*We agreed that...*” and “*You decided to...*”
- **SHOULD NOT** contain grammar, spelling and vocabulary mistakes.
- **SHOULD** be read carefully and edited by the HOC&HOSS -not just the computer!

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Name:.....
College:.....Level.....**2 section**Date...../...../.....

Many thanks (Teacher's name) for your cooperation and for inviting me to visit your class today.

Summary of discussion

We started our discussion by talking about the importance of creating a link between what students are learning and their real life and you did this by starting the topic of your lesson by eliciting personal information from the class (the jobs of the students' relatives).

Then we moved to discuss the listening task where students had to listen twice to the tape recorder, find and point to the correct picture. You pointed out that this step took much longer from your lesson than you had planned (over 15 minutes) and we explored the reasons behind this. You explained that this might have happened because the students did not understand your instructions. This might be because they were complicated and not clear enough, and maybe because of the complex script. Then we explored suggestions for dealing with this situation in the future. We agreed that it is important that instructions need to be broken down into small steps, or do one example with the whole class. You also suggested that you need to check your students' understanding of instructions by asking them to repeat them in Arabic and by observing the work closely. We also discussed scaffolding understanding of the complex text by exploring some of the ideas before doing the listening. We also discussed some of the disadvantages of doing this.

Then we moved to discuss the role play activity. You explained the reason behind doing the role play activity was because you felt that students were bored and you wanted to make them more active and to revise jobs at the same time by giving the groups jobs names. We agreed that students were engaged in this activity and followed all the instructions you gave.

The next step was matching the pictures with appropriate words. We agreed that providing the class with enough explanation before we ask them to complete the activities. we also agreed to encourage students to work in groups and developing more cooperative behaviour. Finally, you summarised the points you would like to work on in the future (giving instructions and developing cooperative behaviour in the classroom).

Reflection Activity

Session Outcomes:

- **To determine the important features in writing a report on classroom observation.**
- **To identify the expressions used in writing reports.**

Session 5 Summary of learning